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THE IMPACT OF IMMERSION IN THE ACQUISITION OF SPANISH VERB STRUCTURES: COMPARISON OF TWO SIBLINGS USING DIFFERENT FOREIGN LANGUAGE METHODS

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Summary

The main question raised by this paper is aimed at discovering the impact that immersion has in the acquisition of Spanish verb structures. In order to study such an impact, the project is based on a comparison between two English monolingual siblings who study Spanish simultaneously, but who differ in the way they study it. While one sibling has studied Spanish in school for several years, the other one has had short time instruction, as well as a short time immersion period. The two siblings collaborated in the project by doing three carefully selected tasks focused on the tense, aspect and mood of the verbs found in each one of the proposed exercises. The results show that the sibling who has had an immersion period obtains better results than the sibling who has not. Thus, in this case study, immersion means a benefit in the acquisition of Spanish verb structures.

Keywords: Spanish; Verb Structures; Second Language Acquisition; Immersion; Monolingualism.

Resumen

La pregunta principal planteada por este artículo tiene su objetivo en descubrir el impacto que la inmersión tiene en la adquisición de las estructuras verbales del español. Con tal de estudiar tal impacto, el proyecto está basado en una comparación entre dos hermanos monolingües que estudian español a la vez, pero que difieren en la forma en la que lo estudian. Mientras que un hermano ha estudiado español en la escuela durante varios años, el otro ha tenido instrucción de corto plazo junto con un periodo de inmersión de corta duración. Ambos hermanos colaboraron en el proyecto haciendo tres actividades cuidadosamente seleccionadas, basadas en el tiempo, el aspecto y el modo de los verbos que se encontraban en cada uno de los ejercicios propuestos. Los resultados muestran como el hermano que ha tenido un periodo de inmersión obtiene mejores resultados que el hermano que no lo ha tenido. De este modo, en este caso práctico, la inmersión supone un beneficio para la adquisición de las estructuras verbales del español.

Plabras Clave: Español; Estructuras Verbales; Adquisición de Segundas Lenguas; Inmersión; Monolingüismo.

Introduction

The adequate acquisition of a second language by means of immersion concerns linguists, teachers, parents (immediate family/friends) and the language learners themselves. Many studies have tried to prove how much immersion can benefit the acquisition of a second language (e.g. Swain and Lapkin 1998; Potowski 2004; Met 1993); however, it can become rather difficult to find participants with the same background in order for a project to be completely accurate and fair.

The participants' radically different backgrounds will modify the result of any type of case study. For this reason, most of the investigations carried out so far are based on quantitative research, because, according to J. Sargeant, a large amount of data is required "to ensure sufficient power", which helps the outcome be as precise as possible (2012: 1). This research paper will avoid the 'background' problem by having two participants who are siblings, making the process smoother, and also easier because of the shared exactly identical background. This piece of research is, therefore, a qualitative analysis.

Immersion is commonly thought to help students become more fluent in the chosen foreign language. This can be so for several reasons, but one strong argument that J. A. Lick defends is the fact that an immersion period enhances the acquisition of a second language, based on the hypothesis that "adult learners [learn] to attenuate the activity of the L1" which is the biggest influence a second language speaker may ever have, because of its dominant characteristics (2009: 2). Speakers begin to use their native language less when surrounded by and using the foreign language, which may ultimately help students acquire verb structures better than in a classroom environment.

English and Spanish differ greatly in their verb structures, and their tense, aspect and mood characteristics can be somewhat difficult to acquire for most non-native speakers –sometimes,

even for native speakers–, which is why this project is interested in verbs and their characteristics and how they are acquired. The comparison in this paper will thus be built around the differences between classroom instruction (traditional) method and the immersion method. The main idea to take into account when contrasting such methods is the boundedness of their scope; on the one hand, in a real-world conversation there are no established limits, because language is unbounded; on the other hand, classroom-instructed activities can be thought of as having a limited approach, which is a concept that was captured by B. Rifkin in his 2005 article. In it, the researcher explains his theory of a 'Ceiling Effect' found in classroom-learning environments. He understands that "without an immersion experience, students of Russian [or any language] will likely find it difficult, if not impossible, to break through this ceiling into advanced level proficiencies" (13). Learning the amount of verb tenses that the Spanish language has compared to English is a difficult task that all students have to overcome. Therefore, a combination of classroom-learning tasks, as well as an immersion program with native speakers of Spanish, would create an ideal base for any speaker to become proficient, not only in Spanish –or in Russian, as in Rifkin's article–, but in any language any speaker would like to learn.

The last thing that needs to be mentioned before discussing the actual body of the project is what we understand by the 'tense, aspect and mood' features of verbs and how they were applied in the activities. The first one, 'tense', refers to the time when some event happened as compared to another event. In the project, the 'tense' context of the sentences was always made clear with an adverbial phrase such as, *ayer* or *la semana pasada* (Eng.: 'yesterday' and 'last week'). The second one, 'aspect', refers to the internal timeline of such an event; in the tasks, the participants needed to decide whether one verb needed to show a recently finished activity, in progress, or even a finished activity in the past. Finally, 'mood' refers to the speaker's ability

to express their attitude towards an action; for example, participants had to distinguish between a wish and a command, and decide which verb phrase would express such modality.

Hence, as has been explained, this project can be described as a qualitative analysis of two siblings, which compares a traditional with an immersive method of language learning, and which is focussed on the acquisition of verb structures, based on their tense, aspect and mood properties.

Participants

As mentioned before, the two participants were both English native monolingual siblings currently studying Spanish as a foreign language. Throughout the essay, the participants will be referenced as Participant 1 (P1), and Participant 2 (P2), followed by the words 'Immersion' and 'Traditional' as a guiding reference.

Participant 1 (Immersion) is 22 years old and has only studied one subject in Spanish in school, at the age of 14. However, the participant admits not liking it, and consequently, not learning much from it. At the age of 21, the participant decided to learn Spanish with a native speaker, by means of formal lessons, for five months. The lessons were regular, and helped the participant reach a basic level of proficiency in preparation for the immersion. After the five months of instruction, the participant spent five weeks with a Spanish family, which were spread over one year. During the progress of this research, the participant completed the sixth week of immersion.

Participant 2 (Traditional) is 14 years old and has studied Spanish in school since the age of 9 by personal choice. After these five years of classroom learning, and with no immersion experience, the participant's marks are excellent; above 80% on average in the Spanish subject. Nonetheless, the participant also admits not being able to communicate smoothly in Spanish outside of the classroom environment. It is a recurrent pattern that students find difficulty in

being fluent, as the lessons are based on the preparation for grammar, reading, speaking and listening tests.

Each participant's level is different and difficult to describe. However, R. Ellis explains a possible distinction between Second Language Acquisition (SLA) and Foreign Language Acquisition (FLA), which could describe the participants' use of Spanish. SLA is described as involving a natural setting and FLA as requiring "formal instruction" (1994: 11-12; as mentioned in Winford 2003: 209-210). Another interesting idea that D. Block provides for the topic is the concept of "curricula", which established the fact that FLA follows patterns and rules within a classroom, and SLA, on the other hand, relies more on "the potential multiple opportunities of contact with the target language outside the classroom" (2003: 48-49). Having such concepts in mind, and taking into account the participants' actual use of Spanish, P2 (Traditional) could be considered a foreign language learner, and P1 (Immersion), a foreign language learner who has become a second language learner.

Methodology

One of the biggest sources of inspiration for the procedure of the research was Valenzuela et al.'s 2012 article on heritage speakers' understanding and use of gender, in which the participants had to complete a level test, a vocabulary test and a selection task. The project was based on quantitative research and it used some of the tasks "as a type of filter" to choose participants who would not match the purpose of the investigation, and would, therefore, be "eliminated from analysis" (486). However, this research paper only has two participants so the structure, yet interesting, is not ideal, as the tasks are not going to be used to select participants. It is also noteworthy that the participants completed the three tasks in different weeks, so as to, first of all, prevent them from becoming tired, and second, to avoid interference between tasks.

The first task consisted of a 60-question level test created by *Instituto Cervantes*, which can be found on their '*AVE Centro Virtual Cervantes*' website. Their level test consists of three parts: a questionnaire on vocabulary and structures, a reading test and a listening activity. However, for the purpose of this project, and in order to avoid unfair tasks, only the first questionnaire was used and answered by the participants, since their listening and reading abilities differ so much and they would make the participants feel overwhelmed. Please, see 'Appendix A.1' for the Level Test, transcribed by F. Plans (2014).

The second task was a translation exercise consisting of 12 sentences. The sentences were divided into three groups depending on whether their focus was on the tense, the aspect or the mood of the verb phrase. In each group there were four sentences which included 2 sentences to translate from Spanish into English, and two to translate from English into Spanish. All of the sentences proposed simple contexts with easy vocabulary, such as *perro* (Eng.: dog) or 'cheese' (Sp.: *queso*) so that the focus was on translating accurately rather than on understanding their meaning. Since the focus was centred on verbs, ambiguity needed to be avoided, so the amount of possible translations was limited to one. Please, see 'Appendix B.1' for the Translation Task.

The final task was a selection exercise. The structure also includes 12 sentences, but in this case, they have a blank space that needs to be filled by one of the three possible options provided. In this multiple choice exercise, the participants had to choose between three verb forms with only one possible correct answer. Again, the 12 sentences were separated into three groups ('tense, aspect and mood'). Although some sentences seem repeated, they have slight changes to test the participants' abilities and to make sure the contexts are understood. Please, see 'Appendix C.1' for the Selection Task.

It is noteworthy that the two participants and their relatives were completely unaware of the actual purpose of the research –verb structures– as that could have affected its outcome. The

participants were told that the project was based on their level of Spanish, without any further detail.

Data Analysis

The analysis of the task results was done by means of 'tokens' or 'points', which were given to every correct answer.

In the first task, there were a total of 60 questions. However, the interest of this analysis is on verb structures, so only 23 questions were used in the study. The questions make us count the results out of 23 tokens but some of them had two blank spaces, with their respective answers, meaning that the results need to be counted out of 34 tokens. Please, see 'Appendix A.2' for the distribution of tokens in the questionnaire.

In the second task, each correct answer was given one token. However, since this study is not aimed at judging the participants' level, some misspellings and other types of grammatical errors were not taken into account, as long as there was a proven understanding of the verb structure, or their tense, aspect and mood features. In such cases, the sentence was given half a token. Examples on this division of tokens are provided in the analysis of the results. Therefore, in this task there was the possibility of obtaining X tokens and a Y halves, being 12 the maximum of possible full tokens. Please, see 'Appendix B.2' for the distribution of tokens in the translation task.

The final task followed the same structure as the previous, but the amount of possible answers for each sentence was limited to one, exclusively. Therefore, one token was given to every correct answer, making a total of 12 tokens. Despite the hard effort on creating a test without ambiguities, a mistake was discovered after correcting the tasks: sentence number 8 in the third test had two possible answers. Since the sentence belongs to the 'aspect' group, the participants were expected to mark the finished action *he comido* (Eng.: I have eaten), but the

option *comeré* (Eng.: I will eat) would also fit in the sentence. After weighing options, the best one was not to give a token to this sentence, and change the test so that the results are counted out of 11. Please, see 'Appendix C.2' for the distribution of tokens in the selection task.

Results and Discussion

After a careful study of the completed tests, the definite count of the tokens for each task, as well as the total count, are presented in the following paragraphs.

First of all, the 'Level Test', consisting of 23 questions, had a maximum of 34 tokens. A grid with the full results of this first task can be found in Appendix A.3. The results show that Participant 1 (Immersion) achieved a total of 5 tokens, whereas Participant 2 (Traditional), had a total of 9 tokens. After the first task, no definite conclusions can be reached yet, since the test had a very broad approach as it belongs to a bigger level test. However, it is interesting to see that both participants got tokens in the 'tense' questions (P1 Immersion=3 / P2 Traditional=3), as well as in the questions relevant for the 'mood' of the verbs (P1 Immersion =2 / P2 Traditional=6), but no tokens at all in the questions in which the 'aspect' of the verbs was important. S. Montrul explains how "Initially, L2 learners rely on the present, which in Spanish has imperfective value", so speakers start using the basics and then develop proficiency in perfective verbs, which is the 'aspect' feature of the verb (2004: 155).

For the second task, 12 tokens were given to the sentences, with the possibility of having halves. A grid with the results of the 'Translation Task' can be found in Appendix B.3. Participant 1 (Immersion) got a total of 10 tokens; the participant scored the maximum amount of tokens –six– when translating Sp. → Eng. and scored 4 tokens when translating Eng. → Sp., in which two halves are included. An example of a sentence that was given half a token by P1 (Immersion) was the answer for sentence n.4, in which the participant wrote "*No *querimos queso*" (Eng.: 'We do not want cheese') instead of *queremos*, but the tense and person of the

verb were understood, so the participant got 0.5 tokens for it. It is important to mention that, in this example, P1 (Immersion) shows understanding of the "Pro-drop" parameter of Spanish, which is activated in P1, but not in P2(Traditional), proving that the former has activated the "triggering evidence" in order to drop the subject when using the verb inflection for the first person plural form (White 1986: 58). Participant 2 (Traditional) got a total of 1.5 tokens in the translations from Spanish into English, but none from English into Spanish. In both participants' cases, the translation from Spanish to their mother tongue shows better results. All second language learners try to produce the target language by means of borrowing structures from their L1. J. L. L. Urdaneta explains that, after working with groups of students, "the use of their first language [hinders] their writing in the L2" (2011: 173), which can justify their lack of expertise in such a type of translation. As we have seen, Participant 1 (Immersion) gets a considerably high amount of tokens, as compared to Participant 2 (Traditional).

In the last task, taking into account the impossibility of having half a token, 12 was the maximum possible score. Appendix C.3 includes the grid with the results for the 'Selection Task'. After checking the participants' answers, Participant 1 (Immersion) got a total of 6 tokens, being 'tense' the property that got more tokens (4), followed by the 'aspect' feature of the verbs (2). Participant 2 (Traditional) had 4 correct answers, divided between the three properties; 'tense' (2), 'aspect' (1) and 'mood' (1). As we can see, the correct verb structures that differed in 'tense' were easier for the participants to recognise.

If we gather all of this information together, and as it is captured in Appendix D, Participant 1 (Immersion) scored a total of 21 tokens, and Participant 2 (Traditional), a total of 14.5 tokens. It is also important to comment on the number of tokens that participants got for every verb feature. Once the results are combined, we can see how the 'tense' features seem to be the easiest for the participants to detect and differentiate. On the one hand, P1 (Immersion) shows a prominent ability to distinguish 'tense' (10 tokens), followed by 'mood' as the second best

result (6), and 'aspect' (5). On the other hand, 'aspect' is the characteristic that P2 (Traditional) shows a better understanding of within the tasks (7.5), followed by 'tense' (5), and 'mood' (2).

Taking into account that the three tasks had a total of 57 tokens, Participant 1 (Immersion) had 36.8% correct answers and Participant 2 (Traditional) had 25.4% correct answers.

Summary and Conclusion

The main idea that this project has tried to investigate is whether a student with an immersion experience acquires verb structures better than a classroom student. As evident from the results, the student who had an immersion period obtained more tokens than the one who only had classroom learning, which supports the main idea of this investigation.

Studies on language acquisition are diverse in scope, for there are as many types of learners as there are people in the world. No study in this area could ever have 100% accurate results, but this paper has tried to provide the reader with a small and clear idea of the benefits of immersion, within the very general topic of SLA/FLA. Taking into account the fact that both siblings had the same background but made two different second language choices, this project has proved that Participant 1's verb structures' acquisition has been benefited by the immersion period.

The results of this project show a clear idea and they intend to encourage parents and language learners to give the 'abroad experience' a try. It can be hard, long, and, sometimes, not cheap, but the results give evidence for a reality: immersion is beneficial, not only improving the learners' communication skills in a language, but also in something as specific as the acquisition of verb structures.

APPENDICES

APPENDIX A

- o **Appendix A.1** (Level Test)

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TEST DE NIVEL EN ESPAÑOL. INSTITUTO CERVANTES

Este test de nivel solo evalúa el vocabulario y las estructuras gramaticales. Servirá para que el estudiante sea consciente de su nivel lingüístico en español exclusivamente en este apartado. Los 60 ítems se estructuran en dos bloques de 30. De este modo, el estudiante puede conocer su nivel aproximado entre los que se establecen en el MCER (A1, A2, B1, B2, C1, C2). He aquí el enlace directo en la página del Aula Virtual de Español (AVE) del Instituto Cervantes.

http://ave.cervantes.es/prueba_nivel/registro/test_de_clasificacion.php?origen=webAVE

1. Todos los que estamos aquí _____ estudiantes de español.
- a) estamos
- b) somos
- c) son
- d) están

2. ● Soy valenciana, pero no me gusta la paella.
  □ A mí _____.
- a) también
- b) no
- c) tampoco
- d) sí, también

3. Se compró un apartamento en el _____ piso del palacio de las Damas.
- a) tercero
- b) primero
- c) tres
- d) tercer

4. He comprado flores para Clara. _____ voy a llevar a casa.
- a) Se los
- b) Se las
- c) Los
- d) Les

5. ● ¿_____ alguna vez en el Instituto Cervantes?
  □ Sí, lo conozco bien. Mira, la semana pasada

_____ allí una película argentina muy interesante.
- a) Estuviste / he visto
- b) Has estado / vi
- c) Has ido / vi
- d) Fuiste / he visto

6. Llegaré a la ciudad _____ lunes próximo. Nos encontraremos _____ la estación.
- a) el / a
- b) el / en
- c) por el / en
- d) al / a

7. Esta ciudad es estupenda. _____ muchos lugares interesantes.
- a) Son
- b) Es
- c) Hay
- d) Están

8. En el jardín hay _____ gran fuente de agua.
- a) el
- b) un
- c) una
- d) la

9. ● Esta chaqueta vale 100 euros. ¿Se la queda?
  □ _____.
- a) Sí, me quedo.
- b) Sí, me la quedo.

⓾ c) Sí, me lo quedo.
⓾ d) Sí, se la queda.

10. ● Y tú, ¿cuándo estuviste en Perú?
　　□ Pues _____.
⓾ a) pasados dos años
⓾ b) en dos años
⓾ c) hace dos años
⓾ d) dos años

11. ● ¿Qué le pasa a tu hermano?
　　□ Se ha caído de la silla y _____ el brazo.
⓾ a) te duele
⓾ b) me duele
⓾ c) le duele
⓾ d) duele

12. ● El otro día _____ sola en casa y de repente _____ un ruido extraño en la cocina.
　　□ Qué miedo, ¿no?
⓾ a) estaba / oí
⓾ b) estuve / oí
⓾ c) estuve / oía
⓾ d) estaba / oía

13. ● Oye, ¿sabes qué _____ hacer para conectarse a Internet?
　　□ No sé... creo que necesitas un módem.
⓾ a) hay
⓾ b) tiene
⓾ c) tengo
⓾ d) hay que

14. ● Y tú, ¿qué haces los fines de semana?
　　□ Pues _____ mucho salir con amigos, cenar fuera, ir al cine...
⓾ a) te gusta
⓾ b) gusto de
⓾ c) me gusta
⓾ d) me gustan

15. Para recoger el visado, vuelva _____ dos semanas aproximadamente.
⓾ a) dentro
⓾ b) dentro de
⓾ c) desde
⓾ d) alrededor de

16. ¿_____ es la excusa que puso?
⓾ a) Cuál
⓾ b) Quién
⓾ c) Qué
⓾ d) Cuánto

17. Yo ya _____ de la oficina cuando me _____.
⓾ a) he salido / llamaste
⓾ b) había salido / habías llamado
⓾ c) salí / habías llamado
⓾ d) había salido / llamaste

18. Es un secreto, no se lo digas a _____, por favor.
⓾ a) nadie
⓾ b) ningún
⓾ c) alguien
⓾ d) alguno

19. Estoy tranquilo; espero que mañana mis hijos no _____ tarde.
⓾ a) llegarán
⓾ b) llegan
⓾ c) lleguen
⓾ d) han llegado

20. ¡Qué raro que Laura no haya venido todavía! Ayer me dijo que _____ por aquí sobre las cinco.
⓾ a) pasará
⓾ b) pase
⓾ c) habría pasado
⓾ d) pasaría

21. Me ordenó que me lo _____ a casa y no lo _____ a clase nunca más.
⓾ a) traerá / llevara
⓾ b) trajera / llevaría
⓾ c) llevara / trajera
⓾ d) lleve / traería

22. No estoy seguro, pero creo que la conferencia _____ en el salón de actos.
⓾ a) está
⓾ b) celebra
⓾ c) estará
⓾ d) es

23. ¡Cállate ya! Me pone nerviosa que la gente _____ en el cine.
⓾ a) hable
⓾ b) hablas
⓾ c) hablen
⓾ d) habla

24. Nos obligaron a estar _____ pie dos horas seguidas.
⓾ a) por
⓾ b) a
⓾ c) con
⓾ d) de

25. _____ no nos esperaban, no habían preparado cena.
⓾ a) Por qué
⓾ b) Visto que
⓾ c) Como
⓾ d) Pues

26. Buscan a alguien que _____ jugar al fútbol.
⓾ a) sabe
⓾ b) sepa
⓾ c) sabrá
⓾ d) supiera

27. ● ¿Tú crees que lloverá mañana?
　　□ Yo creo que _____ mal tiempo, pero no creo que _____.
⓾ a) hará / llueva
⓾ b) haga / llueva
⓾ c) hará / lloverá
⓾ d) haga / lloverá

28. ● ¿Qué tal la fiesta de ayer?
　　□ Fenomenal. _____ divertidísima. Lo _____ muy bien.
⓾ a) Fue / pasamos
⓾ b) Era / pasábamos

12

Ⓜ c) Era / pasamos
Ⓜ d) Fue / pasábamos

29. ● Fíjate, un amigo _____ se ha ido a Katmandú con _____ compañeros de trabajo.
   □ ¿A Katmandú? ¡Qué suerte tienen algunos!
   Ⓜ a) mío / suyos
   Ⓜ b) mío / su
   Ⓜ c) mío / sus
   Ⓜ d) mi / su

30. ● ¿Sigues _____ al mismo gimnasio del año pasado?
   □ Pues, no. Ya no voy. Llevo varios meses sin _____ ejercicio.
   Ⓜ a) ir / hacer
   Ⓜ b) yendo / haciendo
   Ⓜ c) ir / haciendo
   Ⓜ d) yendo / hacer

31. El otro día vi a _____ sobrino por la calle, pero no se paró a saludarme.
   Ⓜ a) un
   Ⓜ b) el
   Ⓜ c) tu
   Ⓜ d) tuyo

32. Todos los jugadores _____ listos para saltar al terreno de juego.
   Ⓜ a) encuentran
   Ⓜ b) están
   Ⓜ c) son
   Ⓜ d) se hacen

33. Yo _____ físicamente a mi padre.
   Ⓜ a) me parezco
   Ⓜ b) parece
   Ⓜ c) parezco
   Ⓜ d) me parece

34. _____ trabajas lo suficiente, acabarán por echarte de la empresa.
   Ⓜ a) Pero
   Ⓜ b) Sin embargo
   Ⓜ c) Pero si
   Ⓜ d) Si no

35. _____ supo quién lo había hecho, habló con el responsable.
   Ⓜ a) Después
   Ⓜ b) Mientras
   Ⓜ c) En cuanto
   Ⓜ d) Después de

36. No era con nosotros con _____ quería hablar en aquel momento.
   Ⓜ a) quienes
   Ⓜ b) cuales
   Ⓜ c) que
   Ⓜ d) cuyos

37. El que _____ último, _____ un premio de consolación.
   Ⓜ a) llegará / tiene
   Ⓜ b) llegue / tendrá
   Ⓜ c) llegará / tendrá
   Ⓜ d) llegue / tenga

38. _____ muy nervioso cuando sonó el teléfono.
   Ⓜ a) Se volvió
   Ⓜ b) Se hizo
   Ⓜ c) Se puso
   Ⓜ d) Sintió

39. ¿_____ llevas viviendo en Milán?
   Ⓜ a) Cuánto tiempo
   Ⓜ b) Hace cuánto tiempo
   Ⓜ c) Cuánto hace
   Ⓜ d) Hace cuánto tiempo que

40. Fueron ellos mismos _____ me advirtieron del peligro que corría.
   Ⓜ a) cuáles
   Ⓜ b) los que
   Ⓜ c) los cuales
   Ⓜ d) quien

41. Por mucho que lo _____, no conseguirás que cambie de opinión.
   Ⓜ a) intentas
   Ⓜ b) intentarás
   Ⓜ c) intentaras
   Ⓜ d) intentes

42. ● ¿Quién _____ ayer a esas horas?
   □ No sé, seguramente alguien que se equivocó.
   Ⓜ a) llamaría
   Ⓜ b) habrá llamado
   Ⓜ c) llamará
   Ⓜ d) habría llamado

43. _____ llegar, te mandaré mi nueva dirección.
   Ⓜ a) En cuanto
   Ⓜ b) Nada más
   Ⓜ c) Apenas
   Ⓜ d) En

44. ¡Son ya las dos! Como no _____ puntual, me marcho y no lo vuelvo a llamar.
   Ⓜ a) llegará
   Ⓜ b) lleguen
   Ⓜ c) llegue
   Ⓜ d) llegaría

45. Este libro ya lo he leído. Dame _____, pero que sea en español.
   Ⓜ a) otra
   Ⓜ b) el otro
   Ⓜ c) cualquier otro
   Ⓜ d) otros

46. No consigo comprender cómo _____ ha roto el ordenador.
   Ⓜ a) lo
   Ⓜ b) me lo
   Ⓜ c) se lo
   Ⓜ d) se me

47. En la era de las comunicaciones, ¿alguna vez nos hemos parado a pensar si _____ capaces de volver a los tiempos de las palomas mensajeras?
   Ⓜ a) seríamos
   Ⓜ b) hubiéramos sido
   Ⓜ c) fuéramos

13

Ⓜ d) habríamos sido

48. Se lo dije de manera que no se _____, pero también quise que _____ que ni somos tontos ni lo vamos a dar por perdido.
   Ⓜ a) molestó / vio
   Ⓜ b) molestara / vio
   Ⓜ c) molestará / viera
   Ⓜ d) molestara / viera

49. Esta vez aprobaré el examen; _____ preparados todos los temas.
   Ⓜ a) quedan
   Ⓜ b) llego
   Ⓜ c) llevo
   Ⓜ d) quiero

50. me pides que te ayude, te espero dos horas, no te presentas, me voy y _____ me dices que no me preocupo por ti.
   Ⓜ a) por cierto
   Ⓜ b) así
   Ⓜ c) encima
   Ⓜ d) por lo tanto

51. Les gusta escribir _____ artículos, no libros.
   Ⓜ a) los
   Ⓜ b) unos
   Ⓜ c) ø
   Ⓜ d) de los

52. Si hubiera viajado más, ahora _____ más oportunidades.
   Ⓜ a) tuviera
   Ⓜ b) tenga
   Ⓜ c) tendrá
   Ⓜ d) tendría

53. Parece _____ fuera a llover.
   Ⓜ a) como si
   Ⓜ b) así que
   Ⓜ c) tal que
   Ⓜ d) que

54. El _____ un coche cada día, no quiere decir que tenga millones.
   Ⓜ a) que use
   Ⓜ b) que usa
   Ⓜ c) que usará
   Ⓜ d) quien usa

55. ● ¿Dónde estarán tus padres? Habíamos quedado a las 7 h 30 y ya son las 8 h.
   □ No te preocupes. Seguramente _____ el autobús.
   Ⓜ a) habrán perdido
   Ⓜ b) perderán
   Ⓜ c) habían perdido
   Ⓜ d) pierden

56. Los representantes sindicales no han logrado alcanzar un acuerdo _____ hay demasiadas diferencias de opinión.
   Ⓜ a) como
   Ⓜ b) ya que
   Ⓜ c) debido a
   Ⓜ d) en cambio

57. ● El jueves fue el cumpleaños de Gabriela.
   □ ¡Qué pena! Si lo _____, le _____ alguna cosilla.
   Ⓜ a) hubiera sabido / habría comprado
   Ⓜ b) habría sabido / hubiera comprado
   Ⓜ c) supiera / hubiera comprado
   Ⓜ d) supiera / habría comprado

58. Cuando le conté a Pedro dónde vivía, me dijo que _____ cuidado, que la zona _____ un poco peligrosa.
   Ⓜ a) tuviera / era
   Ⓜ b) tenga / era
   Ⓜ c) tuviera / fuera
   Ⓜ d) tenga / fuera

59. ● Oye, por cierto, ¿qué tal te fue el examen?
   □ ¡Fatal, no me hables! Estaba nerviosísimo y _____.
   Ⓜ a) me puse morado
   Ⓜ b) me quedé en blanco
   Ⓜ c) fui de punta en blanco
   Ⓜ d) me puse verde

60. ● El otro día me encontré con Elena y le conté que ya no salgo con Ramón.
   □ ¿Qué te dijo?
   ● Nada, _____ muy sorprendida.
   Ⓜ a) se puso
   Ⓜ b) se dejó
   Ⓜ c) se quedó
   Ⓜ d) se hizo

   o **Appendix A.2** (Distribution of Tokens – Level Test)

	5	12	17	19	20	21	22	23	26	27	28	30	37	41	42	44	47	48	52	54	55	57	58	Tokens:
Tense	X	X X	X		X		X			X	X		X				X		X				X	12
Aspect	X		X							X		X X			X						X	X		8
Mood				X		X X		X	X	X			X	X		X		X X		X		X	X	14
	Total Number of Questions: *23* *(note that some questions have more than one blank space, and therefore, more than one answer)*																							*Total: 34*

o **Appendix A.3** (Results – Level Test)

	Participant 1 (Immersion) Correct Answers	Participant 2 (Traditional) Correct Answers
Tense	3	3
Mood	2	6
Aspect	0	0
Total	**5**	**9**

APPENDIX B

  o **Appendix B.1** (Translation Test)

PART 2 - TRANSLATION EXERCISE

Participant Number/Type:

Please use the blank space to translate each sentence into Spanish/English. You should always try to translate them and not leave any space blank.

You are free to make any annotations that could help you translate the sentences.

Don't stress out and just try your best :)

1. **Ayer vi un perro**	
2. **Ella comerá fruta**	
3. **I use my phone**	
4. **We don't want cheese**	
5. **Yo no he visto el vídeo**	
6. **Tú has comido pasta**	
7. **They have slept well**	
8. **She has bought a shirt**	
9. **Yo puedo ver el perro**	
10. **Es importante que comas proteínas**	
11. **Please, take the Apple**	
12. **Come here, please**	

(Please, note that all of the examples were constructed for the purpose of the project)

o **Appendix B.2** (Distribution of Tokens – Translation Test)

	Spanish to English		English to Spanish	
Tense	1	2	3	4
Aspect	5	6	7	8
Mood	9	10	11	12

Total Number of Sentences to Translate/Tokens: *12*
(note that the numbers in the grid match the numbers in the translation exercise)

o **Appendix B.3** (Results – Translation Test)

	Participant 1 (Immersion) Correct Translations		Participant 2 (Traditional) Correct Translations	
	Sp -> Eng	Eng -> Sp	Sp -> Eng	Eng -> Sp
Tense	2	1	0	0
Aspect	2	0.5 + 0.5	0.5	0
Mood	2	2	1	0
Total	**6**	**4**	**1.5**	**0**
Total Weighted	**10**		**1.5**	

APPENDIX C

o **Appendix C.1** (Selection Task)

PART 3 - DISTINCTION EXERCISE

Participant Number/Type:
Please choose the appropriate option A, B or C – the one that best fits in the sentence above.
Only one choice can be correct in each case.
You are free to make any annotations that could help you choose your answers.

---

1. La semana pasada_____mucho en Madrid

   - llueve / llovió / lloverá

---

2. Mañana_____mucho en Madrid

   - llueve / llovió / lloverá

---

3. Si hace sol, mañana _____al supermercado juntos

   - fuimos / íbamos / iremos

---

4. Ayer _____al supermercado juntos

   - fuimos / íbamos / iremos

---

5. Nosotros_____en Cuba durante una semana.

   - hemos estado / estar / seremos

---

6. Nosotros_____en Cuba durante una semana.

   - hemos sido / estar / estuvimos

---

7. Ayer no_____nada en la fiesta.

   - comí / he comido / comeré

---

8. No quiero nada, gracias. Ya _____en mi casa.

   - comí / he comido / comeré

---

9. Pedro, no_____.

• Correr / corre / corras
10. Pedro y Ana,_____ de correr
• paréis / parar / parad
11. Quiero que_____de correr
• Para / pares / parar
12. Quiero que vosotros _____ muy rápido.
• Correr / corréis / corráis

(Note 1: all of the examples were constructed for the purpose of the project

Note 2: Question n.8 was finally taken out of the final count because of ambiguity)

o **Appendix C.2** (Distribution of Tokens – Selection Task)

	Sentences
Tense	1, 2, 3, 4
Aspect	5, 6, 7 [8]
Mood	9, 10, 11, 12

Total Number of Sentences/Tokens: *11*

(Note 1: the numbers in the grid match the numbers in the selection task.
Note 2: sentence number 8 was removed from the final count)

o **Appendix C.3** (Results – Selection Task)

	Participant 1 Right Answers	Participant 2 Right Answers
Tense	4	2
Aspect	2	1
Mood	0	1
Total	**6**	**4**

APPENDIX D

Combination of tokens

	P1 (Immersion) total*	**P2 (Traditional) total***
Tense	10	5
Aspect	5	7.5
Mood	6	2
Total/participant	21	14.5

*Three tasks together

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