Temporality in L2 Spanish:

An investigation of the expression of temporality in the narrative discourse of Spanish L2 learners

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A thesis submitted to Dublin City University in candidacy for the degree of PhD

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September 2004

Declaration

I hereby certify that this material which I now submit for assessment on the programme of study leading to the award of Doctor of Philosophy is entirely my own work and has not been taken from the work of others, save and to the extent that such work has been cited and acknowledged within the text of my work.

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Acknowledgements

First, I would like to thank my supervisor, Dr Bill Richardson for his advice, guidance and constant support, especially through difficult times

I am also very grateful to all participants in this study, students, near native speakers and native speakers, for their generosity with their time and their interest in the project I would also like to acknowledge the kind cooperation of SALIS lecturers, Jenny Bruen, Dorothy Kenny, Patricia O'Byrne and Mary Phelan at different stages of this project

I am indebted to Roger Gilabert i Guerrero for his help with CHILDES, and Arian Puig i Planella for her assistance with the statistical analyses Thank you also to Eileen O'Connell, Anke Mc Elligott and Pascaline Horan who proofread sections of the study

Many thanks go to so many good friends and colleagues, for their unwavering support and encouragement in the preparation of this dissertation

A special thank you to my family, for their understanding and patience, especially my mother whose strength and optimism have inspired me to complete this work

Finally, and most importantly, I want to express my deepest love and thanks to Eugene for unquestionably believing in me and supporting me all the way Thanks also for cooking me so many dinners

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Abstract

The general objective of this research study is the investigation of the development of the expression of temporality in Second Language Acquisition In particular, this study examines the acquisition process by native English speakers who are second languages learners of Spanish Temporality is examined as it is manifested in the oral narration of events by these learners The theoretical argument behind the research is based on linguistic relativity and "thinking for speaking" theories which consider how different languages deal with the linguistic coding of certain concepts, such as time and space, and the influence of linguistic forms on speakers' perceptions and cognitive development of these concepts The present study aims to answer the following question

If the language they speak influences the manner in which speakers conceptualise temporal relations, will learners of a second language adopt the cognitive strategies and styles of the native speakers to refer to events in time, as their Interlanguage develops to approximate the target language? Specifically, will second language learners of Spanish adopt the patterns of temporal expression in narrative discourse, typical of Spanish native speakers? To answer this question standard qualitative and quantitative methods of research used in applied linguistics are utilized

List of abbreviations

The following abbreviations are used

ACT	activity
A	advanced
ANT	anteriority
COMP	completive
COND	Conditional
FUT	Future
I	Intermediate
IMPER	Imperative
INC	inchoative
IPFV	imperfective
ITE	iterative
NN	Nearnative
PAST PERF	Past Perfect
PFV	perfective
POST	posteriority
PRES	Present
PROG	progressive
SIM	simultaneity
STA	states
SUBJ	subjunctive
TAC	Temporal adverb of contrast
TAD	Temporal adverb of duration
TAP	Temporal adverb of position
TAQ	Temporal adverb of frequency
TEL	telic

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Introduction

The general goal of this study is twofold. On the one hand we examine proposals related to the issue of linguistic relativity and on the other hand we investigate the acquisition of Spanish as a second language. In particular this investigation focuses on the development of the expression of temporality in the acquisition of Spanish as a second language amongst native English speakers.

The terms "Sapir-Whorf Hypothesis" and linguistic relativity refer to proposals which examine whether and how much language influences thought. In a modified version of the "Sapir-Whorf Hypothesis", Slobin (1991) argues in favour of a special type of thinking activated in the processes of speaking. Slobin refers to this process as "thinking for speaking". He argues that in the course of acquiring a particular language a person develops a particular "framework for schematising experience" (1991:7). Since each language has its own particular grammatical structure, Slobin hypothesises that when we present events in any language, we have to take a grammaticised point of view to fit the information we want to convey into the particular structure of the language we speak. Researchers in this area have argued that these distinctions and concepts, which are learned through language, are exceptionally difficult to be retrained in the process of acquiring a second language. Up until recently, these proposals and their implications in the L2 learning process have been largely ignored in the field of second language acquisition research. The present study is an attempt to contribute to the emerging body of research in this area. The investigation of the development of the expression of temporality, a conceptual domain subject to linguistic encoding, offers us the opportunity to assess the validity of these proposals.

While the last few years have seen an increase in the number of studies which address L2 acquisition of temporality, these studies have tended to focus on the acquisition of morphology. However, in order to capture the way in which L2 learners will gradually code and express temporal relations, it does not suffice to focus on just one level of analysis. The expression of temporality rests as much on the interaction between tense and aspect as it does on temporal adverbials and subordinate temporal clauses. As in L1, temporal information is conveyed both at the sentence level and the discourse level.

L2 learners have to acquire the appropriate knowledge to convey temporal information in grammatically well formed sentences, situate them in time and in relation to one another. With this in mind, the present study examines how temporality is expressed in the narrative discourse of Spanish L2 learners. We examine the ways in which the increasing mastery of the linguisitc devices available for the expression of temporal relations enables these learners to expand their repertoire of strategies and achieve the same level of competency displayed by native speakers.

Several key terms appear throughout this study. Firstly, while some researchers contrast *acquisition* and *learning*, where the first represents "unconscious" learning (Lightbown and Spada 1993), these terms are used interchangeably in the present study. Secondly, the phrase *Second Language Learning*, has been defined in different ways by scholars. The term often refers to cases in which the target language plays a role in the community. Ellis (1994 :2) defines the learning of a foreign language as learning that takes place primarily in the classroom. For the present study, and taking into consideration the learning experiences of the participating subjects, we follow Ellis and many other authors in emplyoing the term *second language learning* as a term that encompasses both types of learning (Lafford and Salaberry 2003). Finally, in the course of this dissertation we refer to the "Frog Stories" or the "narratives". It is important to note that for the purpose of this study we take the two terms "narrative" and "story" to be interchangeable.

The study is presented as follows: Chapter One provides the theoretical background for the study. The chapter begins by briefly introducing some philosophical and cultural considerations around the issue of time. Following these, the proposals of linguistic relativity and "thinking for speaking" are introduced. The chapter continues by considering the acquisition of temporality in first and second language, drawing primarily on previous research. In this section, a particular emphasis is placed on studies of Spanish L2 acquisition of temporality. Finally, the chapter concludes by introducing some considerations around the nature of narrative discourse.

Chapter Two describes the means by which English and Spanish express temporal concepts and temporal relations between events. This contrastive analysis outlines the

differences between the two languages In turn, this allows us to indentify the problems faced by the English L1 learner of Spanish An example of this is the lack of correspondence of aspectual distinctions

Chapter Three presents the methodology chosen to address the goal of the study The methodological issues considered are related to the design of the data elicitation procedure, sample selection, framework of analysis and procedure and data analysis

The results of the research are presented in Chapter Four The findings are presented in detail according to the level of proficiency of the learners This allows us to identify and describe the general features of the interlanguage of the subjects in relation to the expression of termporality

Chapter Five presents an evaluation and discussion of the findings anticipated in the previous chapter Conclusions are offered in relation to the development of the expression of temporality in the narrative discourse of Spanish L2 learners Finally, linguistic relativity and "thinking for speaking" proposals and their relevance to second language learning are discussed in the light of these findings

Chapter One

Theoretical Framework

1.0 Introduction

The purpose of this chapter is to introduce the theoretical background against which the present research study is conducted The chapter begins by exploring the concepts of time and temporality Following this, the concepts of linguistic relativity and "thinking for speaking" are introduced Studies designed to test the validity of these hypotheses are then reviewed The chapter continues by providing background information on the acquisition of temporality in L1 and L2, drawing on material from previous research Particular emphasis is placed on studies of L2 Spanish acquisition of temporality To conclude, the structure of narrative discourse is briefly discussed

1 1 Time and temporality: philosophical aspects

1.1.0 Introduction

In this section, we will present a brief discussion concerning the concept of time and temporality We will also present proposals put forward by some of the most prominent philosophers in the western tradition in relation to time and temporality and we will briefly present other cultures' understanding of time

1 1 1 Time and temporality in western philosophy

St Augustine attempted to define time in the well-known quotation

> What is time? If nobody asks me, I know, but if I am asked what it is I cannot explain
>
> (Confessions XI 14 in Chadwick 1986)

Kuczaj (1982) points out that the degree of confusion and disagreement in the literature regarding time is due to confusion about the nature of time and the fact that researchers have not employed the terms time, time concepts and temporal relations consistently However, both the word and the concept, *time* acquire different meanings depending on

the field of enquiry or the nature of the debate, Universal time, Relativistic time, Biological time, Socio-cultural time or Human time Kuczaj argues that discussions of time in this respect do not necessarily contribute to clarifying the nature of time but represent discussions of temporal experience

Even though humans possess a highly developed reference system that allows us to deal with a wide range of temporal relations, we know little about the precise nature of time

> We can only experience the world, or ourselves, in the ways in which we are able to do so, just as the structure of one's spectacles is crucial to the perceptual reports he offers, so the temporal structure of his experiential outlook is a fundamental condition of the nature of his consciousness, of awareness, of his capacities and their limitations
>
> (Sherover 1975 437)

Through the centuries, philosophers have debated the nature of time extensively And through the centuries philosophers have not stood alone Their work and writings have been influenced by the world around them, especially by the scientific discoveries that have enhanced humans' knowledge of the universe they inhabit In this debate, different points of departure and perspectives have been adopted Earlier philosophers such as Plato, Aristotle and St Augustine were concerned with the relationship between time and motion as well as the relationship between time and the human mind Plato saw time as an ordering force in the universe Aristotle expanded the debate in two directions He explored the relationship between time and movement, and at the same time, he was concerned by the perceiving of time His contribution to the debate about time is of special significance The intrinsic temporal value of verbs, what we now refer to as Aristotelian aspect, was first identified by this philosopher St Augustine believed that time and space should be differentiated to a greater extent He proposed a linear interpretation of time, and believed time to be in the mind (Ackrill 1984, Craig 1998) With the scientific advances, resulting from the work of Descartes and Newtonian physics there was a change in the direction of the debate Philosophers like Locke, Leibniz and Kant concerned themselves primarily with the human understanding of time as a phenomenon Locke emphasised the relationship between duration and time (Lowe 1995) Leibniz's proposals present time as relational in respect of change

(Adams 1994) Kant has undoubtedly been one of the most influential philosophers of all time, and many modern theories represent an attempt to respond to Kantian theses Kant shares with Plato the belief in time as an ordering principle Kant's enquiries explore the relationship between experience and perception at the base of which we find temporal schemata After Kant's work, Husserl (Miller 1984) and Heidegger (1927) developed theories about the structure of experiential time For Husserl the constitution of the present was the primary concern Heidegger enlarged the scope of the debate by emphasising the importance of the future when analysing the nature of time

Reichenbach's contribution to the debate about the nature of time is important because he proposed the first causal theory of time He argued that many misconceptions about the nature of time had emerged because through the centuries philosophers' enquiries had often derived from human concern rather than science He distinguished between two concepts fundamental to the theory of time The first one is the "order" of time, which, he asserts depends on the laws of causality The second one is the "direction" of time, which is explained by means of irreversible events or processes Reichenbach's work is particularly interesting because he is accredited with the introduction of the establishment of relations between speech time (ST), reference time (RT) and event time (ET), which are at the basis of the work on cognitive development and acquisition of temporal features Reichenbach argues that to account for the meaning of an inflected verb form, these three points in time are necessary The relationship between these points can be one of simultaneity, or precedence Speech time refers to the time of utterance, and event time refers to the time of the situation Thus, in the sentence *Mary went to the circus*, the event time is in the past and it is not included in the speech time Reference time does not need to coincide with the time of the event, it introduced a third temporal anchoring point for the event at hand Hence, in an utterance like *Yesterday afternoon, Mary had gone to the circus*, the reference time is the deictic centre for the event, that is, yesterday afternoon (Reichenbach 1941, Le Poidevin et al 1993, Parkinson 1988) The concept of time continues to capture the attention of contemporary philosophers such as Minkowski (1908 cited in Whitrow 1980 270), Prior (1967) and Mc Taggart (cited in Gale 1968)

1.1.2 Time and culture

There are two main components of human temporal systems. The first component is the location of the event, or "time" of the event. The second component is the linguistic means that different languages employ in order to code such events. In this section, we will briefly explore the temporal systems of different cultures to present some of the variations across them. A reflection on the nature of time and temporality would not be complete without looking at how other cultures and philosophies have dealt with it. In the lines that follow, we will briefly attempt to illustrate some of these concepts for they represent a different view of the world and it is important to mention them in a study that aims to explore linguistic relativity.

Temporal reference systems appear in three fundamental ways, linear time, circular or cyclical time and sequential time. For most of us living in the western world, or westernised societies, time is the line along which our lives develop and events take place. We occupy a space in this perceived time line, and we call it the "now" or "present". Situations, objects and events that we have experienced, and consider to be "behind" us, constitute our past. Ahead of us, the unknown, what awaits us, is our future. Seddon, (1987) following Plato, presents the metaphor of the "flowing river" to illustrate this conception of time.

> We are like passengers in a boat drifting down the river. The scenes that pass us are the events in our lives. Behind us, receding upstream, are all our past experiences, now for ever beyond our reach. We cannot see them any more; they exist for us only in memory. And downstream, ahead of us, lies the future, steadily getting closer and closer.
>
> (Seddon 1987: 5)

For us time, as the river flowing, is a dynamic entity, and this conception of time is reflected in our language. When we speak about time in English we use expressions such as "time flies", we do not have "enough time", we "watch the world go by". At the same time, time is measured and perceived as a cycle as manifested in clocks and calendars, the celebration of birthdays and other annual rituals. In that respect, time in

the western world always moves at the same pace, days turn into weeks and weeks into months In this way, we can segment time and organise it We resort to the same linear concept of time when we talk about theories of evolution, astronomical or geological time, history and all other fundamentals of our civilisation

The linear conception of time and temporality has also been influenced by various religious texts, such as the Bible and the Greek myths, which present time in opposition to eternity If there were no such thing as time, all which would exist would be an everlasting present Throughout the medieval period and despite the influence of Christianity, there was a conflict between the cyclical and linear concepts of time The theory of cycles and astral influences was still accepted by the majority This cyclical conception of time was influenced by the theories developed by scholars, scientists and by discoveries in astronomy With the rise of the mercantile classes and the money economy, time gradually became associated with the notion of work and progress This view came to be reinforced by religious tendencies and the emphasis placed on the individual in the Renaissance The linear view of time was finally fully established in the nineteenth century, mainly due to the influence of biological evolutionists

The linguistic representation of cyclical time suggests the repetitiveness of temporal relations The representation of time in Mayan culture is an example of cyclical time The Maya did not perceive time as a line along which events take place but rather as the manifestation of divine forces on everyday events Contrary to the widespread view of cyclical time in the western tradition, this does not mean that events repeat themselves unceasingly In the Maya conception of time, the diverse influence of these divine forces resulted in different world events Evidence of this is found in the *Libro de Chilam Balam of Chumayel*, a book of prophesy It indicates that every 374,440 years the same calendar system restarts The following extract from the book illustrates this

> Katun (approximately 20 years) 8-ahau recurred approximately every 256 years, and for a thousand years, every time a Katun of this name occurred, the Itza (a subgroup of Maya linguistic family) were driven from their homes, no matter where they were living at the time
>
> (Roy cited in Kuczaj 1982 376)

Gell (1992) in his book, *The Anthropology of time Cultural Representations of Temporal Maps and Images* concludes that time in essence is the same and what we encounter are different representations of time Time and temporal concepts differ in the way societies organise it Different representations of time in societies are mainly due to ecological circumstances, such as labour organisation, planning demands and their technological developments One example is the contrasted temporal organisation of the Umeda of New Guinea, and the Muria Gonds of central India The Umeda subsist on sago, which is a year-round activity Sago plants take up to fifteen years to mature and the preoccupations of the Umeda about their crops are of a long-term nature The Muria are rice-growers Certain activities like weeding and harvesting have to be carried out at very specific times Changes in the crops can be appreciated in relatively short periods of time The Muria farmer may consider short-term disaster if the crop fails, with the prospect of a better season The difference in their means of subsistence has resulted in profound differences in time concepts and temporal attitudes The Umedas landscape barely changes through the seasons, they have no names for months, nor do they count them They barely differentiate between the dry and wet season They do not have weeks or weekdays, or market days They have seven words, which are equivalent to today, yesterday, the day before yesterday, the day before the day before yesterday etc It is a fixed weekly cycle The Muria on the other hand have names for the days of the week and months borrowed from the Hindi All their major ceremonies fall at predetermined times of the year They are able to make arrangements for social occasions months and years in advance thanks to their calendrical framework This in turn results in a linear concept of time for the Umeda, and a cyclical one for the Muria The stoics also believe in the cyclical nature of time They believed that the heavenly bodies would return to their original positions and a new cycle would begin Thus we can conclude that language is in fact universal but that there are different perceptions or world views of time which make it subject to culture specification

Another example of a culture whose temporal system is radically different from western cultures is that of the Trobriand Islanders, presented by Lee (1965)

There is no temporal connection between objects The taytu always

> remains itself, it does not become over-ripe, over-ripenesss is an ingredient of another, a different being Neither there is temporal connection made There are no tenses, no linguistic distinction between past or present
>
> (Lee 1965 109)

Even though temporal relations are not made explicit, the order in which the actions are presented reflects the order in which the events would normally occur According to Kuczaj, this could be regarded as a means of conveying temporal relations between events A similar example is that of the Hopi language put forward by Whorf We will turn to it in the next section

Tiemersma (1996) presents another perception of time and temporality referred to as "organic time" He draws on his experience of African and Indian societies to explain the notion of "organic time" According to Tiemersma, organic time differs from linear time in the sense that it is not "strictly linear, rationally scheduled", but time is "the movement of differentiation of the situation" (Tiemersma 1996 162)

In this section, we have explored different conceptions of time, linear, cyclical and sequentional as manifested across some cultures and societies, thus, demonstrating the intricate nature of time and its relevance to the shaping of peoples' worlds On the one hand, it could be argued that these very different conceptions of time suggest the lack of universals in relation to temporal systems On the other hand, as Kuczaj (1982) points out, universals are present in the range of temporal relations described in most languages, such as simultaneity, priority, or order

1.1.3 Conclusion

In the previous sections, we have explored the concept of time from a philosophical perspective In the process of doing so, one realises the complex nature of time and its importance in the understanding and structuring of our view of the world English and Spanish, the two languages of concern for this study are embedded in the western philosophical tradition and as such share a perception of time and temporality Since we are specifically concerned with acquisition of temporal features by English speakers

learning Spanish as a second language, in Chapter 2 we will examine the temporal structures of both languages and how these two languages linguistically encode concepts related to the expression of time and temporality In the section that follows, we shall turn to exploring how universal concepts such as time or space are linked to their particular linguistic expression

1.2 Linguistic relativity

1 2 0 Introduction

Under this heading, we find a series of arguments which are concerned with the relationship between language and thought, these are the Sapir-Whorf Hypothesis, and linguistic relativity The basis for linguistic relativity lies in the fact, which very few people will dispute, that the linguistic devices available in a language will in some way have an effect on what we say and how we say it

1.2.1 The development of the Sapir-Whorf hypothesis

The relationship between thought and language is important in the western philosophical tradition St Agustine took the view that language is a mere symbolic system for existing concepts Locke in his *Essay concerning Human Understanding* (Lowe 1995) also paid attention to the relationship between language and thought, supporting the view that the acquisition of ideas is mediated through language In particular, he stressed the relationship between language and social behaviour, in a manner similar to that proposed by Whorf centuries later Locke believed that there are not innate ideas Knowledge is acquired through experience In Locke's proposals, the acquisition of ideas is mediated through words Later proposals exploring the relationship between language and thought appear in eighteenth century Germany, with Machaelis, Hamman, and Herder amongst others (Penn 1972, Lucy 1992a) W von Humboldt is the exponent of the study of linguistic relativity in the nineteenth century He is a proponent of linguistic determinism which argues that the structure of a language determines the way in which speakers of that language view the world

Humboldt assigns the origin of language to a super-human force, which he calls *Geist*. In his view, language is identical with thought, language is thought. This denies the existence of thought without language (Gumperz and Levinson 1996).

Scholars working in the area of linguistic relativity in more recent times use the work of Benjamin Lee Whorf as a starting point in their enquiries but Whorf derived many of his proposals from the work of anthropologists Franz Boas (1958-1942) and Edward Sapir (1884-1939), so it is important to examine their proposals first.

Lucy (1992) summarises the work of Boas under the following four headings:

1. *Language classifies experience*

> Since the total range of personal experience which language serves to express is infinitely varied, and its whole scope must be expressed by a limited number of phonetic groups, it is obvious that an extended classification of experience must underlie all articulate speech.
>
> (Boas, in Lucy 1992a:12)

In this passage Boas is referring to the fact that since an unlimited range of ideas must be expressed by a limited number of sounds and grammatical categories, it is clear that experience is classified according to the available categories. From this, Boas derives his second argument about the relationship between language and experience.

2. *Different languages classify experience differently*

> Thus it happens that each language, from the point of view of another language, may be arbitrary in its classifications; that what appears as a single idea in one language may be characterized by a series of distinct phonetic groups in another.
>
> (Boas, in Lucy 1992a:12)

As an example of this Boas offers a series of examples to show the variety amongst languages. One of these is the by now famous example of the Eskimo words for snow. These examples aim at showing how the same experience (snow for example) can be rendered differently depending on the language one happens to speak. His examples in

this respect indicate that Boas concern was primarily about lexical items. However, he also indicated briefly that the same principle applies to grammatical categories.

> Many of the categories which we are inclined to consider as essential may be absent in foreign languages, and ...other categories may occur as substitutes.
>
> (Boas, in Lucy 1992a:13)

Boas is making reference to the fact that when reporting a particular situation or event different languages orient speakers towards different choices of categories which need to be coded in the language.

3. *Linguistic phenomena are unconscious*

Boas concludes that, because the production of linguistic classifications is essentially automatic in nature, these are largely unconscious and speakers remain unaware of them.

> The use of language is so automatic that the opportunity never arises for the fundamental notions to emerge into consciousness.
>
> (Boas, in Lucy 1992a:13)

Boas argues that ideas have been reduced to their linguistic expressions and due to the fact that language classifies experience, by constantly using linguistic forms we have established associations between the idea or experience and the linguistic form, which we then use automatically in language. These concepts are brought into the conscious domain in the study of grammar.

4. *The relationship of language to thought and culture.*

Concerning the relationship between language, thought and culture, Boas 's view was that linguistic classifications reflect thought, but do not dictate it. Therefore linguistic data can be used to study these classifications and ideas. That is to say "language can influence culture via its influence on thought" (Lucy 1992: 16). Boas saw language as the reflection of culture but he was cautious to put forward proposals on the influence of

language on culture

> It does not seem likely, therefore, that there is any direct relationship between the culture of a tribe and the language they speak, except in so far as the form of the language will be moulded by the state of culture, but not in so far as a certain state of culture is conditioned by morphological traits of the language
>
> (Boas, cited in Lucy 1992a 16)

Edward Sapir was Boas's student He elaborated on Boas's arguments Lucy (1992) suggests that Sapir's most important contribution to the field is his emphasis on language as a symbolic system

> we may say that a language is so constructed that no matter what any speaker of it may desire to communicate the language is prepared for this work The world of linguistic forms, held within the framework of a given language, is a complete system of reference
>
> (Sapir cited in Lucy 1992a 17)

Sapir agreed with Boas in relation to the classification of experience in terms of linguistic forms To this, he added an emphasis on the social function of language Language, according to Sapir, is a system shared by members of a particular culture Sapir also went further than Boas in relation to the formal diversity of languages He argued that the different categories and classifications of different languages not only form a complete symbolic system but also form incommensurate systems Like Boas, Sapir finds the evidence for this in the comparison of different languages His book *Language* (1949) offers a wide variety of examples in this regard The most famous one is his examination of the sentence *the farmer kills the duckling* He demonstrates how this sentence carries thirteen distinct concepts in English, (e g definite versus indefinite article) When we contrast this sentence with the equivalent in other languages we realise that, as Boas had pointed out, some of the concepts that are grammatically coded in one language do not need to be considered or obligatorily expressed in another However, different languages pay attention to different sets of concepts, which are to be considered and linguistically coded in the rendering of a particular sentence

> Inasmuch as languages differ very widely in their systematization of fundamental concepts, they tend to be only loosely equivalent to each other as symbolic devices and are, as a matter of fact, incommensurable in the sense in which two systems of points in a plane are, on the whole, incommensurable to each other if they are plotted out with reference to differing systems of coordinates (Sapir 1964 218)

Regarding the relation of language to thought and culture, Sapir disagreed with Boas's argument that linguistic classification reflects thought He argued for a more deterministic relationship between language and thought stating that linguistic classification channels thought His argument was constructed around two premises First, although Sapir does not equate language and thought, he believed that thought happens through language Second, Sapir argues that we perceive the world around us in terms of language categories

Sapir places a great emphasis on culture and its influence on language and thought Sapir considered language to be the system of communication shared by a particular group, that is language is seen as a tool for communication, which in turn is transmitted through interaction amongst the members of the group This gives rise to Sapir's view of language as a type of behaviour, similar to other types of cultural behaviour Sapir concludes that both language and thought are under the influence of culture Richardson (1999 7) summarises Sapir 's view of the role of language as cultural behaviour in the following manner

1 Firstly, language plays a role in the process of socialisation - language serves as a strong symbol of social solidarity for those who speak any particular language
2 Language also plays a role in cultural accumulation and the historical transmission
3 Sapir emphasises how the subtleties of an individual's use of language help to indicate personality traits

Taking the work of his predecessors as starting point, Benjamin Lee Whorf continued the same line of enquiry However, he arrived at some conclusions that brought him to

adopt a more radical position.

Whorf, like Boas and Sapir believed that language serves as an organisational tool for experience. He also agreed with Sapir in relation to the completeness of language as a system. However he went further by introducing two types of classification: *overt categories* and *covert categories*. Whorf defines them as follows:

> An overt category is a category having a formal mark which is present (with only infrequent exceptions) in every sentence containing a member of the category. A covert category is marked, whether morphemically or by sentence-pattern, only in certain types of sentence and not in every sentence in which a word or element belonging to the category occurs.
>
> (Whorf 1956: 88-89)

Through his contrastive analysis of different languages, Whorf concluded that a specific classification may be overt in one language and covert in another. For example, Spanish requires objects to be marked for gender (la mesa, el libro) while English does not. This distinction is a major contribution to Sapir's view of language as a self-contained system while at the same time it contributes to enhancing our understanding of the relationship between language and thought. From this distinction Whorf concludes that the influence of language on thought can emerge not only from overt categories, morphologically marked and therefore easily perceived by speakers, but also from covert categories. This extended classification of categories also provided Whorf with an empirical framework for his analysis of the categories in different languages. His analysis showed that sometimes these differences in classifications signal differences in the linguistic representation of experience. He called these "fashions of speaking" which, he says, are indicators of conceptual differences between languages.

> Languages do not depend so much upon ANY ONE SYSTEM (e.g., tense, or nouns) within the grammar as upon the ways of analysing and reporting experience which have become fixed in the language as integrated "fashions of speaking" and which cut across the typical grammatical classification, so that such a "fashion" may include

> lexical, morphological, syntactic, and otherwise systematically diverse means, coordinated in a certain frame of consistency
>
> (Whorf 1956 158)

An instance of "fashions of speaking" is what Whorf called "objectification", as for example manifested in the pluralisation rules in the English language, which treats imaginary entities (month-s) in the same way as concrete objects (house-s) Whorf also elaborated on Sapir's proposals about the unconscious nature of language classifications His arguments are not so much based on automaticity, as those of his predecessors were, but on the lack of a basis for comparison

> if a rule has absolutely no exceptions, it is not recognised as a rule or as anything else, it is then part of the background of experience of which we tend to remain unconscious
>
> (Whorf 1956 209)

According to Whorf, speakers pay more attention to function than form because they regard language as a tool for the expression of thought Language is at the background of their consciousness and speakers are so influenced by it that even when they stop to consider a different language they do so in terms of the categories available in their own language Whorf argues that covert categories are not as readily available to speakers of a particular language as overt ones, and therefore speakers are less consciously aware of them In this sense, for Whorf, language is not very different from other parts of culture

In summary, so far we have established that

- Like Sapir, Whorf believed that language classifications influence thought
- There are overt and covert categories in language
- These categories are not the same for all languages
- Speakers are largely unaware of language classifications

From all of this Whorf derives the "relativity principle"

> From this fact proceeds what I have called the "linguistic relativity

> principle", which means, in informal terms, that users of markedly different grammars are pointed by the grammars toward different types of observations and different evaluations of externally similar acts of observation, and hence are not equivalent as observers but must arrive at somewhat different views of the world
>
> (Whorf 1956 221)

Linguistic relativity is specifically dealt with in his article *The relation of habitual thought and behaviour to language* (1956) In it Whorf presents a theoretical framework and empirical evidence to account for the influence of language on thought His research in this area aims at answering the following questions

- Are non-linguistic concepts experienced in the same way by all, or are they under the influence of the structure of a particular language?
- Is it possible to trace similarities between cultural norms and linguistic patterns?

Whorf emphasised that speakers of a language believe that language is a tool to express their reality rather than realising the power of language in the shaping of thought As a result of his encounter with Native American languages, Whorf's main interest was in concepts such as time and space, which are at the basis of conceptual thinking, and the interpretation of experience rather than focusing on lexical matters Whorf's idea of what constitutes concepts does not derive from philosophy or science but from what he called "habitual thought" of the speakers of a language For Whorf "habitual thought" is

> the microcosm that each man carries about him within himself, by which he measures and understands what he can of the macrocosm
>
> (Whorf 1956 147)

That is to say, Whorf is primarily interested in the concepts speakers use to interpret the reality and the world around them He set out to show how the particular structures of a language influence these concepts, such as time and space To do this he provided evidence taken from his study of the Hopi language It should be noted however, that Whorf never provided or developed a theory of how this influence may occur His

arguments revolved around what he called "linguistic analogy" Linguistic analogy refers to the fact that different aspects of reality can be united by being treated similarly in linguistic terms An example of a linguistic analogy is plural marking in the English language We can speak of *ten men* but we can also speak of *ten days*, even though the second cannot be objectively experienced This reinforces the idea of quantifying time as a concrete entity rather than an abstract one Lucy (1992a 52) summarises this with the following diagram

Figure 1 1 Diagram of one of Whorf 's contrastive grammatical examples (Lucy 1992a 52)

Critics of Whorf have pointed out some of the shortcomings of this proposal One of these deficits is the fact that Whorf does not describe the non-linguistic observables

which lead to the mental representation and he does not explain if they are the same or different for Hopi and English speakers. That is to say, Whorf did not refer to how speakers derive their experience of "duration". Although he cited language use as, for example, the fact that we can speak of "length of time", critics claim that he did not present non-verbal evidence to support his proposals.

Whorf was concerned with the relationship between "large-scale" linguistic patterns and culture rather than specific linguistic analogies. He believed that part of our cultural behaviour arises from these linguistic patterns. Referring again to the example of time and the process of "objectification" we can see how the concept of time as discrete and measurable units emerges. This conceptualisation of time has for Whorf important cultural consequences (i.e. historicity, anticipating and organising the future). Whorf argues that Hopi cultural behaviour in relation to time is quite different and related to their different treatment of time linguistically. As the diagram indicates, in Hopi, cycles are regarded as "multiple appearances". This results in the perception of a day returning, as if it were a person, not completely different but one that is similar to the previous day. It is because of this perception that, according to Whorf, the Hopi are not as concerned with historicity. Whorf (1956: 148-52) provides further evidence from other cultural practices to support his view.

In summary, Whorf showed evidence for the influence of language on thought by means of linguistic analogies. Whorf described how the analogies expand from linguistic to cultural behaviour. In other words, linguistic patterns, or fashions of speaking influence speakers' habitual thought (microcosm), which in turn results in cultural behaviour which is linguistically conditioned. Whorf developed Boas's and Sapir's proposals regarding the linguistic analysis of experience. He described how the linguistic classification of experience takes place in both overt and covert categories and that these categories vary from language to language. He also dealt further with the notion of the unawareness of language patterns on the part of speakers.

In relation to the influence of languages on thought, Whorf developed a model to describe the process by which this influence occurs, thereby providing an empirical

framework for the study of linguistic relativity and evidence for its existence

1.2.2 Linguistic determinism versus linguistic relativity

As has been shown, Sapir and Whorf argue for a deterministic influence of language and thought This is what has become known as the Sapir-Whorf Hypothesis The central argument of the hypothesis is that our language shapes our ideas rather than merely contributing to report them

> We cut up and organise the spread and flow of events as we do largely because, through our mother tongue, we are parties to an agreement to do so, not because nature itself is segmented in exactly that way for all to see
>
> (Whorf 1956 241)

Hill and Mannheim (1992) argue that linguistic relativity as presented by Sapir and Whorf does not constitute a "hypothesis" as understood in the traditional sense but rather an axiom, which served as a starting point for linguistic anthropologists They maintain that Boas, Sapir and Whorf were not as radical in their views as later scholars have suggested but rather adopted a view that recognised the influence of linguistic patterns and cultural universals in cognitive categorisation

The prominent view during the eighteenth and nineteenth centuries and for the first half of the twentieth century favoured this belief in linguistic determinism That is the strong version of the Sapir-Whorf Hypothesis It was believed amongst scholars that linguistic and cultural differences resulted in profound cognitive differences The rise of the cognitive sciences and the influence of Chomskyan linguistics and language universals in the second half of the twentieth century discredited this view in favour of the "weaker version" of the hypothesis, referred to as linguistic relativity Gumperz and Levinson define linguistic relativity in the following terms

> Linguistic relativity is a theory primarily about the nature of

> meaning, the classic view focusing on the lexical and grammatical coding of language specific distinction In this theory, two languages may "code" the same state of affairs utilising semantic concepts or distinctions peculiar to each language, as a result the two linguistic descriptions reflect different construals of the same bit of reality These semantic distinctions are held to reflect cultural distinction and at the same time to influence cognitive categorisation
>
> (Gumperz and Levinson 1996 7)

Just not going as far as the strong view, proponents of linguistic relativity suggest that it will be easier for speakers of a language to perceive instances of those concepts which are linguistically coded, and therefore more salient and favoured by a particular language

Lucy (1997) clarifies the concepts behind the hypothesis in the following manner

- Linguistic relativity is not the same as linguistic diversity For us to speak about linguistic relativity there must be some relation to thought
- Linguistic relativity is not the same as any influence on thought
- Linguistic relativity is a corollary of cultural relativity It contributes to broader cultural diversity
- Linguistic relativity emphasises the role of language in the interpreting of experience

Lucy's work is of special relevance because he has revisited linguistic relativity presenting an empirical framework that is consistent with Whorf's writings and practice Lucy argues that the implementation of research in linguistic relativity must deal with the recognition of linguistic patterns on a large scale, as Whorf attempted to demonstrate in the habitual ways of speaking about time in the Hopi and English languages According to Lucy, research in the area should have the following components

- Research should be comparative and present data from two or more language

communities. This comparison is needed to establish the extent of the linguistic differences.

- The languages studied must be contrasted to establish how a common reality is constructed. This involves an analysis of the morphosyntactical features of the languages with a focus on how these patterns are used in habitual language.
- Implications of how these differences influence thought must be presented. This implies presenting evidence of the possible cognitive repercussions on the everyday language use.
- There must be an attempt to assess the hypothesised cognitive implications. To do this speakers should be asked to perform tasks with materials selected to elicit habitual language that represent the entity being examined, i.e. space, time etc.

In this respect Lucy' s precepts are at the core of the methodological framework of the present study. The research I present is concerned with two languages, English and Spanish, and the expression of temporal concepts, thus staying at the same time within the parameters of Kantian categories. This study, however, brings a new perspective to the study of linguistic relativity since it examines the acquisition of Spanish temporal features from a second language learning point of view. Chapter 2 consists of a lexical and morphological analysis of how these two languages deal with the expression of temporality in everyday language. At the same time the comparison of the structure of two languages allows for a hypothesis to be presented as to how the temporal features of the first language, English, may influence the conceptualisation of time in the second language, Spanish. As Lucy suggests, learners of Spanish perform an elicitation task to assess the implications of linguistic relativity in a second language context.

The thesis of linguistic relativity exercises great fascination and promotes lively debate and therefore is not without its critics. One line of criticism has come from linguists in the Universalist tradition of Chomsky (1975), Pinker (1994) and Jackendoff (1997). They believe that the essential aspects of language are universal and therefore languages express universal concepts that are not susceptible to the influence of the particularities of a specific language. This criticism is more frequently directed to the deterministic position as presented by Sapir and Whorf. However, detractors often fail to differentiate between linguistic determinism and linguistic relativity. At the same time, there is a

tendency to refer to evidence which is often trivial (as is the case with the famous Eskimo words for snow) or misinterpreted, ignoring the real issues behind the study of linguistic relativity

The last decade has seen a revival of interest in the area of linguistic relativity, thanks to the work of Lucy (1992a), Gumperz and Levinson (1996) and Slobin (1991, 1994) amongst others In the section that follows, we will examine the development of research in this field and we will discuss the evidence provided in support of the existence of linguistic relativity

1.2 3 Review of existing research

Research in the area of linguistic relativity has been scarce Gumperz and Levinson (1996) cite the assumption that basic cognitive processes are universal and the fact that variability in performance across populations has been ascribed to differences in content as the principal reason for the lack of research in this area The general belief, following Chomsky's theory of a Universal Grammar, that all languages are fundamentally similar at some general level has resulted in the fact that scholars through the years have felt that it is not worth investigating their diverse forms At the same time, some of the inadequacies with studies that address the linguistic relativity proposal lie in the fact that they deal with a single language omitting the comparative aspect advocated by Whorf The research often tends to centre around certain aspects or categories of a language and often fails to provide direct evidence of how these categories have an effect on individual cognition Gumperz and Levinson argue that a proper examination of linguistic relativity must deal with the properties of natural languages which contribute to diversity It is these properties and their implications which will demonstrate the possible effects of the relationship between thought and language Moreover, we must also look into how culturally specific patterns in the use of language demonstrates the impact that a particular language structure can have on thought

Research in linguistic relativity has been mainly carried out within two different disciplines, anthropological linguistics and psycholinguistics The focus and scope of

the research has therefore been very different In the sections that follow, I will present the most significant research within both disciplines

1.2.3.1 Research in anthropological linguistics

Studies conducted within anthropological linguistics tend to start with the assumption that language and thought are connected They explore the linkage between cultural behaviour and beliefs and language structures but they do not explore the possible influences of this relationship on cognitive processes Research carried out in this line follows the lines set by Whorf as we have described in the previous section Whorf (1956) compared the formal structures of two languages, Hopi and English, and attempted to trace the connections between these structures and habitual thought For example, he showed that the Hopi and English languages encoded what we call "time" differently and that this corresponded to distinct cultural orientations towards temporal notions Even though there are some problems with the way Whorf's research was carried out, he laid downthe basic design of an approach to empirical research on linguistic relativity I will briefly describe the work of two researchers in the area as an example of the direction the study of linguistic relativity followed in this field

Lee (1944) was concerned with grammar as a direct reflection of culture Her aim was to extract the worldview of a culture from linguistic data Her most important studies deal with the Wintu language of Northern California She focused on the analysis of grammatical categories and gathered evidence from the Wintu distinction between the generic and the particular, kinship terms and possessives She also analysed the categories Wintu speakers use in the verb phrase to indicate evidence for their statements and attitude towards them From that, she concludes that the Wintu have a different worldview which is characterised by their belief in the existence of reality regardless of mankind

Hoijer's (1953, 1954) work is probably the best-know and best regarded within the tradition of anthropological linguistics Hoijer's this process s point of departure differs slightly from that of Whorf since he viewed language and culture as two systems and examined the relationship between the two He viewed culture as an organised system,

and language as part of that culture

> The fashions of speaking peculiar to a people, like other aspects of their culture, are indicative of a view of life, a metaphysics of their culture, ( ) The metaphysics, as well, supplied the link between language as a cultural system and all other systems found in the same culture (Hoijer 1953 561)

Hoijer found empirical evidence for this relationship between language and culture in a case study of the Navaho language One of the examples he provided relates Navaho verb forms and cultural trends He described the nature and function of the verb in Navaho as reporting nature, direction and status of an event According to Hoijer, cultural parallelisms are found in the fact that the Navaho are nomadic people, and their beliefs in heroes and myths that restore order in the universe at times of misfortune One of the limitations with Hoijer's work is that there is a tendency to analyse broad themes rather than providing more concrete empirical evidence, and this evidence comes from one language and one culture rather than presenting a comparative study between two linguistic communities

1.2.3.2 Research in comparative psycholinguistics

With the emergence of psycholinguistics in the 1950s, the relationship between language and thought received a new emphasis However, since then, the work in this field has been relatively limited Lucy (1992a) argues that this is due to the fact that psycholinguists have tended to avoid cross-cultural comparisons At the same time, there has been a strong tendency to focus on individual cognition and on the understanding of cognitive processes Research in this area has been divided into studies of lexicon and grammar

Research on lexical items has centred on categories of colour, kinship terms and folk taxonomies The methodology that has dominated research within the psycholinguistcs tradition was developed by Lenneberg (1953) and Brown and Lenneberg (1954) In relation to colour, their work is important as they gave a new direction to the study of

linguistic relativity Since then, the studies in relation to colour have followed a similar methodology as that proposed by these authors On the one hand, tasks are set up to measure how readily colour can be described lexically The second set of tasks consists of perception or recognition non-linguistic exercises Lenneberg's main concern was with cognitive processes, perception, memory, learning abilities, that is, thought potential rather than Whorf's habitual thought Lenneberg criticised Whorf for not specifying how the relationship between language and thought worked Brown and Lenneberg's study is designed to provide evidence for how terms for colours influence the capacity for their recognition Brown and Lenneberg started a tradition of a new method for assessing by presenting individual subjects with experimentally controlled memory tasks rather than by analysing naturally occurring patterns of everyday belief and behaviour This method of analysis offered more control over some of the variables affecting performance Their work was also important because it brought in a new concern for cognitive processes in the individual and added a new dimension to the study of linguistic relativity The decision to focus on colour studies came from the establishment of "three criteria for choice of language data" (Brown and Lenneberg 1953 6) These criteria are only applicable to lexical items and are as follows first, the lexical item must be universal, second it must present variation across languages and third the parameters for description must be simple In light of the previous discussion of criteria for the study of linguistic relativity, it can be easily observed that there are several problems with Brown and Lenneberg's approach as a measure for the study of Whorf's proposals One of these problems lies in the fact that they focus their research on lexical items, rather than grammatical categories for kantian universals such as space or time The second is the fact that they mostly rely on conclusions drawn from evidence provided by the study of the English language and there is little cross-linguistic examination

Kay and Kempton (1984) opened a second stage in the development of the study of colour terms Their research demonstrates that differences in non-linguistic cognition correlate with, and depend on, differences in linguistic structure Their study focused on English and Tarahumara an Uto-Aztecan language of Mexico, thus incorporating a cross-linguistic perspective Tarahumara was chosen because it has one single term *siyoname* for two terms in English, blue and green The results of their experiment

indicate that linguistic differences, in the appropriate circumstances, can have an effect on the performance of the task Their work also provides evidence that language is a part of cognition rather than just providing labels for concepts Other research on colour following this tradition is found in Lucy and Schweder (1979), Gaskins and Castillo Vales (1990), Lucy (1992)

It is important to notice that this line of research originated with Lenneberg rather than Whorf himself, who had identified the need for dealing with linguistic universals Lenneberg developed this type of work because he found it to be suitable from a methodological point of view However, as we have already mentioned, some of Lennerberg's premises do not address linguistic relativity as proposed by Whorf There is no proper attempt made to relate the issue of colour categorisation to habitual thought These studies do not appear to be concerned with the original aim of exploring whether differences in language result in differences in thought The focus has been shifted to processing and recognition abilities instead

Research on grammar is even more limited than on colour Most of the studies are concerned with cross-linguistic comparison Nevertheless, they are important because they bring together two traditions the comparative interests of anthropologists and the cognitive concerns of psychologists A first group of studies was carried out in the 1950s, particularly by Brown Brown's aim (1957 1) was to show how one kind of grammatical practice, the allocation of words to one or another part of speech, does affect cognition These studies tried to detect effects that grammar may have on cognition but do not directly address the issue of linguistic relativity Nonetheless, they are important because they represent the first attempt to examine in a controlled fashion the relationship between a grammatical category and individual behaviour The premise of Carroll and Casagrande (1958) was that it is necessary for successful communication that our perception or experience of the world is "fitted" into linguistic categories They were primarily interested in grammatical categories and concepts that are obligatorily coded in a particular language They aimed to answer the following question "Is the behaviour of a person (aside from his language behaviour) a function of the language he happens to speak?" (1958 20) To do this it was necessary for them to identify a linguistic category that resulted in a non-linguistic response Carroll's (1958)

experiment centred on the different verbs the Hopi language has with the meaning "to close an opening" on the object receiving the action of the verb In Hopi, the verb *'u'ta* is used for placing covers, closing lids and/or holes, *na kwapana* or *nonoma* are used for expressing covering for protection In English, we use "cover" in both instances The task was based on a picture-sorting exercise carried out by Hopi and English speakers The results that emerged did not reveal any significant statistical evidence However, Carroll concluded that his experiment was, with certain changes and some pre-testing of drawings, an apt tool for the study of linguistic relativity Casagrande's (1958) study dealt with the Navaho language and the different verb suffixes that need to be added to verbs that denote handling, depending on the specific characteristics of the object being handled His hypothesis was that, because of this feature of Navaho language, children would develop at an earlier stage a capacity for attending to form and shape as a basis for classification Again, the results were not conclusive Despite this, as Lucy (1992) points out, these studies are important because, even with some empirical deficit, they brought together research in anthropological linguistics and psycholinguistics and provided a framework for further research in the area

Bloom (1981) is responsible for some of the most recent research in this area He describes how he noticed that Chinese speakers had difficulty with counterfactual markers and, in his argument, he traced this difficulty to the structure of the Chinese language and the absence of structures "equivalent to those through which English and other Indo-European languages mark the counterfactual realm " This in turn led him to ask if having or not having a counterfactual construction in one's language could play a significant role in determining how inclined one will be to think in counterfactual terms (1981 13) As with previous research, there are some problems with Bloom's approach First, he did not present a comparative description of the language, secondly he did not provide enough evidence to establish an influence on non-linguistic behaviour Bloom's results are somehow ambiguous yet his approach was significant because it brought together for the first time experimental work and cultural analysis

Choi and Bowerman's (1991) study of the expression of motion events in English and Korean shows that children as young as 1 5 years display a sensitivity for language specific patterns These two languages differ in how they lexicalise the motion of events Their findings show that learners of English generate spatial words (up/down/in) for both spontaneous and caused changes of location In contrast, Korean learners distinguish between words for spontaneous and caused motion and use different words for vertical changes of location They conclude that children's initial mapping of spatial concepts is highly influenced by the organisation of the language, challenging the more traditional view that spatial concepts develop independently of language

More recent research in this area has been carried out by Lucy (1992) in relation to number-marking in English and Yucatec Maya Following the empirical framework previously outlined, the study focuses on whether the difference in the grammatical codification of number in these two languages is mirrored in differences in habitual thought This correspondence is assessed by means of a series of cognitive tasks that involve attention, memory and classification

In examining English and Yucatec noun phrases, Lucy identifies three major types Type A [+ANIMATE, + DISCRETE], Type B [-ANIMATE, +DISCRETE], Type C [-ANIMATE, -DISCRETE] English requires pluralisation of Type A and B noun phrases Yucatec does not require pluralisation instead it uses "unitization" (in English, "a", "the", " a piece of") Lucy's experiments confirmed that these grammatical patterns are reflected in the manner of speaking In the tasks carried out, English speakers were shown to be more sensitive to number than to substance, and the reverse was true of speakers of Yucatec Lucy argues that this difference "is shown to relate intimately to the structure of lexical reference in the two languages" (1992b 9)

1.2.4 Linguistic relativity and Slobin's "thinking for speaking"

In the last decade, cognitive linguistics has contributed to research on the linguistic relativity issue along the lines proposed by Lucy Cognitive linguistics grew out of the Chomskyan revolution as some linguists, especially Lakoff (1987) and Langacker

(1998) realised the need for widening the scope of linguistic enquiry to include the cognitive, social and cultural dimension in the study of language and language acquisition. In general, we can summarise the cognitive approach to language as taking a psychological perspective. The capacity for language learning is considered to be part of a general set of abilities possessed by humans, such as the capacity to create and understand symbols, to interact or to develop concepts and categories (Tomasello 1998). Cognitive linguists have explored large-scale grammatical categories and their influence on the development of a theory of linguistic cognition. Langacker (1998) describes cognitive grammar in the following terms:

> The theory called cognitive grammar represents one approach to cognitive linguistics. Its central claim is that grammar is per se a *symbolic* phenomenon, consisting of patterns for imposing and symbolising particular schemes of conceptual structuring. It is held that lexicon, morphology, and syntax form a continuum fully describable as assemblies of *symbolic structures* (form-meaning pairings), and consequently, that all valid grammatical constructs have conceptual import.
>
> (Langacker 1998: 2)

Langacker (1986) points out that these proposals allow for the possibility that the habitual ways of speaking in different languages are due to different organisational systems. Lakoff (1987) concludes that Whorf was right in pointing out that the grammar of a language is used in thought in a spontaneous and unconscious manner. He argues that, in this respect, concepts that are automatic have an impact on our habitual thought. Givón (1987) developed a similar line of enquiry that has received the name of functional linguistics. One of the focuses of this approach is the inclusion of comparison amongst languages that the Chomskyan approach had neglected. He concludes that, across languages, grammar expresses a set of general concepts which he calls "the basic schematic framework for conceptual organisation within the cognitive domain of language" (1987: 98). He proposes that the grammatical markers in a sentence provide scaffolding for conceptual development. Although work in this tradition can be related to the Whorfian tradition, it generally lacks a cross-linguistic perspective.

In this regard, the work of Slobin acquires a significant relevance as he endorses a neo-Whorfian position, derived from a cross-linguistic study Slobin refers to this position as "thinking for speaking" which he describes as "a modified form of the Sapir-Whorf hypothesis" (Berman and Slobin 1994 612) Slobin's proposal is to move the focus from the notions of language and thought, abstract, static entities, to the more dynamic processes of thinking and speaking, in Slobin's words "a special form of thought that is mobilized for communication" (1996a 76) - Saussure's *parole* rather than *langue* Slobin defines "thinking for speaking" in the following manner

> "Thinking for speaking" involves picking those characteristics of objects and events that (a) fit conceptualization of the event, and (b) are readily encodable in the language
>
> (Slobin 1996a 76)

Slobin's "thinking for speaking" hypothesis states that linguistic influence exists only when performing linguistically-mediated tasks He is sceptical about any further effects language has on the mind beyond the moment of speaking

> We will probably never succeed in demonstrating the effects of grammar on world-view or nonlinguistic behaviour But there is a special kind of thinking that is intimately tied to language -- namely, the thinking that is carried out, on-line, in the process of speaking
>
> (Slobin 1991 11)

Slobin highlighted several approaches to demonstrate linguistic relativity in "thinking for speaking" The first is to identify stages in child language development that appear to be shaped by the language system that they are acquiring The second is to identify difficulties encountered by second language learners to adapt their thinking to the linguistic systems of the new language In these approaches, the spoken language is used as the sole source of information The third relates to the historical development of languages The elements that appear to be more resistant to change would possibly be more ingrained in the thought of speakers The fourth approach suggested by Slobin is the comparison of the depiction of events by speakers of different languages as experienced in translation Students of translation are well aware of the need to remove

or add nuances depending on the characteristics of the particular languages involved

1.2.4.1 The Frog Story experiment

The Frog Story experiment was carried out by researchers in a number of countries and with a variety of languages (English, German, Spanish, Hebrew and Turkish) Slobin and his colleagues adopted this experiment as a part of their cross-linguistic study on child language acquisition The material used to perform the task was the picture storybook *Frog, where are you?* (Mayer 1967) The book consists of 24 pictures (see Appendix A) It contains an elaborate series of events and narrators must refer to various topics such as temporal relations or locative trajectories The subjects are speakers of the languages already mentioned Two varieties of Spanish were included, Castilian Spanish and Chilean Spanish, as well as several varieties of North American English The ages sampled are pre-school children from 3 to 5 years, 9-year old school children and adults

The Frog Story used by Slobin and his colleagues is used in the present research study The findings and conclusions elicited from the narration they had collected prompted this project The data they present, available in CHILDES, has been used here to compare native and learners' performance (Chapter 3)

Following one of the approaches suggested by Slobin, the study of child language development across languages, children in different countries were asked to tell the story depicted in the book The aim was to examine if their stories differed in the manner in which they were elaborated depending on the particular language they were speaking The experiment is designed so that if consistent differences are found they cannot be attributed to external stimuli For example, if certain aspects of events shown in the picture, (movement through space, movement through time, location) are expressed by one language group but not by others, that means those aspects receive special attention from the speakers of that particular language in the course of verbalisation

For the purpose of presenting empirical evidence of language-specific "thinking for speaking", Berman and Slobin (1994) compared narrative texts of each language group from several points They conclude that their findings give evidence of language-specific patterns and that these patterns have implications for the rhetorical style in each language

> In examining the several ways of "relating events in the narrative" across the five languages of our study, we have been impressed with the ways in which each of the languages represents a particular set of rhetorical options After reading many stories in many languages, one comes to recognise an "English type" or a 'Turkish type" of narration That is, the various formal options available in a particular language, when taken together – as a system – orient speakers to particular patterns of information selection and information flow ( ) these patterns may reflect underlying processes of " thinking for speaking" in a particular language
>
> (Berman and Slobin 1994 594)

What follows is a brief summary of the most relevant findings of Berman and Slobin's study, which provide evidence to support the "thinking for speaking" theory In relation to temporal description, Slobin offers the following

Consider the following scene in which there are two simultaneous events taking place One is punctual and completed, the other non-punctual This contrast is available to children as young as 3 years of age in English and Spanish The following examples are taken from Berman and Slobin (1994 64)

(1) He's [dog] **running** through there, and he [boy] **fell** off [3,8]

(2) Se **cayó** y el perro **salió corriendo** [3,4]

"He **fell**-PFV and the dog **came-out**-PFV running"

In Spanish, the contrast between the punctuality and the duration of events can be conveyed by gerundive expression (2) or an imperfective (3)

(3) Se **cayó** el niño y le **perseguían** al perro las abejas

The boy **fell**-PFV and the wasps **chased**-IPFV the dog

German and Turkish do not have these grammatical distinctions Hebrew has no grammatical aspect and German has a simple past and perfect The obligatory grammatical categories of these languages do not require speakers to pay attention to this contrast Yet it is obvious that speakers of these languages realise, at some conceptual level that the temporal contour of these two events differs Slobin offers the following example from five year olds

(4) German

Der Junge **fällt** vom Baum runte und die Bienen **gehen** hinter dem Hund her

" The boy **falls** down from the tree and the bees **go after the dog**

(5) Hebrew

Hu **nafal** ve hakelev **barax**

He **fell** and the dog **ran-away**

The trend shows that the tendency for German and Hebrew speakers is to maintain the same tense/aspect form in both clauses (Table 1 1) In the other two languages, the tendency is to differentiate the two

Table 1 1 Percentages of narrative texts using the same tense/aspect form for "fall" and "run" clause (Slobin 1996 80)

Language		**Age group**		
	Pre-school (3-5)	School (9)	Adult	Overall
Hebrew	71	100	63	78
German	54	80	78	71
English	26	22	33	27
Spanish	23	18	0	21

Slobin argues that the finding that best describes the nature of "thinking for speaking" is the fact that the figures are not 0 and 100 at either extreme of the scale Some German and Hebrew informants express the punctual/durative contrast by means of lexical items or tense distinction Spanish speakers whose language has the most elaborate set of aspectual forms, sometimes chose to ignore this distinction (see Chapter 2) According to Slobin, this shows that thinking is not identical with speaking as deviations from the extremes occur, indicating that other options are possible

In relation to spatial description, another contrast found in the narrative texts is what Talmy (1985) called the satellite/verb-framed contrast, which concerns the way languages organise "motion event frames" (Ungerer & Schimdt 1996 223) According to Talmy, there are six universal components involved in the conceptual representation of the motion event Four of these are described as central components FIGURE, GROUND, MOTION, PATH, and two are optional MANNER, CAUSE These cognitive components are organised in a language-specific way Indo-European languages, with

the exception of Romance languages, Finno-Ugric languages and Chinese present satellite-framed verbs. Verb-framed languages include Romance and Semitic languages amongst others. Table 1.2 (Ungerer & Schmid, 1996: 238) adapted fromTalmy (1985), contrasts the way motion events are typically expressed in verb-framed and satellite-frame languages.

Table 1.2: Expression of motion events in English and Spanish (Ungerer& Schmid, 1996: 238)

English satellite-framed				
The boy	*rode*	*out*		*of the courtyard*
FIGURE	MOTION	PATH	MANNER	GROUND
			Adverbial phrase/clause	
El chico	*salió*		*montado a caballo*	*del patio*
Spanish	verb-framed			

As the table indicates, one of the principal features of satellite-framed languages is that, among the six basic components of motion events, path tends to be overtly expressed by a wide range of satellites. By satellites, we mean particles or prepositional phrases indicating the direction, the source, or the goal of the motion. At the same time, manner tends to be encoded in verbs. The most typical satellite-framed language is English, in which a compact and elaborate set of verb particles and prepositions are available. On the other hand, in verb-framed languages, verbs in motion descriptions often do not encode manner. Furthermore, the verb-framed languages such as Spanish often do not present satellites and therefore the path of the motion is not described by linguistic means. The Frog Story experiment conducted by Slobin and his colleagues confirms Talmy's (1985) classification of satellite/verb-framed languages. The informants that took part in the experiment who were speakers of a satellite-framed language describe the path of the motion by means of prepositions. The contrary was observed for speakers of verb-framed languages who did not describe the path of the motion. Instead they covertly implied the path by providing information on locative settings concerning

where events occur, where the motion starts and ends, for example The descriptions of settings tend to be "isolated" from the description of the motion They tend to be mentioned in relative clauses Slobin (1996b 84) offers the following sentences as an example of this

(6) The boy put the frog down into a jar
(7) El niño metio la rana en el frasco que había abajo
"The boy inserted the frog en [=in/on] the jar that was below

There are three episodes in the picture story in which someone falls down (pictures 6, 12, 17) Table 1 3 (Slobin 1991 21) summarises the use of locative description in narrating the fall from the cliff (picture 17)

Table 1 3 Percentage of narrators providing extended locative elaboration in describing the fall from the cliff (Slobin 1991 17)

Language	5 years	9 years
English	8	8
German	0	17
Spamsh	8	42
Hebrew	0	42

From these figures, we can deduce that locative elaboration develops between the ages of five and nine, except for speakers of English Once again, Slobin suggests that these findings indicate substantial consequences for "thinking for speaking" In this instance, the non-availability of locative prepositions relating to verbs characteristic of verb-framed languages has important repercussions for scene setting and the overall organisation of the narrative One way in which speakers of Spanish and Hebrew convey this information is by means of relative clauses which are much more frequent in these two languages than in English or German

In summary, Slobin's notion of "thinking for speaking" suggests that, in the process of acquiring their first language, children are guided by the grammatical system of the

specific language they are learning to "adopt a particular framework for schematising experience" (1991 7) Slobin goes on to suggest that, rather than affecting habitual thought, this framework operates in the process of verbalisation

1.2 5 Conclusions

In this section, we have explored the theories and hypotheses which deal with the relationship between language and thought Sapir and Whorf are the representatives of the linguistic determinism hypothesis which proposes that a particular language largely dictates the way in which its speakers shape concepts and ideas In more recent times, researchers have argued in favour of a less deterministic role for language which has resulted in what has become known as linguistic relativity Proponents of linguistic relativity suggest that linguistically encoded concepts are more salient and therefore more readily available for conceptualisation by speakers of a particular language

Gumperz and Levinson (1996) argue that in order to carry out research in the area of linguistic relativity in a scientific and systematic manner we must

1 Deal with a concept that is both universal and liable to culture specification
2 Examine a non-linguistic concept that requires to be coded grammatically
3 Examine a concept that requires a cognitive disposition
4 Deal with two or more languages

Slobin s "thinking for speaking" hypothesis developed out of these hypotheses Offering a new perspective, Slobin moves away from the more abstract notions of language and thought to centre his attention on the more dynamic processes of thinking and speaking Slobin in the light of the cross-linguistic research carried out, proposes that linguistic relativity occurs while performing linguistically-mediated tasks

1.3 The acquisition of temporal concepts

1.3.0 Introduction

In this section, we shall present the concepts of tense and aspect. Following this, research dealing specifically with the acquisition of temporality and temporal features in the first language will be presented. We shall discuss temporal cognitive universals and the acquisition of temporal concepts and their linguistic expression in the first language. To conclude we will review the literature concerned with acquisition of temporality in a second language with special emphasis on the acquisition of Spanish.

1.3.1 Tense

Before we examine how temporal concepts are acquired, and how temporal information about events and situations is conveyed, we must pause to consider what is understood by the concept of tense. We do not intend to offer an in depth exploration of the fundamentals of tense but rather to summarise what is generally understood in the literature by the concept of tense.

Traditional grammarians understood tense as the linguistic correlation to time. That is, tense is the correspondence between our concept of time, that is, present, past or future, and a verb form. This has often led to confusion between tense, a grammatical category, and time. This is especially confusing in Romance languages, like Spanish which utilises the same word, *tiempo* to refer to both concepts. A quick glance at the nature of tense reveals that tenses do not correspond with time, as the use of the historic present exemplifies. Nor is tense a universal feature of language, as tense distinctions are not found in all languages. Binnick (1991) points out, as Whorf had done before him, that tense is not a necessary condition for the expression of time. The difference between languages in relation to tense is not whether particular temporal distinctions can be expressed linguistically in a particular language, but rather whether a particular language requires its speakers to do so.

Modern theories of tense are mainly based on Reichenbach's notion of reference point (See 1.1). Binnick (1991) argues that tenses do not denote a reference time (RT), but

rather "indicate the relation of the RT to the speech-act time" (1991 354) This implies a view of tense as a deictic category because the speech act serves as the reference around which speaker and listener construct time The time of communication (TOC) refers, not to a specific expanse of time, but "to the subjective perspective from which the speaker observes all reality (past, present, and future)" (ibid)

King (1992) argues that linguistic time is based on chronological time even though we cannot talk about a complete correspondence between the two He places linguistic time in what he calls *"zero point"* Each linguistic act has its own centre, or *"zero point"*, around which events are considered to be posterior, anterior or simultaneous

This means that tense is a deictic category There is some element that serves as reference for the meaning of tense Tense also involves the speaker's point of view and is therefore subjective Tense functions as a shared point of reference or orientation for speaker and listener At the same time, tenses may not relate an event to the speech time, but rather to another event on the time line, resulting in the distinction between relative and absolute tenses (Binnick 1991 454) Absolute tenses relate the time of situation to the time of speech, relative tenses relate the event or situation obtaining to another event in time Verb forms may have a "tenseless" value as in the case of what are called "timeless" or "universal truths" In the light of this, some scholars (Binnick 1991, King, 1992) have concluded that, to adequately understand the meaning of tense, its semantics and pragmatics must be considered, as this will allow for the linguistic expressions of temporal relations to be defined in terms of their relationship to the "real world"

The main function of tense is to represent temporal concepts and the temporal relation between speech time and event time Tense may be marked morphologically, (*work* vs *worked*), or syntactically by an auxiliary (*will work*) or both (*has worked*) or by an adverbial (Binnick 1991 452) However, verbal morphology may also encode modal and aspectual meanings Comrie (1976 5), describes aspect as relating "situation-internal time" and tense as relating "situation-external time"

Mood is not discussed at length in this chapter since it largely falls outside the scope of this work. Mood has no influence on tense, orientation and aspect (King 1992 :132). Mood differs greatly in Spanish and English since it is conveyed by the morphology of the predicate in Spanish (*quisiera ir*) and means of the subjunctive forms, but lexically or not at all *(I would (really) like to go)* in English. Aspect is discussed in detail in the following section for it is intrinsically link to temporality.

1.3.2 Aspect

In this section, our aim is to present what we understand by aspect. Thus, this section briefly explores the nature of linguistic aspect and considers the different categories of aspect.

As a starting point for the present discussion on aspect, we shall introduce Comrie's definition of aspect, as it is often quoted in the literature: "aspect are the different ways of viewing the internal temporal constituency of a situation" (Comrie 1976 :3). Aspect informs us about the manner in which events and situations unfold. This means conveying information about whether change takes place, and whether the event has a limit or endpoint (arrive) or lacks it (travel). Aspect tells us if the event is punctual (to shoot), permanent or habitual. Aspect also provides information about the temporal extension of an event. It provides information on the main phases of the event: the start (to flower), the middle (to grow), or the end (to die). Unlike tense, aspect is a non-deictic category. If tense temporally relates an event to the time of speech, aspect relates "situation-internal time" (Comrie 1976 :5). Thus, aspect does not give information about the time of speech; the information provided by aspectual markers is independent of external time. Nonetheless, the distinction between tense and aspect is not a simple matter on many occasions. For example, perfective aspect marks an event as completed: thus, it also implies temporal anteriority to the time of speech (Fleischman 1992).

Givón (1993 :152) further describes aspect as comprising several pragmatic and semantic categories. He suggests that some are related to the temporal properties of

events (boundedness, sequentiality, temporal gapping) while others involve the notion of relevance or the perspective taken by the speaker Aspect has been defined as both a general cognitive experience (Reinhart 1984) and as a language dependent one (Smith 1983) Smith (Smith 1983 479) recognises two components of aspect Situation aspect concerns the types of situation, that is whether a particular situation is a state or event for example Viewpoint aspect is concerned with the type of perspective, e g simple or progressive According to Smith, an element of choice is associated with aspect since speakers can talk about an event in more than one way by focusing on different parts of a particular event (start, middle, endpoint)

Aspectual distinctions in a particular language can be marked overtly or covertly At the same time, Binnick (1991) points out that under the term aspect we find three independent phenomena, Aspect, *Aktionsart*, and Aristotelian aspect The features of these three different categories of aspect are summarised by Salaberry (2000) as illustrated in the table below

Table 1 4 Three different classifications of aspectual distinctions (Salaberry 2000 17)

Grammatical aspect	***Aktionsart***	**Aristotelian aspect**
Grammaticised	Lexical	Lexical
Systematic	Unsystematic	Unsystematic
Obligatory	Optional	Obligatory
Language specific	Language specific	Universal
overt	overt	covert

Grammatical aspect is overtly marked by means of auxiliaries (*was going*) or inflectional morphology (*cantaba*) The term *Aktionsart* means "kind of action" Klein (1994) argues that *Aktionsart* is coded by secondary modifications to basic verb meanings These modifications can take the form of affixes, as in the case of the Spanish affix *re*, (*relavar/to wash again*) the aspectual particle *se* or adverbs as in English *read up* Even though grammatical aspect and Aktionsart differ in the way that the first is obligatory and the latter is optional, for the purpose of this study, grammatical aspect and *Aktionsart* are discussed under the common heading of

grammatical aspect This is because both these categories of aspect are language specific and overt, thus of particular relevance to the study of the development of aspect in second langauge The amalgamation of these two categories of aspect does not interfere with the purpose of our analysis

The inherent lexical meaning of the verb is determined by the temporal features intrinsic in the semantics of the predicate (Salaberry 2000 17) This notion is referred to as Aristotelian aspect, as was first pointed out by Aristotle in his Book XI Vendler (1967 cited in Binnick 1991) subsequenlty classified verbs into four categories states, activities, accomplishments and achievements The relevance of lexical aspect in the study of the acquisition of verbal morphology in second languages has been highlighted in the previous chapter (see Section 1 3 2 1)

There are three basic semantic features of verbs which are used to classify these in relation to their inherent aspectual lexical value dynamicity, durativity and telicity Accomplishments and achievements are telic these are events which have different stages and natural end points States and activities are atelic Activities have homogenous stages and the activity can begin and end arbitrarily States are situations that do not involve change, and by definition they do not include a beginning or an end nor do they accept progressive aspect

Andersen (1986) presents the following table to illustrate lexical aspectual categories

Table 1 5 Temporal features and aspectual categories (adapted from Andersen 1986)

Temporal features	States (STA)	Activities (ACT)	Accomplishements (ACC)	Achievements (ACH)
Dynamic	-	+	+	+
Telic	-	-	+	+
Punctual	-	-	-	+
Examples	Ser, tener	Comer, correr	Leer un libro	encontrar
	To be, to have	To eat, to run	To read a book	To find

The aspectual information of a verb is not only provided by the lexical meaning of the head of the verb phrase, but also by the meaning of the verb in interaction with the other

elements that form the sentence, adverbs and other adjuncts The following sentences illustrate this

1 Mary read novels [- telic] [activity]
Mary read a novel [+telic] [accomplishment]

Operational tests are designed to determine the aspectual class of predicates These tests have been applied in several studies dealing with the acquisition of temporal features In English, Dowty (1979) classifies predicates into 3 types to distinguish (1) statives and dynamic (2) activities and accomplishments (3) accomplishments and achievements Operational tests are also developed for Spanish (Hasbún 1995, Salaberry 2000 29) with the intention to account for potential differences in meaning between the two languages, English and Spanish The operational tests applied in the present study are described in Section 3 3 3 2

Berman and Slobin (1994 117) list the main aspectual categories available with examples from the English Frog Stories gathered in the course of their research (for a comprehensive overview of extended lexical aspect classification of predicates see *Gramatica Descriptiva de la Lengua Española* 1999 2979) These aspectual categories can be expressed by means of lexical aspectual marking such as English particles, aspectual verbal periphrasis and adverbial words and phrases Table 2 4 shows these aspectual expressions with examples from the Frog Stories collected from non-native speakers for this research study

Table 1 6 Categories of extended aspectual expression (Adapted from Berman and Slobin 1994)

Achievement: a goal is reached (consigue, logro derrumbar)
Cessive termination or coming to an end of a process (finalmente, por fin)
Completive endpoint of a process (acabo)
Cumulative adding to a series of events (incluso, hasta)
Generic/habitual timeless without implying inception or completion (solia guardar)
Imminent about to happen, on the point of occurring (estaba a punto de irse a la cama)
Inceptive/Inchoative entering a state (enmpezo a jugar, de repente, se echo a correr
Iterative repeated individual events (grito y grito, otra vez, muchas veces)
Lative moving/changing location in order to do something (salio a buscar)
Perfect· relevance to time of speech or to some other reference time (ya)
Protracted process is drawn out continuosly, extending over time (continuo)
Prospective looking forward to when an event will take place (until)
Recurrent non-iterative repetition of an activity or state by the same protagonist (otra vez)
Retrospective looking back to when an event occurred

To summarise, the term "aspect" describes a variety of phenomena related to the internal structure of events Researchers have identified three categories of aspect grammatical, Aktionsart and lexical aspect

1.3.3 Acquisition of temporal concepts in the first language

In 1927 Piaget published his landmark study *Le Développement du la Notion de Temps chez l'Enfant* which aims at establishing definitive stages in the development of temporal concepts in children He stresses the difference between *temporal schema* and *temporal content* Piaget's starting point is the notion that time is not an intuition with which we are born, but a concept that is slowly developed Sherover (1975) summarises Piaget's position on the emergence of temporal concepts

> Awareness of time, then, in conceptual form, emerges in the seven or eight- year-old child by abstraction from the concrete unity of his lived experience - in which space, time, motion, and his operational unity with the world in which he functions, appear to be inextricably involved with each other, as in a synthetic whole
>
> Sherover 1975 442

Through carefully designed experiments, and observing children at different developmental stages, Piaget proceeded to chronicle the development of the concept of time He argues that children have no concept of quantifiable time in the early stages of life, but that it slowly develops as the child moves towards adolescence Piaget criticises the complete separation between space and time This criticism is based on the notion of velocity, out of which time emerges as a distinguishing element, according to Piaget This means that time is "discovered", and therefore it is not the result of the observation of an object, but it emerges as an abstraction of the notion of velocity He approaches the development of the concept of time by examining the ways in which it is manifested through the development of the child

According to Piaget, awareness of time in a conceptual form emerges in children at around the age of seven or eight by abstraction from their lived experience In this world, time, space and motion are inextricably linked to each other Piaget makes a distinction between "empirical" and "rational time" Empirical time is the passive observation of events, and in this sense, it is also unidirectional Rational time is the intellectual understanding of the concept of time To be able to understand rational time is to be able to use the notions of past and future He delineated definitive stages in the acquisition of temporality

- Stage 1 (before age 2) Intuitive grasp of time Time is linked to observable phenomena in the outside world
- Stage 2a (ages 3-6 approximately) The child is able to arrange in order different stages of an event that make a complete process However, Piaget argues that the durational aspect of the processes has still not been developed Use of "punctual" time indicators
- Stage 2b (ages 7-11) Children are able to co-ordinate series of events with each

other, but do not conserve duration

- Stage 3 (age 12) Piaget calls it the "Operatory Stage" Full co-ordination of series of events, conservation of duration Ability to use reversible operations

Piaget defends a strong view of cognitive determinism, which states that learning a language depends on the prior acquisition of cognitive structures and argues that the basic temporal notions that make up awareness of temporality, simultaneity, succession and duration must be first constructed one by one

It is important to observe that Piaget largely neglected the role of language in cognitive studies He focused his work on logical operations which emerge with the development of cognitive abilities regardless of the capacity for language In this respect his work is significantly different from that of his contemporary Lev Vygotsky

Vygotsky (1986) formulated a theory about the development of mental functions and cognitive development He paid particular attention to the relationship between language and thought He claimed that language and cognition are initially separate but as the inner speech of the child becomes an instrument for external communication language and thought come together and language becomes necessary for the development of higher mental functions

Early research in the area of acquisition of temporality examined the development of the ability to refer to present, past and future Later studies have been concerned with the development of the capacity to relate two or more events temporally In this section, I shall present some of the work in this field

Cromer (1968 cited in Nelson 1996) derived a development schema from Piagetan theory based on an analysis of temporal language, which included tense, aspect and lexical temporal terms His starting point was the Piagetian position of decentralisation, which argues that young children are "centred" on the here and now Before children can express more complex temporal relations they need to develop a capacity to "decentre" In a later work, Cromer (1988) reconsidered his position adopting an interactionist position He concluded that research seems to point in the direction of a

language system made up of several subsystems, some of which are dependent on general cognitive processes and development, while others seem to be more independent.

A similar position based on decentralisation was put forward by Weist (1986) who also argues that the acquisition of the temporal systems is closely related to the development of cognition. Weist, using Reichenbach's concepts of event time, speech time and reference time, proposes a four-stage model for the acquisition of these systems. According to Weist, children progress "through a sequence of four temporal systems during the development of the capacity to express increasingly complex configurations of temporal concepts" (1986: 357). In stage one the time of the event (ET), the speech time (ST) and the reference time (RT) are set at the same point. Therefore, children are only able to talk about events in the present context, the here and now, characterised by tenseless statements. The examples used to illustrate this development are extracted from Weist (1986).

- *Mammy go*
- *Annie sleep*

As they move on to the second stage children, 1½ to 2 years, become able to differentiate the ET from the ST but the RT is still frozen at the time of speech. It is at this stage that the use of contrasting verb tenses appears (present vs. past or past vs. future.

- *I fell off the couch.*

Children are able to refer to a past or future event but they are not able to locate it with respect to a time. In stage three (age 3-4), the use of adverbials begins to appear. This allows for the differentiation of reference time from speech time, but the event is still restricted to the RT context as in the following example:

- *Santa came tonight.*

As the child acquires the ability for displacement, or decentralisation in Piagetan terms, and the capacity to retrieve experiences from memory and locate them in a temporal

context, ST, RT, and ET become independent of each other by means of the use of complex tenses, like the perfect, and *before* and *after* clauses This is illustrated by sentences of the type

- *when I was young my father used to read me stories before I went to bed*

Weist concludes that the increase in the complexity of these structures reflects the cognitive development of the child His research is based on a cross-linguistic study consisting of Polish, Finnish and North-American children Some slight differences were found in the development of the children as regards the acquisition of the morphological or syntactical means of expressing temporality These sometimes had an effect on the speed of the development from one stage to the next Weist attributes these differences to the characteristic of the specific languages and the features that are more salient in each of them He concludes that

> the research demonstrates the way in which conceptual development places a universal constraint on the developmental process and how specific properties of individual languages also have an effect"
> (Weist 1991 68)

Although Weist does not refer to linguistic relativity or "thinking for speaking" in his work, it is interesting to note that his results and conclusions coincide with those of Slobin

Nelson (1996 282) disagrees with Weist's developmental course To support her claim she provides evidence from a subject, Emily, at 22 and 23 months She claims that Emily is ahead of the development projected by Weist since at the age of 2 she is able to use different events as temporal reference for successive ones

- *When my slep and mormor came*
- *Then mommy coming*
- *Then "get up, time to go home"*
- *Time to go home*
- *Drink p-water [Perrier]*
- *Yesterday did that*

According to Nelson, Emily's speech provides evidence that the ability to express complex temporal references appears in connected speech before it is manifested in individual sentences. She argues the need to examine the acquisition of temporal features in children from a discourse perspective.

As we have indicated previously, at the base of the development and understanding of temporality we find Human Time or Experiental Time, which is related to our experiencing of situations and events. This experiencing of events is basic to the young child. However, unlike space or objects that can be explained by non-linguistic means, a concept of time must be constructed from experience. Time, in this respect, is generally accounted for considering two basic dimensions, "sequence" and "duration". They are at the base of a child's experience of temporality. Several time concepts derive from these two. "Location" in time derives from sequence and "speed" derives from both sequence and duration. "Boundaries" between events, and "frequency" are other dimensions of temporal concepts. Nelson argues that to understand these concepts children must have an understanding of basic temporal relations, that is, an understanding of causal events, where one component necessarily precedes the other, and routine events.

Clark (1971) examines the acquisition of *before* and *after*. She describes four stages in the acquisition of this pair and concludes that *before* is acquired earlier and children treat *after* as if it had the same meaning. Clark (1973) also noted that the expression of simultaneity occurs before that of sequentiality. Studies by Friedman, (1990) and Richie & Bickhard (1988) provide evidence that duration and frequency are also crucial to the development of temporal concepts. Due to the fact that these relations not only are perceived but also are linguistically represented, it is no surprise that the development of temporality in all its different concepts is so intrinsically linked to language acquisition. Brockart and Sinclair (1973) carried out the first developmental study investigating the relation between tense and aspect. Their findings led them to the conclusion that tense markers are used to describe aspectual properties before marking deictic tenses. Antinucci and Miller (1976) examined the development of past tense expressions by Italian children. Their findings reveal this development to coincide with

the developmental route for the acquisition of temporal concepts in children described by Piaget They further argue that there are two different cognitive routes to follow depending on the type of event Children first use past tense forms to code resulting states Past states and activities are referred to with the imperfect in Italian Thus, they conclude that the use of tense emerges in the first instance as an aspectual distinction Bloom et al (1980) argue that in the first instance the use of the past forms does not indicate the deictic notion of tense but that it implies a representation of aspect The aspectual contrasts of an event govern the use of inflections Thus, they suggest that the stative/non-stative influences the inclusion or omission of inflections The durative versus non-durative contrast plays a crucial role in opting for *–ing* versus *–ed* or irregular past The hypothesis which suggests that the initial use of morphology is dependant on the intrinsic lexical properties of the verb is known as the Primacy of Aspect Hypothesis or the Lexical Aspect Hypothesis

On the other hand, it has been argued that the semantics of the verb are responsible for this tense/aspect marking Weist (1986) reports that Polish children are able to differentiate between tense and aspect as the two notions are marked separately on the verb He concluds that children take two perspectives on situations internal and external If a situation is conceptualised from an internal perspective properties such as "durative" and "incomplete" are more prominent From an external perspective "completeness" and "punctuality" are more salient Weist concludes that children are likely to acquire tense and aspect simultaneously in Polish It could be argued, however, that since Polish marks aspect in the verb system children are more sensitive towards it, therefore accelerating its acquisition in contrast to other languages which do not present salient aspectual markings A comprehensive review of L1 studies dealing with the lexical aspect hypothesis is offered by Li and Shirai (2000) and Slabakova (2001)

Summarising the research in the acquisition of temporal concepts Kuczaj and Boston (1982) present the following route for the development of the linguistic temporal reference system

1. Children learn that the utterance serves as a primary reference point or anchor.
2. Children learn that speech time, reference time and event time do not necessarily coincide and therefore have to learn to relate them to one another.
3. From the second point it follows that children learn to use secondary reference point (tense markers).
4. Children learn to mark sequentiality and simultaneity.
5. Lexical markers of temporality, such as adverbs (e.g. today, yesterday) are the last to be acquired.

As we will see in the following section, the study of the acquisition of temporality in foreign or second language learners has revealed a completely different route of acquisition.

In conclusion, in this section we have offered a brief description of the proposals put forward to explain the development of temporal features in the child. Piaget's proposals were largely based on sensori-motor development with little concern for how this development was mirrored in the language acquisition process. Subsequent work in the area examined how Piaget's stages were manifested in the linguistic expression of temporality. Among some of the discrepancies that emerge, the Lexical Aspect Hypothesis has been one of the more controversial. As we will discuss in the following section, this controversy continues in second language acquisition studies.

1.3.4 Acquisition of temporal concepts in the second language

In this section, we will first briefly outline the main differences between first and second language acquisition of temporal features. We will continue by exploring and reviewing research undertaken in the acquisition of the expression of temporality in the second language in section 1.3.2.2. These studies have been carried out from two different perspectives, the investigation of acquisition of tense-aspect morphology on the one hand, and investigations into the discourse structure of temporality in interlanguage on the

other. Early morpheme studies were modelled on studies of child language acquisition and initially dealt with the acquisition of English as a second language. Morpheme studies examined certain aspects of the verbal morphology- progressive *-ing*, third-singular marker *-s* (Dulay and Burt 1973), (Bailey et al. 1974), the order of irregular and regular past acquisition (Larsen-Freeman, 1976) to cite a few. The move towards a discourse-based approach was prompted by the need to explain how L2 learners are able to express a wide range of temporal relations in spite of limited morphology, Givón (1982), Hopper (1982), Véronique (1987), Vet and Vetters (1994). In this section, I will also briefly summarise the most prominent studies that have Spanish as a target language. In section 1.3.2.3, I will present differences in acquisition between tutored and natural learners and review the role of instruction.

1.3.4.1 First language versus second language acquisition of the expression temporal features.

Research in the area of the expression of temporality in second language shows a completely different picture in the acquisition of temporality for first and second language learners (Weist 2002). As L2 learners have already conceptualised the temporal system in their L1 they approach this process in very different circumstances when learning a second language. Research shows that L2 learners acquire temporal relations following a different route. Most L2 learners develop an interlanguage that at a very early stage of their L2 development allows them to express complex temporal contours, even though they lack a command of the morphological inflections of the verb. The SL learner does not need to acquire again the fundamental concepts of temporality, modality, aspect and others. Instead, these learners have to acquire the specific ways of expressing complex temporal relations in the target language.

As discussed in the previous section, in first language acquisition the developmental sequence moves from absolute location to a combination of absolute and relative location (see Section 1.3.1) (Weist 1986, Weist et al. 1991). In Second language learning research of the developmental route of untutored learners finds the sequence inverted, from relative location to an absolute-relative combination (Meisel 1987, Bhardwaj et al. 1988

cited in Dietrich et al) Other differences between first and second language acquisition advanced by these studies show that, in L1 acquisition, deictic temporal relations are coded by morphological means at an early stage of language development (Bowerman 1981) Learners resort to the use of adverbs and adverbial clauses at a later phase At the same time the contrast between "before" and "after", as we have mentioned before, is amongst the last to appear Once again this pattern is reversed in the L2 acquisition process, adverbial constructions emerge early and tense/morphology at a later stage

The following table illustrates the differences in the developmental sequence in the acquisition of temporal features between L1 and L2 learners

Table 1 7 Summary of differences in the acquisition of temporal features between L1 and L2 learners

L1 learners	L2 learners
• understood both tense and aspec from the earliest phase o development examined • Learners progressed from absolut location (ET<>ST) to a combinatio of absolute and relative • "Before" "after" and conventiona temporal expressions are amongs the last to emerge • Learners resort to the use of morphology first and adverbs at	• Understood tense before aspect • Learners moved from relative time to absolute-relative combination • Learners use adverbial construction first and tense morphology later

In relation to the acquisition of the linguistic encoding of temporality, von Stutterheim and Klein (1987) state that learners are constrained in their selection of specific linguistic features for the expression of temporality in the target language through

- Selective versus obligatory
- Implicit versus explicit

- Selection of specific linguistic devices (inflectional morpheme, adverbial expression).

These options are interrelated; for example, inflectional endings in the Spanish preterite-imperfect represent both explicit and obligatory markers of temporality (tense and aspect in particular). Garcia & Van Putte's (1998) study of aspectual marking in Spanish (preterite/imperfect) led them to claim that non-native speakers seem to rely more on local clues for the selection of aspectual markers in the past. While, native speakers pay more attention to the overall context of the narrative. Salaberry (2000) also points out the effect of three forces in the development of verbal morphology in the L2. These are (1) a cognitive disposition to distinguish semantic classes of verbs, (2) discursive (foreground/background), (3) input effect (native speakers' model). The problem for L2 learners is, not to acquire this competence, since they have already done so in their L1, but rather "whether they will be able to acquire the conventional values associated with the morphological marking in the target language" (2000: 68).

1.3.4.2 Studies in the acquisition of temporal concepts in the second language

In this section, we briefly review theoretical and methodological approaches adopted to carrying out research on the development of temporality in L2 acquisition, studies of verbal morphology and discourse studies. The purpose of this section is not to review all existing studies of the acquisition of temporality in L2, a field that has been the focus of research in recent times. Instead, this section focuses on the most prominent studies that have Spanish as a target language.

1.3.4.2.1 Studies of verbal morphology

Bardovi-Harlig (1999) identifies two strands in morphology studies: "the investigation of the expression of semantic concepts through various linguistic devices and the distribution of verbal morphology as an indicator of the underlying semantic systems of interlanguage" (1999: 345). Form-oriented studies observe a particular form and examine how it is used by learners with the aim of establishing what its meaning is in the interlanguage system. The concept-oriented approach studies observe a temporal

concept and examine how learners express it The former take a quantitative approach, the latter are characterized by a qualitative approach

Studies of temporality using the concept-oriented approach include Dittmar (1981), Noyau (1984), Veronique (1987), Meisel (1987) Schumann, (1987), Sato (1990), von Sutterheim (1991) and Bardovi-Harlig (1992, 1994) amongst others The European Science Project (Dietrich et al 1995) is one of the most ambitious studies on the acquisition of temporality in a second language ever to be undertaken Unfortunately, it does not include Spanish In the ESP Project the acquisition of temporality is explored with the aim of providing evidence in relation to the following

- The expression of temporal concepts and the interaction of the different linguistic devices available to express such concepts
- The changes observed during development and the possible emergence of developmental patterns
- Principles accountable for the development in the expression of temporality in the untutored adult learner of a second language

Dietrich at al 's study is very comprehensive and examines the acquisition and development of the capacity to express temporal relations in detail Their work offers a very clear picture of the developmental route followed by L2 learners with different source languages and target languages

The informants participating in this study are adult foreign immigrant workers in industrialised European countries who are untutored second language learners As is the case with the present study, Dietrich at al 's project was designed as a cross-linguistic study There were two main reasons in deciding the languages of the study, first, that the languages chosen were representative of second language learning across European countries Second to examine data produced by speakers of a particular language (Spanish for example) acquiring a L2 that was linguistically close for one of the informants, (French) and an unrelated language for the second informant, (Swedish)

In the first place, Dietrich at al identify some common features in the interlanguage of

their informants

- In the beginning irrespective of SL and TL all utterances consist of nouns and adverbials There is no way to mark temporality by grammatical means
- Strategies for expressing temporality are similar across the languages, discourse strategies and contextual information An example of this is the use of calendric adverbs or lexical items such as "begin" and "finish"
- Within the various domains of temporality priority is given to localisation of events in time This finding is in contrast with the Lexical Aspect Hypothesis According to Dietrich at al , if a TL has morphological markings for tense and aspect the former takes priority

With the exception of the third feature, which is still being debated by researchers, this study corroborates findings advanced by other previous work, as discussed in section 1 3 1 and Schumann (1987) who reports that basilang learners use the following as tools for the expression of temporal reference (1) adverbial (2) serialization (sequence of utterances reflects actual temporal order of events) (3) calendric reference, (4) implicit reference (temporal context inferred from context)

Dietrich at al divide the acquisition process into 3 major steps which they call the *pre-basic variety,* the *basic variety* and *further development* In what follows, we will briefly summarise the characteristics of these three varieties The examples used to illustrate them are taken from Dietrich at al (1995)

- Stage A The Pre-basic variety
  - lexical expression of temporality *(twelve o'clock, three weeks,)*
  - non-functional inflection *(I not understand)*
  - few complex constructions (with no linking devices or anaphoric elements) *(all I have all friends talk Spanish I few few talk Swedish)*
  - heavily context dependent

- Stage B The Basic variety

According to Dietrich at al all learners (except those who received some teaching)

achieved a variety with the following characteristics

- Utterances consist of uninflected verb with no case marking and no finite constructions Organisational principles are neither those of the SL or the TL *(Punjab I do agriculture farm)*
- Lexical verbs appear in base form, there is normally no copula *(I after I go to Jordan)*
- Increased repertoire of temporal adverbials *(Twenty seventh June + right+ seventy seven I go to the Kabul + Afghanistan + Kabulatan I stay + nearly five six month no work here)* (+ indicates unfilled pause)
  This repertoire includes temporal adverbs of position of the calendaric type *(Sunday)*, anaphoric adverbials to express before and after relations, deictic adverbials *(yesterday, now)*, temporal adverbials of frequency *(always, often)*, temporal adverbials of duration *(two hours)*
- Boundary markers *(after go the car the police station why enter the France <via> the mountain)*

The basic variety allows for the specification of a relatum, its position on the time line and the expression of its duration and frequency Although at first glance it may seem somewhat simple, it is a very versatile system, and in their study Dietrich at al report that some learners never develop their Target Language beyond this basic variety As the development moves, on the learner has to acquire the particularities of the TL Their study also identifies some shortcomings of this basic variety

- absence of adverbials such as *yet* and *again*
- does not allow speakers to mark certain types of aspectual variation (perfective v imperfective, for example)
- difficulties expressing relative time
- difficulties differentiating between "habitual" or "generic"

- Stage C Development beyond the basic variety

As learners move along the developmental route and acquire specific properties of

the TL one might expect that similarities in the expression of temporality in the language of their study may decrease Dietrich at al observed the following common features in advanced learners

- Initial co-existence of morphological forms without appropriate functions
- Further development is slow and continuous lacking of distinct developmental stages "language acquisition resembles the slow mastering of a skill, such as piano playing, much more than an increase of knowledge, such as the learning of a mathematical formula" (1995 270)
- Tense marking precedes aspect marking
- Irregular morphology precedes regular morphology

They conclude by saying that at this stage "Second language acquisition, as observed here, is inductive and heavily input oriented" (1995 271)

In the light of their observations Dietrich at al conclude that the factors which play a role in the expression of time are

(a) The **type of content** which the speaker might want to express Temporality is not a homogeneous conceptual category, it involves various kinds of temporal relations, inherent temporal features, etc,

(b) The **type of expression** There are various grammatical and morphological means, and a temporal relation such as BEFORE might be expressed by either one or the other, or by an interaction of both

(c) The role of **contextual factors** Only part of what is meant is made explicit and other parts are left to the context, this is illustrated not only by deictic expressions such as tense or adverbials like *yesterday* but also by global principles such as PNO (1995 274)

Dietrich at al observed that all these factors and how they interact plays a role in the acquisition of temporality Although the nature of this interaction is not entirely clear,

they suggest the following principles concerning the sequencing of temporality and its developmental route.

1. From implicit to explicit.

   At the initial stages of acquisition, speakers rely on context to fill out content. On the other hand, at later stages of development speakers mark temporal relations explicitly even if the Principle of Natural Order does so. This principle constrains the way in which information is presented. According to the PNO the order of mention corresponds to the order of events unless otherwise specified.

2. From lexical to grammatical.

   As mentioned above, learners use lexical means of expressing temporality first. Morphology is acquired at a later stage *(morning at six start walk)*.

3. From simple to complex.

   Examples of these are prepositional phrases that become noun phrases or just bare nouns.

4. From topological relations to order relations.

   Topological relations are those which express the temporal relation between two events as: t_c included in t_b, t_c overlapping t_b, t_c simultaneous to t_b. Order relations express times before and after. In acquisition, topological relations are marked first.

5. From *after* to *before*.

   Within the order relations those which situate theme after relatum, that is, event time after speech time, are acquired earlier than those which express relatum before theme *(before he I come every Tuesday every Friday)*.

6. From deictic relatum to anaphoric relatum.

   When a temporal relation is marked and the relatum is given in the context, this can be deictic (*now, yesterday*) or anaphoric *(later, before)*. As a tendency, deictic relata are acquired before anaphoric relata.

Some deviations from these principles were observed in the development of the expression of temporality Dietrich et al suggest that rather than being rigid rules, these principles reveal "acting forces" in the acquisition of temporality (1995 276) In addition, they attribute differences in the development of the expression of temporality and the final success rate to peculiarities of the TL, the living conditions of their informants and the issue of fossilisation They conclude that this results in "strong similarity in the **structure** of the acquisition process, but considerable variation in the **final success**" (1995 263)

In summary, Dietrich at al 's study in the acquisition of temporality in the second language represents to this day the most comprehensive study carried out in this area Nonetheless, as they point out on several occasions, a number of issues remain unanswered as for example the role of fossilisation In spite of this, they conclude that "We have no evidence that an adult second language learner is in principle unable to achieve full mastery of the target language" and that "there is no significant SL influence in the acquisition of temporality" (1995 277-278) It is the aim of my study to present significant data that will contribute to this area of research It is within the scope of this study to elaborate on the developmental process of the acquisition of temporality by English-speaking learners of Spanish

Form-oriented studies, also referred to as form-to-function, identify a form and trace its acquisition in the development of the learner's interlanguage Andersen and Shirai (1994 151-52) propose five cognitive factors, as elaborated by Slobin (1985), that account for how learners appear to notice and learn verbal morphology These factors, which are stated as principles, are the following (Andersen 2002 92)

1 *The One to One Principle* Learners assume that any new form has only one meaning It takes time to discover other meanings

2 *Prototypes* Learners more easily access the prototypical meaning of a verb and whatever tense-aspect gram they choose to associate with it

3 *The Relevance Principle* In choosing to mark a verb, learners choose a verb with the most relevance to the meaning of the verb For example, in Spanish L2, learners mark an event as *cae* (fall) as Preterite (-*o*) rather than a person agreement marker

4 *The Congruence Principle* Learners will choose the tense-aspect gram most congruent with the meaning of the verb Thus, Preterite is associated with event verbs, Present and Imperfect with states, for example

5 *The Distributional Bias Principle* Native speakers and learners tend to associate verb classes with the relevant tense-aspect distinctions in their discourse in partial conformance with the Lexical Aspect Hypothesis

Form-oriented studies have largely revolved around the lexical aspect hypothesis which, like morpheme studies, has its roots in first language acquisition (see section 1 3 2) Researchers have correlated the lexical aspectual value of the verb with the acquisition of morphology Following research in second language acquisition of Spanish by English speakers in natural settings, Anderson (1991) suggests a sequence in the development of aspectual markers in second language as follows first there are no occurrences of aspectual marking, (∅), markers appear first with punctual verbs, followed by telic, dynamic and finally states According to Andersen, there is a correlation between this sequence and the Aristotelian classification of aspect This leads him to conclude that the acquisition of past tense morphology in L2 is guided by the semantic value of the verb For example, he (1986, 1991) proposes the following sequence in the acquisition of the Imperfect in Spanish from stative to non-stative verbs and from punctual verbs to non-punctual This is represented in the following figure

Figure1 2 Spread of Spanish Preterite and Imperfect (Andersen 2002 83)

Other studies which corroborate these findings include Robinson (1995), Shirai and Andersen (1995) and Collins (2002) amongst others Robinson (1995) studied the interlanguage of 26 learners of English as a second language at four levels of proficiency Chi-square tests carried out on the data gathered indicate that there exists a significant interdependence of morphology and aspect, learners link –s with states, -ing with activities and the past form with telic events Shirai and Andersen (1995) examine the acquisition of tense/aspect morphology in three children acquiring English Their study analysed both child language and caretaker language Their results support the lexical aspect hypothesis In addition, they conclude that the pattern of development should be attributed to prototype formation by children Collins (2002) investigates the degree to which adult French speakers who are learners of English as a second language use tense/aspect markers in past contexts The results, consistent with the aspect hypothesis, show that learners were most successful at marking past tense with telic verbs, and struggled with statives The results also point in the direction of L1 influence However, there are a number of empirical findings that contradict this hypothesis and claim that tense is acquired before grammatical aspect, Buczoswska & Weist (1991), Klein (1994), Dietrich et al (1995) Together with concept-oriented studies, they form the main body of research undertaken in the acquisition of temporal features in the L2

1 3 4 2 2 Discourse studies

Discourse studies are a variety of form-oriented study They investigate the distribution of tense-aspect morphology in discourse structure (see section 1 3 4 below) Andersen and Shirai (1994) attempt to explain how learners use tense-aspect forms in discourse Andersen (2002 92) offers three possible explanations derived from the *Distributional Bias Principle*

1 A biased distribution in the input "falsely" guides learners in the direction predicted by the Aspect Hypothesis
2 Both native speakers and non-native speakers have the same cognitive predisposition to arrive at similar verb-gram preferences
3 Forming and using prototypes is natural for humans Thus, learners infer

prototypes partially from input and partially from a natural disposition to find prototypes.

Thus, discourse studies were originally linked to the Aspect Hypothesis and proposed the alternative view that tense-aspect marking may be influenced by the discourse motivations of the speaker (Kumpf 1984; von Stutterheim 1991; Andersen & Shirai 1996). These studies are of special relevance to the present research since, following a similar methodological analysis of the data, they too aim to shed light on the acquisition of temporal features. In what follows, we briefly present two studies dealing with discourse structure and the acquisition of temporality in the second language to illustrate the methodology employed.

Tense and aspect are a prominent way of establishing the differences between the foreground and background in narrative and therefore early studies of narrative discourse focused on them. Kumpf (1984) analysed the narrative discourse of a Japanese speaker who had lived in an English-speaking country for 28 years. Her findings suggested that there is a relationship between the use of verbal morphology and the grounding of the narrative. Completed actions in the foreground are expressed with the base forms. In the background, there are many marked forms, especially stative verbs.

Lambert (1998) studied temporal reference in story telling in the L2. Her subjects were French and American native speakers and French advanced learners of English. The production task was the retelling of the film *Modern Times* by Charlie Chaplin. Her premise was also based on Slobin's claim that each language has trained speakers in a particular way to talk about events and that this training is "exceptionally resistant to restructuring in adult second-language acquisition" (Slobin, 1991: 23). One of the concerns of her study is to examine "if advanced language learners *have* acquired the target language (TL) specific influence on the construction of different types of texts or *transfer* their source language (L1) patterns" (Lambert 1998: 63). Lambert examined the following features of temporality and discourse orientation in her data: main structure utterances v. side structure utterances, temporal adverbials, tense and aspect marking, sequentiality and functions of the *be + ing* form. Her findings can be

summarised as follows

1 The main differences occur in the use of temporal adverbials, which for the learners resembles more the use in their native language (French L1) than in their target language (American L2)

2 Learners tend to indicate temporal marking both by lexical and grammatical means at more advanced stages

3 The expression of the simultaneous and sequential relations also approximates to the L1 rather than to the TL native usage

4 The use of tense and aspect differs between native speakers and L2 learners The occurrences of the imperfect forms are less common in the learners' interlanguage than in the data provided by the control group, resembling more the use of the imperfect in their mother tongue

She concludes that "the learners, at this level of competence, remain under the influence of their source language on conceptual discourse structuring, thus confirming Slobin's assumption" (1998 72) Similar studies have been carried out by Veromque (1987), Flashner (1989) and Bardovi-Harlig (1992) amongst others As has been indicated on several occasions, the present study addresses similar issues

More recent work in this area is being carried out at present as part of a project coordinated by the Max Planck Institute for Psycholinguistics This research is carried out with the underlying assumption that even though adult learners of an L2 can attain native like proficiency, deep-rooted differences in conceptualisation of temporal or spatial domains in the L1 and the foreign language may result in difficulties when constructing coherent discourse in L2 (Max Planck Institute Annual Report 2002) This assumption acknowledges the fact that linguistic relativity may play a role in the second language acquisition process In an analysis of narrative texts produced by French and German L1 learners of English as a second language Carroll and Lambert (Max Planck Institute Annual Report 2002) conclude that at the level of macrostructure

and information organisation L2 does not fully comply with the principles followed by native speakers. When examining the reporting of events in isolation, their results reveal that the L1 principles still govern the linguistic output. They attribute the differences they found to the coding of concepts in the L1. Schmiedtová's research (Max Planck Institute Annual Report 2002) deals with the acquisition of temporal expression of simultaneity in the second language. Her study examines (i) how learners express simultaneity in the source and target language and (ii) how learners deal with acquisition of aspect in Czech. English, German and Czech are the languages of her study and Schmiedtová' s results suggest that in expressing aspectual modification in Czech L2, German and English learners opt for the linguistic devices which are also available to them in their respective source languages. The results of these studies are very promising since they point in the direction of a role for L1 developed concepts in the acquisition of a second or foreign language. In other words, they provide evidence that linguistic relativity and "thinking for speaking" influence second language(s) learning.

1.3.4.2.3 Studies of Spanish L2 acquisition of temporality

Several empirical studies have been concerned with the development of temporal verbal morphology in L2 Spanish. However, research in this area remains comparatively scarce. In what follows, we focus on a number of studies which have addressed the acquisition of Spanish as a second language.

Ramsay (1990 cited in Salaberry 2000) examines developmental stages in the acquisition of perfective and imperfective aspect by thirty classroom English-speaking L2 learners of Spanish. Her subjects were classified into five groups according to their level of proficiency. The elicitation procedure was based on Disney's picture story "The Magic Stick" as presented in a children's book. Each picture was accompanied by blank spaces, which informants had to complete with text. Ramsay explains that the inclusion of text was to prevent both informants and native speakers from using the historicl present. The amount of text decreased gradually. She concluded that

1 The marking of telic verbs with the preterite increases with the level of proficiency (stages 2 and 3)
2 Learners marked statives mostly in the imperfective (stage 3)
3 Neither L1 speakers nor L2 learners used verbs of activity very often
4 The appropriate use of preterite/imperfect endings does not occur until the advanced stages of development

Thus, Ramsay's study appears to offer support for the Lexical Aspect Hypothesis

Hasbun (1995 cited in Salaberry 2000) examined the role of lexical aspect in the acquisition of the tense and aspect system in L2 Spanish The data analysed was collected from English L1 students at four different levels of proficiency The task was the production of a written narrative based on the video *Modern Times* Students were granted 40 minutes to complete the task and were asked to start the story with the sentence *Había una vez* (Once upon a time) to prevent speakers from shifitng to the use of the historic present Data from Hasbún's study casts some doubts on the Lexical Aspect Hypothesis

1 The data did not show a spread of preterite marking from telic events to activities and later to stative verbs That is, the spread of use of Preterite hypothesised by the Lexical Aspect Hypothesis is not present in this data

2 The marking of telic verbs is similar across levels of proficiency and L1 speakers

3 The first uses of past tense occur mostly with statives

Salaberry (2000) reports on Lafford's study (1996) on the development of tense/aspect relations in Spanish L2 narratives Lafford asked thirteen Spanish L2 students of different levels of proficiency to do an oral retell of Disney's silent video *The Sorcerer's Apprentice* She analysed data from two perspectives the occurrence of telic versus atelic verbs, and the grounding According to Salaberry her conclusions are as follows

1 The majority of verbs at all levels were atelic

2 Informants in the lower proficiency levels use the preterite as the default marker for past tense in most instances

3 The only use of imperfect in the intermediate and higher proficiency level is associated with atelic verbs occurring in the background

Salaberry (1999) is concerned with the role of the lexical aspectual value of the verb in the acquisition of Spanish L2 past morphology The data for the study was collected at two different times with an interval of two months To generate a story in the past tense, students were asked to retell the stories as if they had been a witness to them The stories were two short excerpts form the film *Modern Times* Salaberry's findings corroborate previous studies and are as follows

1 Lower level learners use the simple past as the default marker for past tense He argues that the use of this default marker signals the importance of marking temporal relations in the target language even for the weaker students

2 The effect of tense appears to be stronger than lexical aspect during the early stags of acquisition

3 The effect of lexical aspect appears to increase with the level of experience His findings also contribute to corroborate the influence of the lexical aspectual value of the verb

Liskin-Gasparro (2000) deals with the use of tense/aspect morphology in Spanish Oral narratives with particular reference to advanced learners Eight participants took part in the study The data gathered is the result of two oral narratives one based on a personal experience and the second a retelling of an excerpt of the silent movie *Modern Times*, used also in Salaberry (1999), Bardovi-Harlig and Bergstrom (1996), Hasbun (1995

cited in Salaberry 2000) and Klein and Perdue (1992). These two tasks were followed by an immediate retrospective protocol focusing on the learners' choice of the aspect in past-tense verbs. Liskin-Gasparro analysed her data according to (1) the influence of the narrative task, (2) the influence of lexical aspect, and (3) the role of the narrator in constructing discourse. For each of these, her conclusions are as follows:

1. The distribution of obligatory marking for preterite and imperfect varies according to the task. The use of the preterite in the foreground clauses in the film retell task is much higher than in the personal narrative. On the other hand, occurrences of the imperfect are higher in the personal narrative.

2. In relation to the influence of lexical aspect, Liskin-Gasparro suggests that her informants acted as predicted by the Aspect Hypothesis.

3. The personal narratives included many clauses in which the narrator includes evaluative or descriptive comments; retelling personal narratives is linguistically a much more complex task. In contrast, the film retell was approached as merely a reproductive task. The appropriateness of personal narratives for the study of the acquisition of verbal morphology is debatable as it allows informants to avoid difficult constructions, especially with lower and intermediate students. This data also suggests that the role of the narrator affects the choice of tense. Some of the narrators chose the use of the imperfect to place themselves in the story they narrated, arguing that the use of the preterite is as "if I stepped outside of myself" (2000: 84). During the retrospective protocol students referred to the rules they had learnt to explain their decision between the two verb tenses.

Approaching the study of the acquisition of tense and aspect from a generative perspective, Montrul and Slabakova (2003) focused on the acquisition of the semantic properties of the Preterite/Imperfect contrast in English-speaking advanced learners of Spanish. In particular, they addressed the question of ultimate attainment in the aspectual domain. The authors conclude that, while aspect is a difficult area to master, learners overcome the options of the L1 and near-native competence is attainable.

In summary, in this section we have reviewed research dealing with the acquisition of the expression of temporality in the L2 with particular reference to Spanish. These studies have been carried out from a morphological or a discourse based perspective. Most of this research has been concerned with testing the Lexical Aspect Hypothesis and the sequence of acquisition of tense-aspect markers in the narratives produced by L2 learners of Spanish in tutored settings. The findings advanced by these studies will be contrasted to the data produced by informants participating in the present research in Chapter 5.

1.4 Narrative discourse

1.4.0 Introduction

The present study examines the development of the expression of temporality in English speakers who are Spanish L2 learners. This analysis takes place within the specific context of the expression of temporality in the narrative discourse of these learners as manifested through the retelling of the frog stories. In this section, we start by considering in a general manner the concept of narrative discourse. We then explore how the structure of this specific type of discourse relates to the linguistic forms existing in Spanish.

1.4.1 What constitutes a narrative

Traditionally, narratives were treated in Aristotelian terms, that is, as a discrete unit with a beginning, middle and end. In more recent times, the composition of narratives has been researched and a more complex picture of what constitutes a narrative has emerged. Labov and Waletzky (1967 cited in Silva-Corvalán 1983) argued that stories follow a chronological sequence; the order of events moves in a linear way through time and changing the order of the events would alter the interpretation of their sequencing. To this, the notion of temporality was incorporated. A narrative is constituted by a set of

utterances bound to each other by a temporal relation These utterances follow some order and are placed on a temporal axis Furthermore, narratives situate protagonists and their actions in time and space A narrative is characterised by a temporal progression, "a temporal development so that the story represents the running from a (initial) time interval to another (final)" (LoCascio 1985 251) There is a consensus in the literature at present to interpret narratives in the manner proposed by Labov (1972), who assumes all narratives to be stories about a specific past event, and they have common properties (described below) It is important to note that Labov's description is based on western expectations of what constitutes a narrative, which are subject to cultural diversity As we can see from the quote above, temporality plays a central role in the organization of a narrative

Labov's (1972, Labov and Waletzky, 1967) structural approach has been adopted by most investigators (Schiffrin 1981, Silva-Corvalan 1983, Langellier, 1989) Narratives, he argues, have formal properties and each has a function He (1972) observes that a fully developed narrative shows the following elements

- Abstract The abstract summarizes the story, it is sequential and placed in the foreground
- Orientation The orientation provides information about the time, place, participants and the situation, the most frequent tense for the expression of the orientation is the imperfect
- Complicating action answers the question what happened next It constitutes the central part of the narrative or sequence of events
- Evaluation Indicates the value of the story to the narrator, it addresses questions such as what is the impact of the story?, why is it worth telling? Evaluations are common in conversational narratives as they imply the presence of an interlocutor, which is absent in the frog stories collected for the current study
- Resolution It informs of what finally happened
- Coda Returns the perspective to the present and indicates the end of the narrative In stories of the type of the frog story the coda may be a formulaic comment, *y colorín colorado este cuento se ha*

acabado. (and they lived happily ever after) or an expression of the type *y ya está, termina bien el cuento* (and that is it, the story has a happy ending)

Hudson and Shapiro (1991) put forward a somewhat different interpretation of what constitutes a narrative. They suggest the following parts: (i) formal beginning, (ii) initiating events, (iii) a problem or obstacle to achieving the intended goal, (iv) Resolution of the problem, (v) formal ending device. This classification differs from Labov's in that the evaluating part is omitted. In these respect our Frog Stories fit this classification better. By incorporating these structures to his or her discourse, a teller can construct a story from primary experience. This ability to narrate or tell a story is a necessary device to be acquired by speakers of any language if they are to become competent speakers.

Cross-linguistic investigations have identified a number of universal principles manifested in the organization of the narrative discourse, which must be acquired by all children. These are grounding and information status. By grounding, we understand the organizing of events in the narrative into the foreground and the background. The notion of grounding has its roots in principles of Gestalt psychology (Reinhardt 1984) and it is what transforms a series of events into a story (Fleischman 1985). The conventional view of what constitutes foreground and background has been put forward by Talmy (1978), Hopper and Thompson (1980) and Dahl (1985).

> The part of discourse which does not immediately and crucially contribute to the speaker's goal, but which merely assists, amplifies or comments on it, is referred to as BACKGROUND. By contrast, the material which supplies the main points of the discourse is known as FOREGROUND.
>
> (Hopper and Thompson 1980: 280)

Events in the foreground are temporally ordered in relation to one another. Clauses relating events in the background do not follow a sequence in the same manner, thus they are not on the "time line" as such. This results in what Labov calls "displacement". Cross-linguistic investigations indicate that the distinction between background and foreground is a universal of narrative discourse (Hopper 1979, Dahl

1984) The foreground consists of clauses that go forward The background elaborates or evaluates on the events in the foreground Reinhart (1984) lists the temporal criteria and textual criteria that mark the notion of foreground

- narrativity (only narrative units can act as foreground)
- punctuality (punctual events act more easily as foreground)
- completeness (completeness events act more easily as foreground)

To this list Bardovi-Harlig (1995) adds the notion of "newness"

Hopper observed that native speakers of a language "mark out a main route through the narrative and divert in some way those parts of the narrative that are not strictly relevant to this route" (1979 239) Referring back to Slobin's work on first language acquisition differences in rhetorical style, "English narrators devote somewhat more attention to descriptions of processes, while Spanish narrators tend to provide more descriptions of states" (Slobin 1991 19) If we accept that there exist language and cultural constraints affecting the manner in which speakers structure their discourse, it follows that English speaking learners of Spanish are faced with the challenge of restructuring their narratives if they want to achieve mastery of the target language

The background is characterised by the fact that it contains evaluating comments It also elaborates on events in the foreground in terms of explanation, identification, (information about characters) and orientation (setting the scene) We shall observe this in a short extract from one of the frog stories produced by one of the participants in this study (A01)

Table 1 8 Elements of a narrative

habia una vez un chico	*Orientation*	
once upon a time there was a boy		
que se llamaba juansito	*identification*	
named Juansito		
y que tenia un perro	*explanation*	
and he had a dog		
al que llamaba Felix	*identification*	***background***
named Felix		
y una rana	*explanation*	
and a frog		
que guardaba en un frasco		
which he kept in a jar		
grande en su dormitorio cerca de su cama		
in his bedroom near his bed		
una noche mientras juansito y felix dormian	*orientation*	***background***
one night while juansito and felix were asleep		
la rana se escapo del frasco		***foreground***
the frog escaped from the jar		
a la siguiente mañana cuando	*orientation*	
the next morning when		***background***
juansito y felix se despertaron		
juansito and felix woke up		
se dieron cuenta de que		***foreground***
they realised	*explanation*	
la rana no estaba en el frasco		***background***
that the frog was not in the jar		

Information status is closely linked to the organisational principles of the foreground and background Therefore, the more relevant events and new information in the narrative appear in the foreground The concepts of information status and foreground and background also fit in with cognitive principles of communication such as information value, saliency, memorability Givón (1984) identifies how the characteristics of foreground and background interact with these principles

- Tense: An event that has already taken place should be more easily retrievable from the memory than an event that is ongoing at the time of speech or is hypothesised.
- Sequence: It should be easier to recall and report events in the order in which they occur.
- Durativity: bounded, compact events should be more salient in coding that unbounded events.
- Perfectivity: completed events should be easier to code and recall than on-going incomplete ones.
- Modality: Events which have actually taken place should be more readily available that hypothesised ones.

To sum up, narrative discourse, be it in the form of a story or a personal retelling of an experience, presents a set of universal properties and is constructed in a particular way. These properties reflect cognitive principles of information organisation. The expression of temporality plays a crucial role in the structure of the narrative. The development of the ability to narrate in the L1 is not discussed in detail here. (see Applebee 1978, Friedman 1982, McCabe and Peterson 1991 for a detail discussion).

1.4.2 Language in narrative discourse

This section intends to give, in general terms, an overview of the interplay between the structure of the narrative discourse and the linguistic devices available to construct it. Bamberg (1997) adopts a *constructivist* view towards the study of narratives.

> Linguistic forms (construction types) are the building blocks out of which these texts are made. As such, the domain is morphosyntactically defined as *grammar for discourse*.
>
> (Bamberg 1997: 85)

In temporal terms, in the process of constructing a narrative, tellers need to do two things; the first is to differentiate events along the temporal axis (tense and aspect)

(horizontal axis), and second, integrate events in the structure of the narrative (vertical axis) (Bamberg and Marchant 1991) We have mentioned that the distinction between background and foreground in the elaboration of the narratives is a universal of narrative discourse As well as fulfilling different functions in the story, foreground and background are also characterised by differences in their linguistic composition A variety of devices contribute to the grounding of events aspect, subordination, word order The linguistic devices available to speakers in their particular language put a constraint on the manner in which this may be done

As far as the marking on verbal morphology and syntax is concerned, the foreground is functionally simple, by contrast, the background is functionally complex Silva-Corvalan (1983) argues that the allocation of aspectual markers across the text varies in accordance to the function of the clause in the overall text That is, there will be a higher use of imperfects in the orientation (in her data, 70% of the imperfect appears in clauses belonging to the orientation section), but perfect markers are more common in the complicating action or resolution Events in the foreground are encoded as actions and therefore aspectually perfective They generally are telic verbs, accomplishments and achievements The supportive material in the background is provided by means of subordinate clauses, or stative and durative predicates in the imperfective form They generally are predicates whose lexical aspect falls in the categories of state or activities This is the reason why research carried out from the narrative hypothesis point fo view (Silva-Corvalan 1983, Bardovi-Harlig 1995, for example) and the aspect hypothesis point of view (Andersen and Shirai 1994, Salaberry 2000 amongst others), often overlaps Bardovi-Harlig (1998) examines the influence of narrative structure and lexical aspect in the use of tense-aspect morphology by adult learners of English as an L2 Her results suggest that both hypotheses are necessary to account for the development of verbal morphology in interlanguage

An example of how tense/aspect forms opposition works as a pragmatic tool to organise the narrative discourse and how this is in turn influenced by the particular language is found in contrast between the imperfective and the perfective aspect On the horizontal axis, the imperfective, due to its nature (see Chapter 2) describes states and actions in the background On the vertical axis, it can describe simultaneity The perfective

describes completed actions in the foreground

> Where a language has a form marking perfective aspect and another marking imperfective, the former is more likely to be used in narrative, the later in description
>
> (Binnick 1991 371-372)

This distinction is present in some way in both English and Spanish as the overview in the following chapter illustrates In English, the background is presented in terms of past progressive, and the foreground in the simple past In Spanish, the distinction between foreground and background is expressed by the perfective/imperfective dichotomy The following example illustrates this

Nn02 3-15 *y bueno mientras* ***estaban durmiendo*** (IPFVPROG)*(background)*
la rana que ***estaba*** (IPFV*) bueno no muy contento dentro en su jarra (background)****salió*** *(*PFV) *(foreground)*
And well while they **were sleeping** (IPFVPROG)
The frog who **was** (PFV) well not very happy inside the jar
left (PFV)

Givon (1984 288) summarises the features of foreground and background in narrative discourse in relation to morphosyntax

Table 1 9 Discourse foreground/background correlation (Givon 1984 288)

feature	foreground	background
tense	past	Present, future, habitual
sequentiality	in-sequence	out of sequence, anterior, perfect
durativity	compact/punctual	durative/continuous
modality	realis	irrealis
activeness	(action/event)	(state)
syntax	(main clause)	(subordinate clause)

As Givón mentions, an important observation must be made in relation to the above table The first is that these correlations are most typical of narrative discourse of the type produced in the retelling of the Frog Stories, rather than conversation or personal narratives The second observation is that these correlations are not absolute, but rather suggest the norm Tense alternation not only functions as a device to signal what events or information belongs to the foreground and background, but also allows the narrative to move back and forth in time, and the narrator to abandon the linear sequence to offer evaluative remarks

In terms of the two languages of concern to the present study, the main difference in the linguistic composition of the foreground and the background in temporal terms is brought about by the aspectual distinction in the past in Spanish and the variation of tense in the subordinate clause The expression of modality is also different in English and Spanish since English lacks the inflectional morphology of the Spanish subjunctive The expression of the *irrealis*, in English is achieved using modal verbs and periphrasis As is well known, the expression of subjunctive is another area of difficulty for the English speaker L2 leaner of Spanish

In summary, the universal properties of narrative discourse and their conceptual structuring are linked to the linguistic realisation of such properties Therefore, different languages orient speakers towards different linguistic realisations of these properties Whereas a significant body of research is concerned with investigating narrative strategies and styles across cultures, little investigation has been done on narratives produced by second language learners The few studies carried out seem to suggest that learners approach the task within the parameters set by their native languages (Lambert 1998, Liskin-Gasparro 1996, Lopez-Ortega 2000)

In this respect, crosslinguistic research is crucial to determine the significance of language-specific factors in the development of narrative abilities and discourse organisation As Bamberg and Marchman (1991) suggest, the examination of the functions of linguistic devices in narrative discourse across languages brings us back to the question of linguistic relativity and the manner in which the availability of certain linguistic forms in particular languages influences their frequency and manner of use in

narrative discourse

> Examination of the referential function of narrative linguistic units across languages turns up the Whorfian question of the degree to which the availability of particular linguistic forms in specific languages impacts on their frequency placements, and more interestingly, how narrators segment (i e categorize) the temporal flow of events
>
> Bamberg and Marchman 1991 278

Crosslinguisitc research in this area has been carried out by Chafe (1980), Berman and Slobin (1994), and Hickman (1995) Berman and Slobin's work is of particular relevance to the present study In section 2 3, their research is discussed in some detail However, it is appropriate to present here the differences they attribute to English and Spanish in the organisation of discourse elicited from the analysis of the Frog Stories produced by their informants (see Table 1 7 below)

Paying particular attention to the expression of temporality in the narratives, the first difference between the English and Spanish narratives derives from the more complex verbal morphology of the Spanish language and the consequent broad possibilities open to speakers This translates into the use of a wider variety of tenses and aspectual distinction to mark the temporal contour of the events that form the story The tenses used in the background of the Spanish narratives alter between the imperfect, imperfective progressive, perfective progressive

N02 18	*mientras Carlos y el pequeño perrito* ***estaban durmiendo*** (IPFVPROG) *profundament*
	While Carlos and the little dog **were soundly** asleep (IPFVPROG)
N02 12	*pero* ***estuvieron*** *rato y rato* ***mirando*** (PVFPROG) *esa ranita verde*
	But they **were** for a long time **looking** (PVFPROG) at the little green frog.
N08 10	*al que le* ***gustaban*** (IPFV) *mucho los animales*
	Who **liked** (IPFV) animals a lot.

This rich verbal morphology also results in diversity of tenses across the background due to the tense correlation rules

N11 61-62 *y le **dijo*** (PFV) *a pecas que se **callara*** (IPFVSUBJ)
*And he **told** Pecas to be quiet*

Spanish, being a verb-framed language, because the core information is typically conveyed by the verb alone (entrar/ to come in), also makes ample use of aspectual periphrasis to alter the internal temporal flow of events These periphrases are generally associated with event boundaries, signalling whether an event is starting to happen, about to end, or repeated In this respect, inchoatives are the most common class of aspectual periphrasis

N07 74 *entonces **empezó a llorar***
then he started to cry

As Slobin and Bocaz (1988) show, Spanish speakers tend to pay significant attention to setting the scene and situating landmarks and objects in the background

> *Había una vez un niño que vivía en un pueblo muy pequeño en medio del campo El niño siempre estaba solo pero tenía un perro como mejor amigo, aparte del perro el niño tambien tenía una ranita que guardaba en un envase de cristal en su habitacion La ranita habia sido un regalo de su mamá ya que ella sabia que su hijo amaba los animales*
> There was a boy who lived in a very small village in the middle of the countryside The boy was always on his own but he had a dog as his best friend As well as the dog, the boy had a little frog which he kept in a glass jar in his bedroom The little frog had been a present from his mother, since she knew her son loved animals
>
> (N06 8-16)

Another feature of the Spanish narratives is the use of relative clauses to move the action forward The relative subordinate clause abandons the function of introducing events in the background and takes a foreground dimension The verb in the subordinate clause appears then in the preterite instead of the imperfect The following examples illustrate this

N12 51-52 *eran los cuernos de un ciervo **que** con el susto **empezó a correr*** (PFV)
It was the horns of a deer who with the fright **started to run** (PFV)

In sum, the combination of all of these features results in the narratives presenting a complex array of tense and aspect relations where subtle temporal nuances are marked by means of tense/aspect indicators In addition, the narrative style is characterised by subordination and embedding

Table1 10 Summary of characteristics of English and Spanish narratives as identified by Berman and Slobin (1994)

English	Spanish
• Alteration between simple and progressive aspect (for stories in the past tense) • Use of progressive aspect for background situations ongoing at the time some event in the plot line takes place e g, To the dog's amazement, he knocked the beehive off the tree while the boy was searching at the trunk • Use of nonfinite verbs as complements to aspectual or modal verbs to vary the temporal flow *e g, The owl **kept bothering** the boy, but then he left him alone* • Use of voice alteration, past participle being used in adjectival passives, get-passives and syntactic passives retrospective *e g but luckily for the dog he **was unharmed*** *e g, the boy **gets his nose bitten or sniffed at** by some little animal* *e g, the boy is also in danger now that the boy **has been disturbed*** • The general flow of the narrative is right-branching in the form SVXY *e g, he bumped his head when he fell* • Rich use of verb-satellite elements and prepositional phrases *e g an owl flew out of the hole in the tree and knocked him down out of the tree* • Large number of lexically specific verbs encoding manner of motion *e g crash bump, swoop tumble* • Little use of relative clause, which are mainly used to achieve effect in the narrative e g, The dog has a jar on top of his head, which was where the frog was originally located • Reliance on lexical connectiveness or modifiers *e g **But** the boy did not give up his search, **and** he called frog! frog!" **while** on top of a rock*	• In past narratives the tense used to move the action forward is the *preterito indefinido* (perfective) with shifts to *preterito plusquamperfecto* (past perfect) for previous actions *e g, pero el topo le **dijo** que no **habia visto** a la rana* • Background conveyed by means of the imperfect and past progressive, which is used with a perfective or imperfective auxiliary *e g, Una noche mientras estaban durmiendo la rana se escapo* • Ample use of aspectual verbs *e g Empezo a buscar a la rana* *e g, las abejas seguian persiguiendo al perro* • Detailed information about movement and overlap of events in time • Tense/aspect distinctions mirrored in the subjunctive and conditional mood • Little attention is given to movement through space • Scene setting receives attention • Use of relative clauses to move the action forward and to introduce and situate objects and protagonists *e g, Habia una vez un niño que se llamaba Pedro y que tenia una rana* *e g Salio un loro que le tiro al niño* • Importance of non-finite constructions for stative description *El perro queria coger la colmena **colgada** del arbol* • Narrative style rich in subordination and embedding • Flexible word order *e g,, Del agujero sale un topo* • High rate of event packaging

1.4.3 Conclusion

The construction of a narrative is both a cognitive and linguistic task, which draws on many kinds of knowledge There are features that form part of the universals of discourse, which need to be acquired irrespective of the language being acquired However, there are differences across languages in relation to the particular devices available to speakers in the process of elaborating a narrative Speakers have to learn these forms and their functions (i e aspect shifting for foreground/background differentiation, relatives to advance the plot etc) In telling a story, speakers have to integrate the linguistic knowledge into their knowledge of the different discourse functions The differences in the linguistic options in a given language result in different rhetorical styles as speakers make choices about what to say

To summarise, in this chapter we have addressed the acquisition of temporality in first and the second language We have established the differences in the developmental route of this process between first and second language learners The study of temporality in the second language has mostly invariably dealt with the acquisition of tense-aspect morphology and the Lexical Aspect Hypothesis Few studies provide a complete and clear picture of the development of temporality (Dietrich et al 1995) In particular, the research carried out in the expression of temporality which has Spanish as the target language is very limited In addition, linguistic relativity appears to be a neglected field in the pursuit of a better understanding of the principles and processes that govern and assist the acquisition of a second language The present study is an attempt to fill these voids in the literature

Chapter 2

The expression of temporality in English and Spanish

2.0 Introduction

The goal of this chapter is to present the means by which the two languages of concern to the present study express temporal concepts and temporal relations between events It is not our aim at present to offer a comprehensive account of the grammatical structure of temporal expression in Spanish and English but rather to present sufficient detail in order to consider the issues relevant for the cross-linguistic study of the acquisition of temporal features by English L1 learners of Spanish as a foreign language The primary objective of the chapter is to identify differences in the means by which temporal relations are expressed in these two languages It is in these differences that issues concerning the conceptualisation of time and its manifestation in the speaking process will become apparent

To carry out this task we have chosen a dual approach For the first part of this chapter, the starting point of the comparison is the formal expression of temporal relations in the verb phrase This is in effect an examination of tense inflections and the meanings they express The pragmatics of tense in English and Spanish are examined as presented in mainstream university grammars Differences in translation will reveal different codifications of concepts in the two languages Section 1 2 explores the expression of aspectual information Section 1 3 deals with temporal adverbials in a general manner Section 1 4 proceeds from a different perspective the starting point is the expression of three types of relationships that hold between events, simultaneity, posteriority, and anteriority and we compare how these meanings are expressed in English and Spanish This approach has been chosen on the assumption that these two languages share a similar linear conception of a time

2.1 Tense in English and Spanish

In what follows, I shall report on the pragmatic use of verb tenses in English and Spanish as described in university grammars Palmer (1965), Quirk et al (1985), and Givón (1993) are the main sources for the description of English, while Gili Gaya (1965), Matte Bonn (1992), Butt and Benjamin (1995), and Pountam and Kattan-Ibarra (1997) are the mam sources of reference for the description of Castillian Spanish These manuals have been chosen because they are widely used by students of Spanish in third level institutions Before we proceed, it is important to consider that tense and aspect meanings conveyed through verbal morphology are considered to be invariant (Comrie 1985, Dahl 1985) Contextual features add layers of meaning to these forms, that is, while the basic meanings conveyed by tense/aspext forms do not change, the particular discourse into which they are embedded adds differences to the verbal meaning (Gonzales 1995)

Spanish has a highly developed and complex verbal system As an example of the variety of verbal forms in Spanish, King (1992) lists up to eighteen indicative forms and ten subjunctive forms Gili Gaya (1965) lists ten indicative forms and six subjunctive forms These discrepancies in the classification of tenses are related to the role of aspect given to a particular paradigm of the tense system in Spanish A great deal of debate has also been generated around the most appropriate term to designate a particular form The terminology used in the course of this dissertation follows that which is also found in the course books used in the third level institution where this study takes place In this section we are not able to discuss the wide range of tenses in the two languages Instead, we limit the discussion to those verb fomrs which are most relevant to the present study These include the Present, the Past forms, and a brief description of the Future and the Conditional in relation to simple forms The Present Perfect and the Past Perfect are the only two compound forms discussed Table 2 1 indicates the terminology adopted to refer to the tenses described

Table 2 1 Tense/Aspect forms in English and Spanish

ENGLISH	SPANISH
Simple Present	Presente de Indicativo
(I eat)	*(como)*
Present progressive	Presente continuo
(I am eating)	*(estoy comiendo)*
Simple Past	Preterito Indefinido
(I ate)	*(comi)*
Past progressive	Pasado continuo
(I was eating)	*(estaba comiendo)*
_____	Pretérito Imperfecto
	(comía)
Present Perfect	Pretérito Perfecto
(I have eaten)	*(he comido)*
Past Perfect	Preterito Pluscuamperfecto
(I had eaten)	*(habia comido)*
Future	Futuro
(I will eat)	*(comere)*
Conditional	Condicional
(I would eat)	*(comeria)*

2 1 1 The present tense (PRES)

Palmer says that the simple present is often labelled as "habitual" because it is rarely used in its basic, non-habitual, non-future sense His reason for this is that we rarely "need to report a present activity, for the simple, but non-linguistic reason, that if the speaker can observe it, so too in most circumstances can the hearer " (Palmer 1974 60) Alarcos Llorach qualifies the Spanish present tense as "el tiempo neutro por excelencia" (1980 65) because it is unmarked It does not carry modal connotations, it is not marked for past time and it does not suggest realisation in a future time However, the present tense should not only be equated to the time of speech, but also to a subjective choice made by speakers to include the event they are referring to in the time of speech

The present tense is used both in English and Spanish for the following instances

i Inductively known facts and general truths and universal statements
The sun sets in the west
El sol se pone en el oeste

ii Habitual occurrences
I get up at seven o'clock
Me levanto a las siete

iii Moment of speaking (expressed with either the simple or the progressive)
He lives in London
Vive en Londres

iv Historic present
Colombua discovers America in 1492
Colón descubre América en el año 1492

iv In commentary (such as television or radio), in demonstrations, with performative verb forms, or stage directions
John enters through the window
John entra por la ventana

In relation to the notion of frequency or habituality expressed by the present tense, Matte Bon (1992 15) comments that this meaning is not carried by the verb tense on its own but in combination with other elements of the sentence, such as the adverbs and the knowledge of the extralinguistic world shared by the speaker and the listener At the same time, English favours the use of the Present Progressive for the expression of actions taking place at the moment of speech (*The boy is sleeping)* According to King (1992), there are also modal differences between the present tense in English and Spanish since the Spanish present tense is marked for [+objective] in contrast to the present subjunctive

2 1 2 The past

As table 2 1 indicates, the Spanish verbal paradigm presents two past forms where English has one In Spanish the Preterite (PFV)/Imperfect (IPFV) contrast is the realisation of the aspectual distinction perfective/imperfective English, on the other hand, does not mark overtly this distinction in the past morphology The aspectual information conveyed by the Spanish contrast is expressed in English by the use of aspectual particles and the past progressive (Salaberry 2000 5) (see Section 2 2)

Thus, the English simple Past is the most common tense used to talk about past situations and events It can be used to refer to punctual, completed actions and events, to longer actions and situations, and to habitual happenings To use the simple Past with past meaning the speaker must have in mind a definite period in time that is unrelated to the present It is not necessary, however, to include a temporal marker, because the speaker relies on the listener's assumption that the time referred to is anterior to the time of speech The past tense signals that the event time (ET) is prior to the speech time (ST) In turn, the time of the event coincides with the reference time (RT)

The simple past tense is used in the following contexts

i Immediate situation at the time of speech

Did you take the keys?
¿Has cogido las llaves?

ii General knowledge

Shakespeare wrote Macbeth
Shakespeare escribio Macbeth

iii Single definite event in the past

John broke the glass
Juan rompió el vaso

iv Habitual action in the past

When I was young, I spent the summers in the mountains
Cuando era pequeña pasaba los veranos en la montaña

This habitual meaning of the past can also be conveyed with the expression *used to*

In Spanish, the Preterito Indefinido (Preterite) indicates that the speaker is merely relating events in the past, there is no attempt made to establish a connection to the present time or to another event This tense has a perfective and punctual meaning Thus, of the four uses described above for the past in English, only two correspond to the use of this form in Spanish

i General knowledge
Shakespeare escribió (PFV) *Macbeth*

ii Single definite event in the past
John rompió (PFV) *el vaso*

In Castillian Spanish the Present Perfect is the preferred form to refer to immediate situations It must be noted, however, that Latin American varieties of Spanish use the Preterite to express this meaning Habitual actions in the past are expressed in all varieties of Spanish with the Imperfect

The event expressed by means of the Imperfect form interests the speaker from the perspective of its duration rather than its accomplishment That is, the Imperfect combines meaning of pastness and of durativity The Imperfect is used in the following instances

i Notion of habituality
Veraneaba (IPFV) *en las montañas*
I used to spend the summer in the mountains

ii Imperfect of intention
Perdon por el retraso salia (IPFV) *de casa cuando sonó el teléfono*
Apologies for the delay, I was leaving the house when the phone rang

In this instance the aspectual value of the verb surpasses its temporal value The activity reported is not fulfilled, and the imperfect in this instance carries a notion of intent If the event had been realised, the speaker would opt for the preterite

iii *Perdon por el retraso, salí de casa cuando sonó el telefono*
Apologies for the delay, I left the house when the phone rang

Because the Imperfect does not set boundaries it is the tense used in backgrounding events in the narrative The imperfect rarely appears on its own as it is a form used to describe situations that work as a contextual frame for other information The role of this tense/aspect form in narrative discourse has been discussed in section 1 3 3

iv *Cuando era* (IPFV) *perqueña vivia* (IPFV) *cerca del mar*
When I was little I used to live near the sea

While in some instances the use of the Spanish Imperfect can be equated to the Past Progressive in English, (*Mary read a novel/ Mary leyo una novela* (PFV) *Mary was reading a novel/ Mary leía una novela* (IPFV)), the distinction Preterite/Imperfect in Spanish cannot systematically be correlated with the English simple Past/Past Progressive As we have noted, the use of the Imperfect for sporadic events in the past renders an ungrammatical sentence in English if expressed with the past progressive

v When I was little I was sometimes living* near the sea
Cuando era pequeña a veces vivia cerca del mar

In addition, the meaning conveyed by the Imperfect with stative verbs, cannot be expressed in English

vi *Le oia* (IPFV) *gritar*
I was hearing* him shout

2 1 3 The Present Perfect

The Present Perfect, *Preterito Perfecto* in Spanish, shows an interesting relationship with both the past and the present The English term for this tense highlights the relevance of this form to the present time In contrast, the Spanish term, *pretérito*, means past The Present Perfect coincides with the past in that both forms express a time anterior to the time of speech, and both are perfective They differ though in one aspect the event they describe is situated in a temporal frame which the speaker places in the past, in the case of the Preterite, and a unit of time which extends into the time of speech in the case of the Present Perfect In addition, the Present Perfect is a relative tense, which situates an event in the time line prior to the time of speech or to another event time This tense is often accompanied by temporal markers, which may bring the event closer to the present

Quirk et al explain the difference between the simple Past and the Present Perfect in the following manner "it is not the time specified in the sentence but the period relevant to the time specified that must extend to the present" (Quirk et al 1973 43) That is, the Present Perfect refers to a past action which still holds at the time of utterance They identify the following uses for this tense in English

i To indicate that an event stretches from the past into the present (universal)
I've known Max since 1960
ii To indicate the existence of past events (existential)
I have read Principia Mathematica five times
iii To indicate that the direct effect of a past event still continues (Stative)
I can't come to your party tonight I 've caught the flu

Matte Bon (1992a) and Butt and Benjamin (1995) attributes the following uses to this form in Spanish

i Current relevance
¿Has leído el Quijote?
Have you read *El Quijote*?

ii Extended now of the past

Esta mañana he llegado tarde a clase

This morning I was late for class

This morning I have been late for class for the fifth time

iii Immediate past

¿Qué ha sido ese ruido?

What was that noise?

iii To report "hot news"

Franco ha muerto

Franco has died

As the examples illustrate, the main difference in the use of this tense in English and Spanish relates to the expression of the immediate past which cannot be expressed in the Present Perfect in English

2 1 4 The Past Perfect

The Past Perfect, referred to as Pretérito Pluscuamperfecto in Spanish, situates an event prior to another event itself in the past Thus, the time of the event (ET) is anterior to the reference time (RT), which is also prior to the time of speech (ST) The past perfect may refer to both realised and non-realised actions The temporal scope of this verb form can include both events that are punctual in the past and events that are durative or habitual English and Spanish largely coincide in the use of this tense

i We use the Past Perfect to refer to an event anterior to a point in the past

I told him I had seen that film already

Le dije que ya había visto esa película

However, in English, the Past Perfect is used to describe unrealised wishes In this context, Spanish uses the Imperfect

ii To describe unrealised wishes

I had hoped that he would ask me out
Esperaba (IPFV) *que me pidiera salir con él*

2 1 5 The Future

The "future tense" has posed difficulties for grammarians While some argue that the tense is expressed by means of the auxiliary construction (will + infinitive), others maintain that the future tense does not exist as such, and that "certain grammatical constructions are capable of expressing the semantic category of FUTURE TENSE" (Quirk and Greenbaum 1985 176) These authors follow those grammars that talk about tense as a category realised through verb inflection Therefore, they do not refer to future as a tense or as a formal category "What we do say is that certain grammatical constructions are capable of expressing the semantic category of FUTURE TIME"(198 5 178) Spanish has several ways of expressing the future However, in contrast to the English language, the Spanish verbal system itself presents a verb form (*cantaré/I will sing*) to refer to situations in a time posterior to the time of speech This allows speakers of Spanish to exploit the contrast between present and past or future, while at the same time maintaining the notion of tense, not only as a temporal perspective but also as a grammatical category Nonetheless, this form is not the most common in everyday speech

In the expression of future time in English modality, aspect and futurity are closely related This is due to the fact that to refer to future time we resort to the simple present, the present progressive form and modal auxiliaries There is a wide range of linguistic devices both in English and Spanish, for referring to future time, including what has traditionally been labelled "future tense", (*they will go tomorrow)*, futurate tenses of various kinds, including the present tense, (*they go tomorrow)*, the present progressive tense, (*they are going tomorrow),* the Present Perfect (*if they have gone (by the time you return))*" We will not go into detail of the various meanings conveyed by these forms because the expression of future is very limited in the present study due to the particular nature of the elicitation procedure used in the present study (see Section 3 3) As a brief illustration we present the uses of the future form in Spanish

Matte Bon (1992) identifies the following uses for the future forms in Spanish

i Futuro prospectivo the most general of all It only indicates that the event we are referring to, is posterior to the time of speech It may be accompanied by other temporal markers
Se lo dire
I will tell him

ii Future form referring to present time to portray doubt or hypothesis
A estas horas ya estará en Madrid
She must be in Madrid by now

iii The future tense is used to refer to an unlikely relationship between the subject and predicate of a sentence It conveys a sense of "incredulity"
Sera muy rico pero no gasta ni un duro
He might be very rich but he doesn't spend a penny

iv Carrying connotations of intent or wish
Ire lenta pero segura
I may be slow, but I am safe

It must be noted, however, that the future form co-exists with the periphrasis *ir a + infinitive* (to go to +infinitive) to express the notion of future time,

2 1 6 The Conditional form

King (1992) argues that if we concluded that the present, past and future tenses do not refer to real world time, and therefore cannot be represented in a time line, the conditional does so even even to a lesser extent Because of its nature, the conditional is also referred to as an "atemporal form" In the present study, we use the term "conditional" as this is the term adopted in university grammars The conditional form

provides time references depending on the context, such as hypothetical situations for the past and future, polite requests or conditional statements However, due to its nature the conditional does not provide the situation reported with a specific temporal viewpoint as the realisation of a given situation depends on the completion of the main clause in the case of *if/si* clauses, or it expresses a prediction and therefore it is non factual

In English the conditional form is used in the following situations

i Polite requests
Would you mind closing the window?

ii Probability in the past
That would be his mother

iii Preference
I would rather have tea

iv Conditional sentences
If they wanted to listen I would tell them the truth

v Repeated actions in the past
When I was little, on Sundays we would visit my grandmother, go for walk

Grammars of the Spanish language list the following functions for the conditional

i Polite requests and statements
Desearía hablar con usted
I would like to talk with you

ii Conditional statements
Si quisieran escucharme les diría la verdad
If they wanted to listen to me I would tell them the truth

iii The conditional is mainly used to refer to events which the speaker wants to present as hypothetical or depending on conditions
Si tuviera mas dinero me compraria un coche
If I had more money I would buy a car

In this example, we can see that even though the speaker is referring to an event which is not likely to occur, she/he is expressing a wish or hypothesis that is relevant and true at the moment of speech, and therefore can be qualified as referring to the present

iv The conditional form can be used to make predictions about the future
Sería sorprendente que mañana se presentase en casa
It would be a surprise if he arrived home tomorrow

2 1 7 Other forms

It is important to note that new temporal and aspectual meanings can be conveyed by the combinations of tenses, as is the case in Spanish with forms like *hube hecho/ I had done*, which differs from the Past Perfect because it uses as an auxiliary the preterite form of the auxiliary instead of the imperfective (*había hecho*) In these instances the combined form carries the meaning of the two tenses that form it (see Matte Bon 1992, King 1992, Poutain and Kattan-Ibarra 1997) for a detailed description of the pragmatics of these tenses in Spanish)

2 1 8 Conclusions

The first obvious difference between English and Spanish tense is the lack of personal inflections in the English language and the fact that Spanish allows nullsubjects On the other hand, there are many similarities between the verbal systems of English and Spanish Both incorporate the notions of tense and aspect, mood however is not

expressed through verbal morphology in English. As we have illustrated in the previous section, in English and Spanish, tenses are polysemous, that is they express different meanings (Fleischman 1992).

Both languages use the Present tense as the base or unmarked tense, which coincides with the time of speech. At the same time speakers of English and Spanish are allowed by their respective languages to use this form to refer to situations which do not need to coincide with the time of speech, although Spanish seems to be more productive in this area.

The constrastive analysis of the tense systems of the two languages of concern to the present study indicates that the main differences in past morphology is the Preterite/Imperfect contrast in Spanish. The acquisition of this distinction in Spanish is notoriously difficult for L1 English speakers, whose tenses system does not make this an overt grammatical distinction. The choice given to speakers of Spanish by the perfective/imperfective aspectual contrast in the past results in some differences in the pragmatic uses of the simple past form. Salaberry (2000: 6) suggests that due to the differences in English and Spanish in the morphological marking of past tense, English speaking learners of L2 Spanish are likely to mark past tense in the following ways:

i. They may overextend the use of the Preterite as a single marker of past tense.
ii. They may equate the Preterite with the simple Past and the Imperfect with the Past Progressive, thereby overextending the use of the Past Progressive.
iii. They may fail to mark past (most likely with the use of present).
iv. They could be successful from the start.

These possibilities are considered in the analysis of the narratives gathered for the present study (Chapter 4).

In summary, in this section we have briefly explored the notion of tense and we have examined the pragmatics of present, past, future and conditional verb forms in English and Spanish. The verb forms presented here coincide with traditional verbal paradigms and are described as in university grammars. In relation to the pragmatics of tense in

English and Spanish, we have established that there are no significant differences in the conceptualisation of these tenses between Spanish and English. However, as the overview of the use of tenses indicates, pragmatic uses in both languages do not fully coincide. It is in these, often subtle, differences that the challenges for the second language learner rest.

In the section that follows we describe the grammatical marking of aspect in English and Spanish.

2.2 Grammatical Aspect in English and Spanish

By grammatical aspect we understand all of those features of the language which are morphologically coded to provide information about the internal temporal contour of a given situation. In this section, we examine aspect as it is coded in the English and Spanish languages. Several categories of aspectual information are conveyed by means of inflectional morphology and auxiliaries. These are referred to as progressive aspect, perfect aspect, perfective aspect and imperfective aspect. This information can be provided by means of inflectional morphology, (preterite vs. imperfect in Spanish), auxiliaries (present perfect in English and Spanish), and periphrastics (progressive in Spanish and English). There seems to be a lack of general consensus amongst scholars to use the term perfect or perfective and the two appear in the literature to describe the same aspectual value. In the course of the present dissertation the terms perfective and imperfective are reserved for Spanish (and Romance and Slavic languages) where they are obligatory aspectual distinctions.

2.2.1 Progressive aspect

The progressive aspect provides an event with the quality of an ongoing process. In English it is marked by the auxiliary "*be*" which carries the tense marking and the suffix "*-ing*". Quirk et al. (1985 : 198) suggest three different components for the progressive in English: (i) the event has duration (in the case of events), (ii) limited duration (in the

case of events and habits), (iii) the event is not necessarily complete Givon attributes a pragmatic meaning of simultaneity to the progressive This is apparent in narrative discourse where the progressive aspect can contrast with the simple present, and in contexts such as

1 ○ *What is she doing?* (as we are talking)
● *She is working?*

The features King (1992 88) attributes to the progressive aspect in Spanish are the following (i) emphasis on moment of speaking, (ii) change from norm, (iii) portray state as dynamic situation Progressive aspect in Spanish is marked by the verb *estar* + gerund The external time is provided by the tense of the auxiliary *estar*, therefore the progressive aspect can occur in the present (*esta comiendo*), the past (*estuvo/estaba comiendo*) and the future (*estará comiendo*) There has been a great deal of discussion around the inclusion of these forms into the Spanish verbal paradigm While some authors have included them in the verbal paradigm with the compound forms of the verbs, more recent grammars do not (Matte Bon 1992)

2 2 2 Perfect aspect

In broad terms, the perfect aspect indicates anterior time (Quirk et al 1985 190) The perfect aspect situates an event in the time line in relation to other verb phrases, elements in the sentence or context The perfect aspect can co-occur with present, past and future tense

According to Givón (1993) in English the perfect presents the following features

(i) anteriority in this sense the perfect is associated with past
(ii) perfectivity an event has been terminated or accomplished before the reference time
(iii) counter-sequentiality in narrative the perfect signals that the event described is "out of temporal sequence", in opposition to the simple past

King (1992 84) concurs with Givon in his desccription of the Spanish perfect aspect

2 2 3 Perfective/Imperfective aspect

In the overview of the Spanish verbal paradigm presented in Section 2 1 1, it was seen that Spanish presents two simple past forms, the Preterite and the Imperfect, which have different pragmatic uses and convey different temporal information about the events they are referring to These two forms have traditionally been considered aspectual indicators for past actions The Preterite and the Imperfect differ in aspect but not in tense They also differ in usage, since in the case of languages which present a perfective and an imperfective aspect marker (Romance and Slavic languages), the former is more likely to be used to advance a narrative in the foreground and the latter for description in the background as discussed previously

The preterite, regarded as marked for perfective aspect, expresses the anteriority to the time of speech of a completed action in the past Because perfective aspect is concerned with the beginning and end of an event or situation, it can be inceptive, punctual or completive (Lafford and Salaberry 2003 50)

As in English, the imperfective form in Spanish concentrates on the duration of the event, ignoring its beginning or end Calvo Perez (1997 52) describes the imperfect as "un pasado ficticio" He argues that this form not only functions as a past form but can also refer to the present and the future therefore disagreeing with the widely accepted notion of the imperfect as a tense for the past

a) *Ayer* ***salías*** *de casa con tu mejor amiga (past)*
   Yesterday you were leaving the house with your best friend

b) *Yo* ***salía*** *a algo y se me ha olvidado el qué (present)*
   I was leaving to do something and I have forgotten what it was

c) *Dicen que* ***salían*** *mañana en el autobus de las tres (futuro)*
   They say they were leaving tomorrow on the three o'clock bus

Calvo Pérez argues that the imperfect does not need to indicate event or temporal boundaries, which are established by the context, and therefore he concludes that the imperfect is not a tense but an aspect According to King, the imperfective aspect may express the following aspectual meanigs

i a situation in progress in the past
ii intention in past
iii extended duration of situation in past
iv lack of focus on situation in discourse

2 2 4 Perfect/Perfective/Imperfective Progressive

English and Spanish allow for two aspectual values to be morphologically marked within the one verb phrase In English the combination of the perfect and progressive aspect denotes the following meanings (Quirk et al 1985)

i With durative verbs, the meaning of the construction is that of an ongoing situation leading towards the present or recent past
They have been working all their lives
It can also have a sense of a habitual event up to the present,
In December we will have been living in this house for three years

ii With verbs of accomplishment and process the meaning conveyed by the perfective progressive is one of result or incompleteness
- *I have been writing an essay but I haven't finished yet*
- *I have been writing an essay all weekend (and it is now finished)*

iii With a conclusive verb, the result of the action is still visible
It has been snowing all week

In Spanish, the combination of aspectual meanings results in the expression of the perfect progressive (*he estado leyendo* I have been reading), the perfective progressive (*estuvo* (PFV) *durmiendo* he was sleeping) and the imperfect progressive (*estaba* (IPFV) *durmiendo*/he was sleeping). The perfective progressive is perhaps the most complicated aspectual distinction for the English native speaker. Comrie (1976 :23) argues that an approximate meaning may be conveyed in English by periphrasis of the type *"I happened one day to be sleeping"*. However, the perfective/imperfective distinction in Spanish results in two temporal perspectives for progressive events in the past where English has only one. At the same time, it can be argued that the existence of the imperfect and its combined progressive form are proof that the English progressive should not be equated to the Spanish imperfective. There is no agreement in the literature on the meaning of the imperfect and imperfect progressive, while some authors claim (Comrie 1976) that these forms are interchangeable. Other researchers argue that these forms have specific discursive functions depending on the type of discourse in which they are embedded (Gonzales 1995).

Table 2. 5 summarises the aspectual contrasts expressed by means of inflectional morphology and auxiliaries in English and Spanish, identified in the course of this contrastive analysis.

Table 2.2: Summary of aspectual distinctions in English and Spanish

Aspect	English	Spanish
Progressive	✔	✔
Perfect	✔	✔
Imperfective	✘	✔
Perfective	✘	✔
Perfect progressive	✔	✔
Imperfective progressive	✔	✔
Perfective progressive	✘	✔

As we have mentioned, differences in aspectual distinctions between English and Spanish are the source of one of the main difficulties facing Spanish L2 learners, as teachers and students alike know. As stated in Section 2.2.4, the main difference between English and Spanish is the existence in the Spanish verbal paradigm of the

perfective-imperfective distinction This distinction compels speakers of Spanish to choose a particular internal temporal contour for a situation or event in the past Although it is possible in many instances to translate the Spanish imperfect by a past progressive form in English, the two forms do not fully correspond

2 3 Lexical aspect in English and Spanish

Under this heading we discuss lexical specific means of conveying aspectual information There are three major devices in English by which aspect can be expressed lexically aspectual periphrasis, prepositions, and repetitions There are a number of modifications to the verb phrase that contribute to the expression of lexical aspect in Spanish These are aspectual periphrasis, affixes, repetition, clitic pronoun *se*

2 3 1 Aspectual Periphrases

In Spanish, as in English, aspectual periphrases are formed by the combination of verbs The first verb carries the aspectual value, the second, which in Spanish occurs in the infinitive and in English in the gerund, carries the semantic load (*John gave up smoking/John dejó de fumar*) Thus the aspectual meaning of the periphrasis is determined by the lexical value of the leading verb The temporal value is determined by its tense In the present study we are concerned with the expression of three main aspectual meanings by means of periphrases inchoative or ingressive (referring to the inception of an activity or state), iterative (repetition of an activity) and completive Table 2 6 illustrates the main verbs that are used for the expression of these aspectual values in English and Spanish

Table 2 3 Examples of aspectual periphrases in English and Spanish

Inchoative/Ingressive		**Iterative/Frequentative**		**Completive/cessive**	
English	**Spanish**	**English**	**Spanish**	**English**	**Spanish**
Start to	Comenzar a	Continue	Volver a	To finish	Dejar de
Begin to	Empezar a	Keep	Seguir	To stop	Acabar de
To go to	Ir a	Resume	Continuar		Terminar de
	Ponerse a		Soler		Llegar a
	Estar a				Alcanzar a
	Echarse a				

2 3 2 Repetition

The use of repetition of the head of the verb phrase to modify the aspectual value of the verb is briefly mentioned in Berman and Slobin (1994 117) This use appears in the English Frog Stories collected by these researchers It denotes an iterative value (*run and run, searched and searched)* Spanish also allows for the repetition of the verb to convey this aspectual meaning It appears in the narratives gathered for the present study, as will be discussed in Chapter 4

2 3 3 The aspectual particle *se*

In this section we examine the nature of the Spanish clitic se, also refered to as aspectual particle *se* as it modifies the evaluative structure of a predicate This particle represents a means of conveying aspectual information which is available to speakers of Spanish, but does not have an equivalent in English

Although a number of studies exist on this aspectual particle, its use in sentences of the type *María se comió la manzana*, has been largely ignored (De Molina 1974, Nishida 1994) The clitic pronoun *se* with an aspectual value can be distinguished from the other uses of *se* because sentences including this pronoun with a non aspectual role

become ungrammatical if *se* is omitted (i) Other uses of the clitic pronoun *se* are reflexive/reciprocal, inherent, middle *se* and passive *se*

(i) A12 *y tenía un perro que se llama Sam* (*reflexive pronoun*)
*y tenía un perro que llama Sam**
And (he) had a dog called Sam

A11 *Por desgracia el perro se cayó de la ventana* (*aspectual se*)
Por desgracia el perro cayo de la ventana
Unfortunately the dog fell from the window

Arce (1989, cited in Nishida 1994) observes that transitive sentences with *se* express completive actions and he defines *se* in these instances as an aspectual marker However, there are certain conditions that must be fulfilled in order for this to happen (1) the direct object must have a determiner, (2) the subject must be a specified agent (*Juan leyo el libro anoche/ Juan se leyó el libro anoche*/Juan read the book last night)

At the same time the aspectual modification introduced in the predicate by the pronoun *se* is related to the original lexical aspectual class of the same predicate When combined with *se* a dynamic verb such as *comerse* can only form telic expressions (events with a natural end point) However, certain events are still ambiguous *Comerse un pastel* (to eat a cake), can be done over time or in a mouthful, being either durative or instantaneous Aspectual *se* can also occur with both accomplishments and achievements, although the first are more predominant

Accomplishments present a relationship of homomorphism, that is, "every part of the event refers to some part of the object", "the verb phrase satisfies the condition of graduality" (Nishida 1994 436) This is made clear in sentences such as *Se leyo el libro* (he read the book), in which the process of reading results in the accomplishment The verb and the object become closely related in that respect This is the reason why we find the aspectual particle *se* accompanying consumption verbs (*comerse/to eat, beberse/to drink*) or with verbs with a structured object (to read a book) Achievements are different in this regard since they do not hold this relationship The process does not

become part of the culmination of the event As a result, in sentences of the type *María se encontró 10 euros en la calle / María found €10 in the street*, se fulfils the role of an ethic dative The homomorphic relationship of accomplishments is also present with states when there is a quantified direct object as in *me sé la lección* (*I know the lesson*) in opposition to nonquantified objects which do not accept the clitic pronoun in this role (*se español/* I know Spanish)

Nishida (1994) presented native speakers in her study with sentences where aspectual *se* was present in some instances and omitted from others of the type (*[se] pasó un día entero viendo la tele/ She spent the day watching television*) She reports that her subjects strongly preferred sentences with *se*, especially when they emphasized the totality of an object involved in the event, or the termination of the event These are also some of the reasons why aspectual *se* is most frequently used with predicates in the preterite, since this tense is characterised by its perfective aspect, which indicates an end point With dynamic predicates the progressive aspect appears to construct a meaning of habituality (*el mes pasado Juan se leía el periodico cada día/* last month Juan read the newspaper every day)

De Molina (1974) discusses the use of *se* with verbs of movement This is of particular relevance to the present study, since the majority of *se* particles which appear in the data gathered fall into this category De Molina argues that with intransitive verbs which imply a point of origin and a destination point the aspectual particle acquires an inchoative value (*su perro y el se fueron en busca de la ranita* N01) Molina also brings to our attention a number of verbs which are common in the Frog Stories, *caer, caerse, escapar, escaparse* (to fall, to escape) With the first the use of the *se* emphasises the idea of the place into which the falling takes place He offers the following examples

i *Le empujaron y cayo al agua*
They pushed him and he fell into the water (they pushed him in order to make him fall)

ii *Le empujaron y se cayó al agua*
They pushed him and he fell in the water (as a consequence)

Escaparse (to escape) emphasizes the point of origin The following are examples of this use from the Frog Stories analysed in the present study

A03 *Y se escapó la rana del tubo*
And the frog scaped from the jar
A04 *La rana se escapo de la jarra*
The frog escaped from the jar

The majority of studies in the acquisition of Spanish temporal features as a second language have ignored the clitic pronoun *se* as a marker of aspectuality This issue will be addressed in the present study in an attempt to fill the void in the literature in this regard

2 3 4 Conclusion

The contrastive analysis of the expression of aspect by lexical means has also revealed another significant difference between English and Spanish, the aspectual particle *se* Aspectual *se* is a feature of aspectuality which is not present in the English language As Nishida's research signaled, native speakers have a preference for its inclusion in certain contexts, nonetheless speakers are very often unaware of the role *se* plays in the language Aspectual *se* does not usually form part of the syllabus in second language classroom, however, it appears in the Frog Stories produced by informants taking part in this study The role of aspectual *se* in the development of the expression of temporality in Spanish as a second language will be explored further in Chapter 4, when we deal with the data analysed for the purpose of this study

2.4 Adverbs and adverbial phrases

As mentioned before, not all languages have the same linguistic items to express all temporal relations (some languages do not mark aspect or tense), however, all languages use a wide variety of temporal adverbials Temporal adverbs are not language specific, therefore every English adverbial has a Spanish counterpart

Adverbials are limited in number in any language, however temporal adverbial expressions are unlimited The role of adverbials in the learner language and in the expression of temporality in a second language is briefly discussed in section 1 3 4 An extensive inspection of adverbials would take us beyond the scope of this study In this section we will restrict the discussion to a brief general description of temporal adverbials

Klein (1994) argues that even though, traditionally, analysis of the acquisition of temporal features has concentrated on predicates, neglecting other linguistic means by which the expression of temporality is achieved, temporality is encoded beyond the head of the verb phrase Temporal adverbials play an important role in this regard, since they may alter the temporal value of a given tense or contribute to the expression of aspect

1 *She is watching TV (at this moment)*
She is always watching TV (habitual action)
I will see you today
I will see you tomorrow

In terms of syntax, temporal adverbials take three forms (1) adverbial phrases, (2) prepositional phrases, (3) adverbial subordinate clauses (see section 2 3), and (4) idiomatic expressions It is also important to note that the position of these within the sentence is highly flexible in English and Spanish

Adverbials provide information about the time, frequency, duration or other temporal aspects of a situation Adverbials can be deictic (*last week, now, this morning*) or referential (July 22nd) Adverbials can also be anaphoric or chronological Anaphoric adverbials refer back to some time already referred to in the context (*He was the fittest when he was training in Barcelona At that time, he was the fittest he ever was*) Chronological adverbials are of the following type (*born on the 4th of July, in the first year of my degree*) Binnick (1991 307) describes frame adverbials as "an interval of time within which the described action is asserted to have taken place" Frame adverbials serve to indicate the reference time They include indexical examples (*last*

week, next month) and non-indexical (*June 7 1948*) Frame adverbials occur with all Aristotelian aspects, however there is a group of adverbials that are limited to accomplishments and achievements These are called *First* adverbials Unlike durative adverbials or frame dverbials, adverbials in this class do not give information about the nature of the event *First* adverbials locate events in time and denote time intervals Adverbials can order the events they refer to as previous, subsequent or simultaneous in relation to a given time reference as indicated in section 2 3 Adverbs and adverbial phrases can modify temporal subordmators such as *before* or *after* (Binnick 1991 308)

i She left the party five minutes after we arrived
I saw him just before he left for Africa.

Dietrich et al (1995) classify temporal adverbials into four categories position, duration, quantity and contrast This classification has been adopted in subsequent studies, (Starren and van Hout 1996) and it is adopted in the present study Temporal adverbials are classified as follows

i Adverbials of position (TAP) They specify the position of a time span on the time axis in relation to some other time (such as ST) *now, then, yesterday at six, two weeks ago*

ii Adverbials of duration (TAD) They specify the duration of a time span *for many days, all week, from 3 to 5*

iii Adverbs of quantity (TAQ) They specify the frequency of time spans *twice, quite often, hardly ever*

iv Adverbs of contrast (TAC) Dietrich et al amalgamated what they call "a small but important" (1995 25) number of adverbials in this class These adverbials they classify on the basis that they mark a temporal contrast In this class they place adverbials such as *again, still yet, already* Givon (1993 74) refers to this class as "aspectuality adverbs" Both terms are used in the present study

2.5 Subordinate temporal clauses

Subordinate temporal clauses establish a temporal relationship between the event in the main clause and the event in the subordinate clause The event expressed in the subordinate clause can hold a relationship of anteriority, posteriority or simultaneity to the event in the main clause The nature of the relationship between the two clauses may be determined in two ways, (a) by the meaning of the temporal connector introducing the subordinate clause (b) by the correlation of tenses (GDLE 1999) A more comprehensive overview on how these terms are interpreted in the present study is offered in Section 3 3 3 4 Tense correlation takes place when the subordinate verb orients its temporal value towards the event in the main clause as in the following example

1 *El niño se dio cuenta de que la rana se había escapado*
The boy realised the frog had escaped

In subordinate temporal clauses the axis of the temporal deixis is set by the tense of the event in the main clause rather than by speech time, as is the case in independent clauses In the example above, the deictic centre is given by the verb in the main clause, therefore the temporal value of anteriority of the verb in the subordinate clause is held in relation to the event in the main clause rather than to the time of utterance Since the present tense expresses simultaneity between speech time and event time, subordination to a verb in the present tense does not affect tense correlation Verb tenses in subordination to a verb in the present tense maintain their meaning in relation to the time of speech Tense correlation is made more complex in Spanish with the appearance of the subjunctive mood

In this section we examine how relations of simulteneity, anteriority and posteriority are expressed in English and Spanish We will focus primarely on the use of temporal subordinators to express these temporal relations In relation to tense correlation, only

those particular instances of tense correlation for the expression of simultaneity, anteriority and posteriority which are relevant to the present study are addressed

2 5 1 The expression of simultaneity

There are two ways by which simultaneity between the event in the main clause and the event in the subordinate clause may be expressed in English and Spanish, these are the use of connectors, on the one hand, and by means of tense correlation in subordinate clauses without a temporal connector, on the other

Several subordinators indicate simultaneity that is to say an overlap in time between the events in the main and subordinate clause (Quirk et al 1985)

i *As* denotes the simultaneity of two situations
As the boat sailed away, the wind grew stronger

ii *As long* and *so long as*, appear in durative clauses
Both events finish at the same time
As long as I live here, there will not be a television in the house

iii *While* and *whilst* require that the event in the subordinate clause be durative, but the event in the main clause need not be
The phone rang while I was in the bath

iv *When*, like *while*, implies simultaneity if one of the clauses is durative In the cases in which it implies repetition, it can be replaced by *whenever*
When I work I don't like being disturbed

In Spanish there are several connectors of simultaneity *cuando, mientras, al +infinitivo* I shall refer to these connectors in relation to their temporal value, leaving aside other possible meanings which do not fall within the scope of this work

i *Cuando* may express both simultaneity and sequentiality In what follows, I shall refer to the use of cuando as a marker of the former Cuando expresses simultaneity in the following contexts (examples taken from GDLE 1999)

a) The verb either in the main or subordinate clause appears in the Imperfect

Juan se marchó cuando María escribía la carta
Juan left when Maria was writing the letter
Juan escribía su carta cuando Maria escribia la suya
Juan was writing his letter while Maria was writing hers

b) The verb in the main clause appears in the Past Perfect

Juan se había marchado cuando Maria llegó
Juan had left when Maria arrived
Pepé habra terminado la tesis cuando lleguen sus padres
Pepé will have finished his thesis when his parents come

According to Garcia Fernandez, the simultaneity reading is obtained because the end result of the events in the two clauses coincides in time In situations such as the ones depicted above, we may think that *cuando* expresses sequentiality, if that were the case, *cuando* could be replaced by *una vez que* (once) which is not possible in these instances

ii *Al + infinitive* expresses simultaneity between the events in the two clauses It is equivalent to *cuando* followed by an infinitive The subject of the predicate is the same in both clauses

Al levantarse, el niño descubrió que la rana se habia escapado
When he woke up the boy realised that the frog had escaped

iii *Mientras* always establishes a relationship of simultaneity between the event in the main clause and the event in the subordinate clause The event in the subordinate clause can appear in the indicative or subjunctive mood

Una noche mientras dormia la rana se escapó de la jarra
One night while (he) slept the frog escaped from the jar

Simultaneity between events can also be expressed by the use of the progressive aspect (Givon 1993 155) which depicts an event (a) as occurring at the same time as another event (b) and uses it as an anchor tense in relation to which an event takes place Tense

correlation in this instance applies in English and Spanish, as we have seen in section 2 1 the general temporal value of tenses in the two languages coincides

iv When he arrived I was cooking the dinner
Cuando él llegó, yo estaba haciendo la cena

However, it must be pointed out that, although Spanish allows for the use of the progressive aspect in this manner, native speakers display a preference for the use of the Imperfect (Silva-Corvalan 1983)

v *Cuando él llego, yo hacia la cena*

2 5 2 The expression of anteriority

By anteriority we understand the ordering of two events in time where the event depicted by the verb in the main clause is the orientation point for the event in the subordinate clause, and one event precedes the other on the time axis Once again, the ordering of these two events in time may be expressed through the use of temporal connectors, or by tense correlation

In English, the subordinators that serve to indicate that the situation in the main clause occurred before the situation in the subordinate clause are *until*, *till*, and *before*

i *Until/Till*
Till is used in the same way as *until*, but it occurs less frequently These subordinators signal the time up to which the situation in the main clause takes place The verb in the main clause must be a durative verb or a negative clause
She talked until she was asked to stop

ii *Before*
Before also situates the event in the main clause prior to the event introduced by the subordinate clause It differs from *until* in a number of ways *Before* does not require the event in the main clause to be durative

I left the house before he arrived

The situation in the subordinate clause may be prevented from taking place by the event in the main clause
He gave out to me before I had time to apologise

In Spanish the connector *antes* (before) orders two events in terms of precedence *Antes* can be followed by *que* o *de que* As is the case with the simultaneity connectors, *antes* allows for the verb in the subordinate clause to appear in a different tense form from the verb in the main clause

The expression of anteriority is also possible by means of tense correlation As we commented in section 2 2, the perfective aspect indicates anterior time An absolute tense, present or past, serves as the anchor time towards which the perfective relative tense is oriented In the particular context of this study, the development of the ability to establish temporal relations of anteriority by means of tense correlation between the Past Perfect and the Preterite by L2 learners of Spanish is examined

2 5 3 The expression of posteriority

The expression of posteriority does not feature prominently in narrative discourse In general, the principles of discourse organisation signal that events are interpreted in sequence unless otherwise stated Nonetheless, speakers may choose to mark in an overt manner that the situation in the mam clause takes places after the situation in the subordinate clause Quirk et al (1985) identify the following connectors for the expression of posteriority in English

1 *as soon as, immediately, once*, and similar modifiers express the idea of temporal proximity between events
As soon as they got home I left

ii *After* is the adverb most commonly associated with the expression of posteriority It differs from the previous subordinators because *after* allows for the possibility that the event in the main clause may occur before the event in the subordinate clause

He was still hungry after he ate all his dinner

iii *After* can be replaced by *before* in nondurative clauses

I did the housework before they arrived They arrived after I did the housework

iv *After* cannot be replaced by *before* in situations where the event described by the subordinate clause is durative or when the *after* clause implies cause

I met him before he became an accountant /He became an accountant after I met him

He won the prize after he climbed Everest / He climbed Everest before he won the prize

v *Since* marks the time after which the event in the main clause is relevant

I feel much better since I gave up smoking

vi *When* and *whenever* can imply posteriority if they can be substituted by *after*

She was very surprised when/after she heard the news

In Spanish, the connector *después* and *despues* followed by *de* or *de que* orders events temporally resulting in the event in the main clause being posterior to the event in the subordinate clause

vii *María llamó despues de que Juan saliera del despacho*
María called after Juan had left the office

When *despues* holds a purely temporal value it can be substituted by *antes* reversing the order of the two clauses

viii *Juan salió del despacho antes de que María llamara*
Juan left the office before María calle

To conclude, in the previous sections we have detailed the lexical means by which English and Spanish express the temporal relations of simultaneity, anteriority and posteriority, three basic elemental notions that inform our concept of time The contrastive analysis of the devices available to English and Spanish speakers to convey this information indicates that the two systems are comparable In general terms, English appears to be slightly more productive in terms of connectors Spanish, with a very rich tense/aspect system, relies on tense correlation as well as connectors These temporal relations are of particular relevance to this study concerned with the expression of temporality in narrative discourse

2 6 Conclusion

This contrastive study has centered on the expression of temporality in English and Spanish through the use of tense, aspect and adverbials and subordinate clauses In this section we shall summarise the conclusions drawn from the contrastive analysis

To begin with, it is important to remember that all the devices available for the expression of temporality are interrelated and work together to convey the temporal characteristics of a particular event or situation Tense, aspect and adverbials must be considered as a system and therefore the expression of temporality cannot be considered without considering all of these components The following table illustrates the typological characteristics of the two languages

The comparison of the tense systems has revealed that there is a relatively high correspondence between English and Spanish, made apparent by the translation equivalents between the two languages However, the pragmatic use of each tense in a particular language does not always fully correspond to the use of its counterpart in a different language As the table indicates, the major difference in the tense systems in English and Spanish results from the preterite/imperfect distinctions in Spanish The aspectual difference in the characterisation of events by means of the imperfective/ perfective progressive in Spanish, (*estaba buscando/ estuvo buscando*) which does not

exist in English is difficult to convey to the speaker of a language which does not require that it be marked. This has obvious implications for the learner of Spanish as a second language.

> "the problem comes when we try to understand what it is that the speaker of a language with aspectual oppositions knows which a nonspeaker does not know, and consider how to model this knowledge of grammar".
> (Binnick 1991 :209)

The second main difference in this regard is the use of the aspectual particle *se*.

Table 2.4: Typological characteristics of Spanish and English (adapted from Berman and Slobin 1994)

	English	Spanish
Tense/Aspect		
Grammaticised tense	+	+
Present	+	+
Present progressive	+	+
Present perfect	+	+
Perfective past	+	+
Imperfective past	-	+
Past perfect	+	+
Future	-	+
Conditional	+	+
Grammatical aspect	+	+
progressive	+	+
perfect	+	+
Perfective/ imperfective	-	+
Aspectual periphrasis	+	+
prepositions	+	-
Aspectual pronouns	-	+
Temporal adverbials		
Subordination to express temporal relations between events	+	+
Connectors	+	+

Tense correlation	+	+

In section 1 3, we presented the stipulations for research in the area of linguistic relativity These are

1 Deal with a concept that is both universal and liable to culture specification
2 Examine a non-linguistic concept that requires to be coded grammatically
3 Examine a concept that requires a cognitive disposition
4 Deal with two or more languages

In this chapter, the examination of the linguistic features for the expressions of temporality and temporal relations in English and Spanish has allowed us to identify where differences lay in linguistic terms in the two languages In turn, this allows us to recognise where the linguistic realisation of a particular temporal contour is not marked in English but requires to be in Spanish An example of this is the auxiliary of the past progressive in Spanish, which can be perfective or imperfective, rendering two perspectives where English has only one (estaba durmiendo/estuve durmiendo/ *I was sleeping*) The analysis of the data gathered for the present study will contribute to shed more light to how these aspectual distinctions are acquired and expressed in narrative discourse by the Spanish L2 learner In addition it will allow us to assess the influence of language in the conceptualisation of these disctinctions

Chapter Three

Research Methodology

3.0 Introduction

As suggested earlier, the focus of the present study is the development of the expression of temporality in L2 learners of Spanish in narrative discourse Research in the field of language acquisition has progressed from descriptions of learner varieties to a more general investigation of their dynamic nature As far as the study of temporality is concerned, this means looking in detail, not only at the morphology of temporal concepts, but also looking at the elaboration of temporal constructions in discourse (Noyau 2002 107) At the same time, the present research approaches the study of temporality within the particular framework of linguistic relativity and "thinking for speaking" proposals, which suggest that linguistically coded concepts are more salient and therefore more readily available for conceptualisation by speakers of a particular language This becomes apparent in the process of carrying out linguistically mediated tasks It is in the process of using language in discourse that the relationship between the grammar of a particular language and shaping of the thinking process is made apparent As a conceptual domain interwoven with the linguistic one, the study of temporality allows us to examine these proposals

We have chosen this line of enquiry because temporality is central to narrative discourse As in L1, in narrative discourse temporal information has to be conveyed at the sentence level and the discourse level Learners have to produce semantic and syntactic relations in grammatically well-formed sentences and situate them in time and in relation to one another In order to capture the way in which L2 learners will gradually code and express temporal relations it does not suffice to focus on one level of analysis, that is morphology or lexicon (Andersen 1986, King 1992, Cadierno 2000, Salaberry 2000 amongst others) as is often the case The expression of temporality rests as much on the interaction between tense and aspect as it does on temporal adverbials and subordinate temporal clauses (Berman and Slobin 1994, Dietrich et al 1995)

With this is mind, our research embarks on the study of the acquisition of temporality by Irish native speakers of English who are learners of Spanish as a second language The goals of the study are two-fold On the one hand, we propose to present a picture of the development of the linguistic expression of temporality in narrative discourse by

learners from the early stages of acquisition to near-native level of proficiency On the other hand, we intend to consider the linguistic relativity and "thinking for speaking" proposals as relevant theories in the study of second language acquisition It is in the manner outlined in the course of this chapter that this study endeavours to add to the growing body of knowledge about the acquisition of Spanish as a foreign language For the purpose of this study we understand the study of temporality in the manner defined by Berman and Slobin

> **TEMPORALITY.** the expression of the location of events on the time line, temporal relation between events, and temporal constituency of events (contour, phase) by means of tense/aspect marking on verbs, lexical marking of aspect (particles, verbs, adverbs), temporal conjunction and subordination
>
> (Berman and Slobin 1994 19)

Therefore, our concern is with the range of different linguistic devices available in Spanish for the expression of temporality, so the linguistic forms we focus on are fundamental for the successful elaboration of a narrative text in this language These include (1) tense (2) aspect (3) adverbials (4) temporal subordination The examination of these formal categories is carried out with an emphasis on the relationship between form and function since the particular ways in which temporality can be expressed is highly dependent on form-function relations available to speakers We use "forms" in the broad sense of the term to include the range of existing linguistic devices, such as morphemes, particles, adverbs and syntactic constructions Thus, forms emerge to fulfil particular functions in the narrative discourse With the development of linguistic competency, these forms acquire and develop new functions

The chapter will proceed as follows, section 3 1 describes and justifies the material selected for the elicitation procedure Section 3 2 briefly explains the pilot study and discusses the changes introduced before the main study was undertaken The subsequent section describes the research methodology of the main study in some detail considering the subjects, testing procedure, coding and transcription and data analysis

3.1 Materials and procedure

Previous studies into the acquisition of Spanish L2 temporality along lines similar to the present study have opted for the retelling of either fictional or personal narratives as elicitation procedures These studies have noted that the type of task may influence the results (Lopez Ortega 2000, Camps 2002) Some of the arguments put forward in favour of personal narratives include the fact that non-native speakers will normally integrate less background information in fictional narratives (Tomlin 1984) Noyau (1990) argues that personal narratives, unlike fictional narratives, which tend to follow a chronological order of events, provide more information in relation to the acquisition of temporality Bardovi-Harling (1995) offers arguments for the appropriateness of fictional narratives in second language research of tense, aspect, and narrative discourse In the first place, fictional narratives allow the researcher greater control over the types of events as well as the subsequent examination and analysis of what has been left out In addition, fictional narratives contribute to the collection of a larger database for any given item with the result that statistics are more reliable This allows for cross-sectional comparability across speakers at a particular developmental stage and in longitudinal studies across different stages contributing to inform the process of acquisition Furthermore, the use of fictional narratives allows for comparison between languages and studies Chafe (1980) noted, for example that in his study it was useful to gather data from different people talking about the same thing

> in order to see what similarities and differences emerged between different verbalizations of what was, at least to a large extent, the same knowledge
>
> Chafe,W 1980 xii

Bearing Chafe's observations in mind a fictional narrative was considered an appropriate elicitation tool for the purpose of the present research study As noted in chapter 2, studies in the acquisition of Spanish L2 temporality have often selected the film *Modern Times* (Liskin-Gasparro 2000, Salaberry 2000, 2003) This is an 8-minute silent film After viewing the film, learners are asked to retell the story following a particular set of instructions These instructions compel informants to retell the story as a witness adopting the role of one of the characters in the story or simply as a recall

task There are, however, several reasons why picture stories, such as our Frog Story, may be considered more appropriate than film narratives In the first place, picture stories eliminate possible constrains and difficulties confronting the participating learners, as the memory variable is removed from the task In addition, the pictures guide the relator through the narrative process, thus contributing to ensure that all participants refer to all events in the story

As a result, the picture book *Frog, where are you?* was adopted as a suitable tool for the elicitation of the narratives which were to inform the study As mentioned in Chapter 1, this is a picture book without words, expanding across 24 vignettes which depict the adventures of a boy and his dog in search of their lost frog (Appendix A) This story has been previously used for research in Spanish first language acquisition (Sebastian, Ornat, Aguilar in CHILDES) To our knowledge, however, it has not informed research in the acquisition of L2 Spanish

The story includes all the components for a narrative as presented in Chapter 1 (Labov 1972) Table 3 1 provides a summary of the plot of the story by episode as interpreted by the researcher The first column indicates the picture number, the middle column corresponds to the part of the narrative and the last column offers a summary of the plot as depicted in the particular frame This summary will also assist the analysis of the narratives gathered

Table 3 1 Event structure of the picture book

episode	stage	Scene
1	orientation	The boy and the dog look at the frog in the jar
2	Initiating events	While the dog and the boy are asleep, the frog escapes from the jar
3	Complicating action	The boy and the dog wake up and realise the frog is missing
4		They search for the frog around the room The dog sticks his head in the jar
5		They look out the window and call for the frog
6		The dog falls from the window
7		The boy climbs out of the window The jar breaks
8		They go to the woods Continue to call for the frog
9		The boy looks in n a hole The dog jumps at a beehive
10		A gopher comes out of the hole The dog barks at the beehive
11		The boy climbs a tree and looks inside The hive falls down
12		An owl comes out of the hole The boy falls down The bees chase the dog
13		The owl attacks the boy
14		The boy climbs on top of a rock, holding on
15		The boy is caught on the antlers of a deer
16		The deer carries the boy off The dog follows them
17		The deer stops, the dog, and the boy fall down
18		The boy and the dog fall into the water below
19		The boy hears a sound The dog is on his head
20		The boy asks the dog to be quiet
21		They look behind a log
22		They see two frogs
23		A family of frogs appear
24	Resolution	The boy has a frog The boy and the dog leave waving goodbye to the others

As the table indicates, the story gives rise to a wide range of possibilities for the expression of temporality, both at the level of the single episode and in relation to the overall temporal development of the narrative There are a number of discrete units, as well as simultaneous actions At the level of the episode the internal contour of events may be considered as either perfective- punctual and completed-, or imperfect – durative This requires a choice between two possible aspectual distinctions The following is an example of how two participants have opted for a different temporal perspective in the narrating of the same episode describing the boy and his dog setting out in search for the frog

(1) NN01 42-44 *y los dos* ***se fueron a buscar*** (PFV) *a la rana perdida La* ***buscaron*** (PFV) *por todos los sitios*
And the two went to look (PFV) *for* the missing frog (They) looked (PFV) for it everywhere

(2) NN05 36-41 *y* ***empezaron a buscar*** (PFV) *a la rana* ***Estaban*** (IPFV) *muy tristes El niño* ***miraba miraba*** (IPFV) *por todas partes por todo el bosque*
And (they) started to look (PFV) for the frog They were (IPFV) very sad The boy looked and looked (IPFV) everywhere in the woods

As the examples show, participant S01 refers to the boy "looking everywhere" as a perfective event and uses the preterite On the other hand, participant S05 describes it as an ongoing situation both by means of the imperfective aspect and by introducing repetition This availability of choice offers the researchers an opportunity to observe how the competency of learners in expressing temporality is manifested in their discourse as compared with the choices made by native speakers

At the level of narrative discourse, a skilled narrative must consist of more than a linear succession of events, but rather events must be organized into a hierarchy That is, a narrative is more than a sequence of events, whose order follows that of the pictures or episodes in the story A skilful use o temporal forms in a narrative will integrate references to different points of events These event phases are subordinated to main clauses In addition, a foreground and a background need to be constructed To achieve this, narrators must link up events to each other temporally, establishing relations of simultaneity, posteriority and anteriority between events The frog story offers many opportunities for narrators to do so In the following example, a native speaker chooses to overtly establish a relationship of anteriority between the frog's escape and the boy and the dog's realisation that the frog has left This is done by means of tense alternation between the preterite and the past perfect

(3) N05 20 25 *a media noche el niño y el perrito* ***se despertaron*** (PFV) *y* ***vieron*** (PFV) *que la ranita ya no* ***estaba*** (IPFV) *dentro del potecito,* ***se***

extrañaron (PFV) *y no* ***entendieron*** (PFV) *porque se* ***había escapado*** (PAST.PERF).
During the night the boy and the dog woke up (PFV) and saw (PFV) that the frog was (IPFV) not in the little jar, (they) were surprised (PFV) and (they) did not understand (PFV) why it had escaped (PAST.PERF).

Alternatively, the example below extracted from the narrative by an informant in the advanced group, establishes a temporal relationship of simultaneity between these two events.

(4) A01:18-22 *a la siguiente mañana cuando juansito y félix* ***se despertaron,*** (PFV) ***se dieron*** (PFV) *cuenta de que la rana no* ***estaba*** (IPFV) *en el frasco.*
The following morning when juansito and felix woke up (PFV) (they) realised (PFV) that the frog was (IPFV) not in the jar.

By using the Frog Story as a device for eliciting data it is possible, therefore, to detect what type of temporal relations are more likely to be expressed and in which manner both by native and L2 learners of Spanish.

3.2. Pilot study

An initial pilot study was conducted during the academic year 2000-2001. The objectives of the pilot study were (i) to test the validity of the elicitation procedure, (ii) to ensure that adequate and valid data would be gathered.

3.2.1 Subjects

Twelve Spanish L2 learners, enrolled at the School of Applied Language and Intercultural Studies (SALIS) in Dublin City University (DCU), were invited to participate in the pilot study as volunteers. Six of the participants were second year degree students attending their fourth semester (L2a). The second group was formed by fourth year degree students (L2b). Subjects in this group had spent an academic year in Spain attending a third level institution as part of their degree requirements. The pilot

study was conducted at the two levels of proficiency in separate sessions. It was necessary to examine the production of two groups of learners with different proficiency levels to confirm that the procedure would ensure the validity of the data gathered at different stages of the acquisition process. There was no data gathered from a control group of native speakers at this stage. Rather transcriptions from narratives and results found in previous research studies were used to contrast L2 to L1 production. In particular, previous work by Sebastián and Slobin (1994) which examines the Frog Story narratives produced by young learners and adults was used as a reference point for L1 production. This allowed the researcher to preliminarily identify the type of temporal relations expressed and the linguistic devices used to convey this temporal information.

3.2.2 Materials and Procedure

Copies of the picture story were distributed to students and they were then asked to look at the story. They were told that they would be asked to retell the story. They were allowed to ask questions in relation to vocabulary. They were not given a time limit to prepare. As informants felt ready to start, they could do so, since the session took place in the language laboratory and they were assigned individual booths. There was no time limit to complete the task. The average length of the narratives was 7'30'' for second year students and 11'45'' for final year students. It is important to mention at this point that a number of informants were eliminated from the task as they told their stories entirely in the present tense. It was felt that for the purpose of this particular study it was important to deal only with narratives in the past. There are a number of reasons for this. In the first place, the present tense is not overtly marked for aspect, while aspectual distinctions are compulsory in the past tense in Spanish. A story narrated in the present tense does not provide information about the internal temporal perspective of the event adopted by the narrator. At the same time the use of the past tense marking means that, in certain instances, the learner may need to consider or may opt for marking three temporal points: speech time, reference time and event time. This complicates the temporal perspective of the situation being described. This allows the researcher to

make comparisons and predictions about the development of the expression of temporality in L2 Spanish of a more significant and valuable nature

3 2 3 Analysis of Results

The data gathered from the recordings was transcribed and coded for verbal morphology and syntax The items classified included tense/aspect, aspectual periphrasis, adverbials and temporal subordinators The analysis carried out at this point was of a qualitative nature Table 3 2 summarises the findings of the Pilot Study As the table indicates, the analysis of the narratives revealed significant differences in the marking of temporality amongst the learners and the stories produced by Sebastián and Slobin's Spanish L1 speakers

In relation to tense, the narratives produced by L2 learners showed considerably less tense variation than those of L1 speakers The uses of the present tense in the L2 narratives signal in the majority of instances difficulties in inflectional morphology and in maintaining the temporal anchoring of the narrative in the past On the other hand, native speakers make ample use of the present tense to insert evaluative comments, or in direct speech

Another interesting finding was related to the use of the imperfective progressive This tense/aspect form did not appear in the small section of narratives produced by informants in the lower proficiency group However it was used quite extensively by more advanced students, practically disappearing again in the L1 narratives

(1)L2b *Cuando el niño* ***estaba buscando*** *la rana en el suelo, el perro* ***estaba jugando*** (IPFV PROG) *con las abejas*
When the boy was looking (IPFV PROG) for the frog on the ground, the dog was playing (IPFV PROG) with the bees

In general, the role assigned to the imperfective in the learner's narratives was that of marker for durative aspect, contrasting situations in the imperfect to punctual events reported in the preterite

(2)L2b *Durante la noche mientras* ***dormía*** (IPFV) *el pequeño se* ***escapó*** (PFV) *la rana*
During the night while slept (IPFV) the boy, escaped the frog (PFV)

This is contrary to results reported by Sebastian and Slobin (1994) which suggest that the main role of the preterite/imperfective distinction is to provide a contrast between foreground and background information

Table 3 2 Summary of findings from the Pilot Study

	Second year learners	**Fourth year learners**	**Control group (Sebastian and Slobin 1994)**
Tense/Aspect Forms encountered	Present* Preterite Imperfective	Present* Preterite Imperfective Imperfective progressive Past Perfect (limited use)	Present Preterite Imperfective Past Perfect (others)
	Perfective completed actions Imperfective states / durative events	Perfective completed actions Imperfective durative events, background	Perfective encode plot advancing events imperfective various kinds of background
Aspectual Periphrasis	Inchoatives	Inchoatives, iteratives	Inchoatives, Iteratives, Completives
Aspectual se	Not significant	Present in some narratives with verbs of movement	Use throughout across lexical classes
Adverbs	Adverbs of Position		Position
Temporal Adverbial clauses	Limited use subordination High use of coordination and sequential chaining	Temporal subordination	Extensive use of subordination
	Cuando Limited use	Cuando used to express simultaneity	Cuando used to express simultaneity Cuando used to express narrative background Al + infinitivo
		Mientras used to express simultaneity relating two clauses with different protagonists Limited use	Mientras used to express simultaneity relating two clauses with different protagonists

Regarding the expression of aspect by means other than marking on the verb, two items were selected for analysis aspectual periphrases and the particle *se* with an aspectual value The examination of the use of aspectual periphrasis showed that inchoatives are the only periphrasis to appear in the narratives from the L2a group At the L2b level iteratives emerged There were no instances of other types of periphrases at these levels of proficiency A similar route has been reported in studies of child language acquisition The analysis of the use of *se* proved to be very revealing Native speakers make frequent use of this marker to add a perfective meaning to the verb The accompanying verb could be in either the perfective or imperfective aspect *Se* appears in two instances in the L2a narratives, with the verb *escapar* (to escape) Its frequency of use was increased in the production of more advanced learners To our knowledge, there is no study at this point that examines this aspectual marker in Spanish L2 acquisition

Temporal adverbs have been identified as the earliest markers of temporality to appear in the Interlanguage of L2 speakers and in this regard they play a very significant role (Dietrich et al 1995) The examination of the use of adverbs in the narratives collected for this pilot study indicated that, as far as narrative discourse is concerned, their role is of limited significance However, the possibility that this may be due to sample size rather than to task constraints will be explored in the main study

L1 narratives present a narrative style rich in subordination Temporal relations between events are expressed both by means of tense alternation, and by means of temporal connectors This affects the overall temporal organisation of the narrative L2 narratives are elaborated as a sequence of events with little temporal connection between them in the first stages of acquisition In time, narratives develop to offer a temporal dimension beyond the level of the predicate Thus, events are integrated into an overarching temporal structure which encompasses the full story The examination of the role of these subordinators indicates that their process of acquisition may contribute to inform the question of the expression of temporality at the discourse level

In conclusion, the data from the pilot study revealed that the selection of temporal markers in Spanish L2 changes as the level of proficiency increases As more linguistic

devices are acquired and integrated into the L2 narrative, stories begin to show some of the temporal features which characterise the expression of temporality in the narrative discourse of native speakers. At the same time, the data suggests that the materials and procedure adopted are a valid tool for the present research study. The pilot study indicated that much of value could be learnt from a systematic study of the expression of temporality by Spanish L2 learners. Nevertheless, following the pilot study a number of changes were introduced. These are briefly outlined in the section which follows.

3.2.4 Review of Pilot Study

Following the pilot project it was established that the chosen picture book *Frog where are you?* was an appropriate tool for the elicitation of the narratives. However, the fact that a number of participants chose to tell the story in the present tense rendered some of the narratives inadequate for this particular study. Consequently, it was decided that instructions for the production of the main task would be more specific. This was done by asking informants to begin their narratives with the phrase *había una vez* (once upon a time). This procedure has been used in a previous study by Hasbún (1995). This situates the story in the realm of the past. There are two reasons for doing this. One is that there was much disparity between what informants chose to do. And more importantly, as we have mentioned before, the aspectual distinction of the Spanish past could not be manifested if the stories were narrated in the present tense. Once the instructions were given, stories which did not include the past tense were eliminated from the study.

Although all informants had completed a questionnaire to ensure they shared the same linguistic background, (Appendix B) and were enrolled in the same courses, there was a perception that some may have been more competent L2 learners than the rest of their counterparts. To ensure all informants in the one group shared the same level of proficiency in Spanish, a proficiency test was administered. This test was adapted from the examinations for the *Certificado Inicial de español lengua extranjera* for the second year students, and the *Diploma Superior de español lengua extranjera* for final year degree students. These exams lead to qualifications in Spanish as a foreign language

granted by the Ministerio de Educacion y Cultura (Spanish Department of Education) and are recognised as indicators of Spanish L2 proficiency worldwide The level of the subjects was also considered according to the American Council for the Teaching of Foreign Languages (ACTFL) proficiency scale This was done to render the results of the present study comparable to similar research, which uses this scale as an indicator of proficiency

While the narratives produced by these two groups of informants yielded a significant amount of data for the study of the expression of temporality, it was felt it would be of interest to complement the data gathered by the inclusion of a more proficient group of speakers A number of arguments justify this decision Firstly, to date, the majority of the research carried out on the acquisition of temporality, both in naturalistic and classroom environments has been concerned with learners at the beginner or intermediate level of proficiency (Dietrich et al 1995, Bardovi-Harling 1995, Salaberry 2000, Andersen 1986, 1991) Only a limited number of studies have dealt with advanced learners in Spanish L2 acquisition (Liskin-Gasparro 2000, Cadierno 2000) In this regard, this study will contribute to the limited body of knowledge concerned with the expression of temporality at the advanced stages

In addition, in order to explore linguistic relativity and the "thinking for speaking" theory in second language acquisition, we must address the question of ultimate attainment As discussed in Chapter 1, two different positions have been adopted by researchers in this regard While Slobin (1991) suggests temporal schemata are intrinsically linked to L1 acquisition and therefore unlikely to be restructured in second language acquisition, Dietrich et al argue that their study offers no evidence to sustain the claim that adult L2 learners cannot achieve mastery of the target language For the purpose of this study a "proficient speaker" will be understood in the manner proposed by Berman and Slobin

> "Becoming a proficient speaker" means being able to use the linguistic forms to meet the specific discourse needs in a way which is appropriate from at least three points of view (1) **structural**, as determined by the morphosyntax of the native language, (2) **rhetorical**, as determined by the way in which texts are typically

> constructed in a particular native language and (3) **discursive**, as suited to the particular task at hand (Bermand and Slobin 1994 597)

3.3 Main Study

Having provided an overview of the materials and procedure and the pilot study, the remainder of the chapter presents in detail the research methodology employed in the main study

3 3 1 Subjects

This study is informed by data gathered from 48 subjects Thirty-six of these are L2 learners of Spanish Twelve informants are native speakers of Spanish whose narratives provide a model of target performance L2 learners are divided into three different groups according to the level of proficiency Intermediate, Advanced, and Near-native These correspond to the "generic descriptions" of proficiency for speaking, listening, reading, writing and cultural awareness developed by the American Council on the Teaching of Foreign Languages (A C T F L) The proficiency levels of the subjects were aligned with the ACTFL scales based on both the results of the proficiency questionnaire carried out for the purpose of the present research and general performance in their degree courses The grouping of participants in this manner allows for comparison with other studies which also use A C T F L as indicators of proficiency The distinction between untutored and classroom learners is an important variable in previous studies of Spanish L2 acquisition Untutored learners, by definition, do not receive explicit instruction in the target language, and develop their language skills through social interaction Classroom learners receive their input from instruction that resembles social interaction in communicative approaches (Salaberry 2002 399) In this regard, the data collected for the present study has been gathered from Spanish L2 learners who are classroom learners in the first instance (Intermediate), and who take part in immersion programmes (Year abroad) before being designated Advanced learners

3 3 1 1 Intermediate Learners

There are twelve Intermediate learners These are second year degree students in the School of Applied Language and Intercultural Studies (SALIS), at Dublin City University They had no formal knowledge of Spanish prior to their entry into third level education Their chosen degrees include the B A in European Business, and B A in International Business and Languages Students in the International Business and Languages degree must study two foreign languages Students enrolled in the European Business degree course only take one foreign language, Spanish in this case Their previous language learning experience included Irish and German or French at secondary level One informant was fluent in sign language They were involved in the fourth semester of language tuition at the time the exercise was conducted They received an average six contact hours of tuition in Spanish a week

To form this group students were selected in the following manner Students taking the Spanish language module (SP240) were asked by their lecturer to complete the linguistic background questionnaire and to answer the test as discussed in section 3 2 1 This was done during class time and students were informed that it was a voluntary exercise unrelated to their coursework Twenty-four students completed both the questionnaire and the test Students were allowed 50 minutes to complete the task The questionnaire revealed that all learners in this group perceived their level of Spanish to be low The proficiency assessment exercise comprised 4 sections (Appendix C)

Section 1	The learners were presented with a short text with blancks to complete The options were given in the form of a multiple-choice test
Section 2	This section tested pragmatic knowledge Students were presented with five possible everyday life situations and were asked to choose the appropriate response amongst three options
Section 3	Students were asked to replace the wrong word in a sentence by the correct one out of a list provided
Section 4	Reading comprehension exercise

The researcher proceeded to correct the language proficiency tests. In order to ensure a homogeneous group, students' scores in the language test were considered. Students both at the upper and lower ends of the scale were eliminated. Candidates who scored between 27 and 31 points out of 35 possible marks were selected to carry out the narrative task. This resulted in 17 learners being deemed eligible. As a result of their performance in the language test the subjects in this group were designated as Intermediate according to the ACTFL proficiency scale. These learners were then asked to perform the narrative task which took place at a later date in the language laboratory. The set of instructions issued to participants before they engaged in the retelling of the Frog Story were as follows:

- Copies of the picture book were distributed to students. They were told that the task consisted in the oral narration of the story. There would be no time limit in the preparation;
- Questions relating to vocabulary items were answered by the researcher. However, students were not allowed to take notes.
- When students felt ready, they were asked to record themselves retelling the story. They were not allowed ask questions once they had commenced the recording.
- They were prompted by the researcher to commence their narrative with the sentence *había una vez* typical of story telling, and their attention was drawn to the past form.

The narrations were then transcribed by the researcher. This will be discussed in section 3.3.2. Out of the seventeen stories collected three were narrated in the present tense ignoring the instructions received. One subject used the present perfect as the leading temporal form and this too rendered her narrative inadequate. One informant did not finish the task.

3.1.1.2 Advanced Learners

This group was formed by 12 learners from a final year degree language module (SP475) at the School of Applied Language and Intercultural Studies (SALIS) at Dublin

City University The informants were students of International Business and Languages or International Marketing and Languages This language module was at the time taught by the researcher The background questionnaire indicated that all students in this group had spent a year abroad at a third level institution in Spain as part of their degree Students were on their eighth semester and had spent a minimum of 9 months in a naturalistic environment They all perceived their level of Spanish to be intermediate The language test was adapted from the *Diploma Superior de español lengua extranjera.* The procedure used for the selection of the participants in this group coincides that of the Intermediate During class time students completed a linguistic background protocol and the proficiency test A total of 28 students completed this task As with the Intermediate group, students were informed that their participation in the study was voluntary and unrelated to their college work The test included four sections

Section 1	Multiple-choice cloze test exercise
Section 2	Multiple-choice cloze test exercise
Section 3	Learners were asked to identify out of the provided alternatives, the one with the same meaning as the question This tested students' pragmatic ability
Section 4	Reading comprehension exercise

The results of the test were calculated, resulting in an average mark of 31/44 Fourteen students who scored between 29 and 32 points were selected to take part in the narrative task These participants are in the Advanced level on the ACTFL proficiency scale The procedure followed for the recording of the narrative task was the same as in the Intermediate group Each student received each a copy of the picture book They were asked to look at it and ask any questions relating to vocabulary They were informed that the task consisted in the oral narration of the story, which would be recorded There was no time limit for the completion of the assignment, nor was there a limit to the length of the narration Students were asked to begin their narration with the sentence *había una vez* The stories produced by the fourteen learners were then transcribed and, as there were no discards, the first twelve were selected These indicated a high level of compliance with the task instructions

3 3 1 3 Near-native speakers

This third group of informants was incorporated into the study following the pilot project The preliminary data from the pilot project suggested that the research would benefit greatly from the introduction of participants who were at a more advanced level in L2 Spanish acquisition To this end, the researcher approached postgraduate students of Spanish who had been assigned teaching duties in their departments, and academics in third level institutions in Ireland These participants were selected on the basis that they would share a similar background in relation to their language learning experience and everyday use of Spanish This group is therefore formed by L2 speakers with considerable linguistic expertise Their backgrounds differed in relation to the time spent studying Spanish, or the time spent in a Spanish speaking country Nonetheless, their perceived level of proficiency is that of Near-native speakers Informants received the same set of instructions as the two previous groups This time however, the recording took place in the informant's office Fourteen stories were collected from Spanish L2 speakers at this level of proficiency Two of these had to be discarded because the initial use of the past tense was shifted to the present

3 3 1 4 L1 speakers

Twelve narratives produced by native speakers were gathered for the purpose of this study The narratives produced by this group of participants differ in length as well as in style Native speakers have command of an extensive repertoire of linguistic forms For example, some narrators make extensive use of direct speech while others do not There is not such a thing as the "perfect" or "ideal" native narrative However, as Berman and Slobin (1994) suggest, there is a set of general trends that configure Spanish Frog Stories (Section 1 4) In this context, the group of native speakers which took part in the present study serves a dual purpose It provides us with a model, to use as a basis of comparison for the L2 narratives and also as the end product L2 learners could aspire to achieve In the study of the expression of temporality in the narrative discourse taking into consideration issues relating to linguistic relativity, it is necessary to have a model to which the L2 learner aspires Although it is difficult to predict the

frequency and type of temporal relations to be established in the narrative, it is possible to compare learner frequency of use to native speaker frequency for the same text Subjects in the control group are native speakers of Castilian Spanish The data was gathered in the course of a scheduled meeting between the participant and the researcher They received the same set of instructions as the rest of the participants in the study and were also asked to begin their story by using *había una vez* This seemed to be particularly difficult for native speakers, who tended to shift to the present tenses This tendency common to native speakers has been documented in previous studies (Silva-Corvalán 1983, Hasbun 1995, Salaberry 2000) Seventeen stories were collected from native speakers Five of these were eliminated since subjects shift to the use of the present tense, forgetting the instructions received Table 3 3 provides a summary of the participating subjects' backgrounds

Table 3 3 Summary of participants' profiles

	No of participants	Length of study	Self-rate	Instructions compliance
Intermediate	12	15 months	Low	12/17
Advanced	12	36 months	Intermediate	14/14
Near-native	12	more than 36 months	Advanced	12/14
L1 group	12	(native speakers)		12/17

3.3.2 Transcription and Coding

The audio-recordings of each of the narratives selected were transcribed and entered on the computer using CHILDES (Appendix E) The acronym CHILDES stands for Child Language Data Exchange System This is a program designed specifically to analyze linguistic data The analyses include frequency counts, word searches, co-occurrence analyses, MLU counts, interactional analyses, text changes, and morphosyntactic analysis

The text was entered in lower case and no punctuation signs were introduced Unintelligible speech was entered and marked as such No prosodic information was

entered for the narratives as these features were of no particular relevance to the study Evaluating comments were included in the transcription These conventions follow data for the Frog Stories available in CHILDES At the same time, following previous transcriptions of the Frog Story, the minimum unit of analysis was a clause, understood as

> "any unit containing a unified predicate by which we mean a predicate that expresses a single situation (activity, event or state) including finite and non-finite verbs as well as predicate adjectives whether in the form of a verb or an adjective"
> (Berman and Slobin 1994 657)

As a result, every clause containing a predicate was entered on a separate line This means that aspectual periphrases and modal verbs were also interpreted as a single clause The following examples illustrate these transcription criteria

A01 17 *y en la mañana juanito no podia encontrar la rana*
and in the morning juanito could not find the frog

A04 24 *el niño y el perro se fueron a buscar la rana en el campo*
the boy and the dog went to look for the frog in the fields

S03 63 *se quedaron allí algunos minutos*
(they) stayed there some minutes
S03 64 *para descansar*
to rest

S09 30 *pero el perro tenía la cabeza dentro de la jarra*
But the dog had the head incide the jar
S09 31 *y no podia sacarla*
And he could not take it out

In the course of the dissertation, informants can be identified by the reader in the following way the first digit or letter identifies the group, I represents Intermediate informants, A represents Advanced, Nn stands for Near-native and N for native speaker The following two digits identify the informant's number within the group, for example A02, identifies learner number 2 in the Advanced group When part of the text produced by an informant is cited to illustrate an example, this ID number is followed by the number of the line as it appears in the transcription The text was divided in a manner that could be identified as illustrating a particular picture This allowed the researcher to

identify what situations were omitted, if any. In the case of part of a text referring to more than one picture, the two numbers identifying the vignette have been entered.

After this process, the narratives were then coded. The coded items include: lexical class, tense-aspect, lexical aspect (periphrases and aspectual particle *se*, repetition) temporal adverbs and temporal subordinate clauses. Clauses were also coded for reference to foreground or background. The opening line, *habia una vez* (once upon a time) was not coded for analysis as it was provided by the researcher. The last clause of the narrative, if a formulaic coda of the type *y vivieron felices para simpre* (and they lived happily ever after) was also not coded for morphology. Since it is not the errors than concern us in the present study, but rather the successful marking of temporal relations in the narrative, and how this marking develops to approximate the target language, erroneous verbal morphology was coded when the tense could be inferred from the situation. Research in the acquisition of tense-aspect morphology within the lexical aspect and discourse hypothesis maps out the order in which past morphology emerges, regardless of whether particular use is target-like in context or not as in the following example:

I01:20 *de repente el chico* ***empecé*** **a vetirse muy rápidamente.* [=empezó]
All of a sudden the boy started* to dress very quickly.

3.3.3 Frame of analysis

Following the coding, the analysis of the categories applied to the study was carried out. In this section, we shall present the temporal domains on which this study focuses and the procedures adapted to carry out the analysis of the data gathered. In the Frog Story, the length of the story is not critical for producing a felicitous narrative, and generally this it is not a factor considered in the analysis. An assumption which guides the present analysis was put forward by Schiffrin (1994) and summarised by Bamberg (1997):

> the type of discourse analysis is based first on the assumption that the recurrence of the same linguistic form signals the same meaning, as long

> as the context is the same Conversely, the employment of a different form, when the context is the same, signals a different meaning
> (Bamberg 1997 100)

The analysis of the narratives gathered for this study includes both standard qualitative and quantitative methods of linguistic research Qualitative analysis can contribute to compare native use to learner use This type of analysis is also suitable for use in language samples which contain unequal numbers of tokens In addition, it serves to inform us about the development of form-function relations amongst the learners The analysis includes quantitative details in relation to numbers and proportions of particular forms with the objective of finding common trends within groups which may contribute to inform the overall pattern in the developmental sequence of the expression of temporality However, it is impossible to predict the frequency of occurrence of a particular form Statistical tests, when they have been performed, are intended to present only those quantitative differences that seem large enough to suggest a developmental pattern In some instances we have not performed statistical tests, because the number of subjects in each group is small At the same time, the nature and orientation of the study renders statistical analysis inadequate at times There are many ways in which temporality can be expressed, and, in many instances, it is a matter of style

The result of this analysis is a description of the different temporal features included in the learners' interlanguage in narrative discourse

3 3 3 1 Tense/Aspect

As we have seen in Chapter 2, English and Spanish vary in the form-function relations attributed to tense and aspect forms Although both languages have means of marking aspect, they differ with regard to the range and meaning given to forms For this reason, to determine the meaning of a particular form, the entire system needs to be considered Tense and aspect use is determined by both syntactic and discourse requirements Discourse requirements are dictated by the narrative functions, as for example the use of the imperfective in the orientation and scene setting elements of the story Syntactic requirements are dictated by subordination (tense correlation) For example, a study by

Garcia and van Putte (1988) claims that non-native speakers rely more on local cues to select aspectual marking of the past (perfective/imperfective contrast), where native speakers rely more on the overall content of the narrative. In addition, tense/aspect contrasts inform us about the internal temporal contour of an event adopted by the speaker. In this regard, tense/aspect usa becomes subjective. The present study considers how tense/aspect forms function are developed in the narratives of Spanish L2 learners with a particular emphasis on how differences in the temporal conceptualisation and marking of events are approached by these learners.

Andersen (2002:82) argues that research on the L2 development of tense and aspect should focus on two main points. The first is concerned with form and function relations and how learners discover the meaning encoded in the morphology they begin to use and what that meaning is. The second aim of the study of tense and aspect should be to provide an explanation for the changes in form-meaning relations as learners' interlanguage develops until correct form, function and distribution are attained. The analysis of the data gathered for the present study addresses these two issues.

In this context, the following approach was adopted in relation to tense/aspect form-function relations. Finite verbs were coded for verbal morphology. When a learner repeated the verb twice, it was coded only once. In cases where informants self-corrected, the final form offered by the learner was coded. This was done to ensure that there was no bias towards the corrected form on the part of the researcher. This avoided the total number of verb tokens from being artificially inflated, if all attempts at producing the correct form had been considered.

As noted previously on several occasions, tense and aspect are closely linked. This is of special relevance in the case of Spanish, since the use of the past tense results in an aspectual choice between the preterite- perfective form and the imperfect -imperfective form. For this reason, grammatical aspect as manifested through the use of the progressive is also addressed in this section.

Following the morphological coding, narratives were coded for grounding. Following Dry (1981, 1983 cited in Bardovi-Harling 1995) and Bardovi-Harlig (1995) clauses that

moved the narrative forward were identified as belonging to the foreground Direct speech was not counted as foreground, however, the reporting verb introducing it was (*dijo*) There are, however, considerations to be taken into account When examining the distribution of grammatical aspect across the background and foreground in relation to the lexical aspect hypothesis and discourse hypothesis, tenses other than the imperfective and perfective have been eliminated There are several reasons for this

- Firstly, the present tense does not present overt aspectual marking, and therefore the data does not provide any information in this respect
- The use of the present made by L2 learners was in most instances incorrect and in the case of L1 appeared as quoted speech
- A number of tenses do not appear in a significant number Therefore, it is impossible to reach conclusions in relation to their role in the learners' interlanguage
- Some forms, as for example in the case of the past perfect in native discourse, refer to an event outside the main temporal frame Thus, they invariably belong to the background
- Finally, progressive forms are included in the category of the head of the accompanying lexical verb Thus, *estuvo buscando* (PFV PROG) is included as marked for perfective aspect and *estaba buscando* (IPF PROG) as imperfective

The results are presented in the following manner Firstly, we present a general description of the narratives with a quantitative analysis This will contribute to create a picture of development of tense/aspect forms in the narrative discourse of Spanish L2 learners Next, the use of tense/aspect and form-function relations are examined for what they tell us about the stages in the acquisition process This largely qualitative description of the data is supported by quantitative information provided in terms of percentages Raw scores are included to complement the information provided by the percentages The use of tense and aspect across the foreground and the background are examined in order to establish the impact of the structure of the narrative discourse on the morphological marking of the verb This will allow us to asses claims put forward by the Discourse Hypothesis A statistical analysis (Chi-square test) was chosen as a tool to assess the dependence between grammatical aspect and grounding

3 3 3 2 Lexical aspect

Under this heading, we examine aspectual marking of events by lexical means, such as periphrases, aspectual *se* and repetition As discussed in Chapter 2, Spanish allows speakers to convey aspectual information also by means of lexical devices, aspectual periphrases and the aspectual form *se* While the majority of the research into the acquisition of temporality in Spanish L2 centres on past-tense morphology, little attention has been paid to the role of these other markers of temporality In this respect, the present study fills an important void in this area The role of aspectual periphrasis in the narrative is examined both from a quantitative and qualitative perspective We will focus on three types of aspectual periphrasis which the story lends itself to inchoatives – entry into a state-, iteratives –continuation of an activity-, and completives,- cessation or culmination of an activity- We aim to assess the developmental route followed by learners as well as investigating the discursive functions of periphrasis

The particle *se* was identified in the pilot study as an interesting linguistic device in the expression of aspect in the informants' interlanguage Its use remains largely unexplored in studies of Spanish L2 As with aspectual periphrases, the use of *se* is examined quantitatively and qualitatively for what it can tell us about the emergence and development of this form and how learners discover its form-function content

The quantitative analysis of aspectual periphrases and the aspectual particle *se* relies on the use of raw scores, given the small number of occurrences of the forms under scrutiny

3 3 3 3 Lexical Aspect Hypothesis

In this section, we address the Aspect Hypothesis which states that L2 morphology is guided by the inherent meaning of verbs This section of the study follows two lines of inquiry which examine the possible impact of lexical aspect on the acquisition of tense/aspect morphology It is important to investigate the contribution of the

interaction between both grammatical aspect and lexical aspect on the one hand, and grounding and lexical aspect on the other, to be able to form a complete picture of the temporal morphology of Spanish L2 learners This study addresses them The role of lexical aspect in the acquisition of past tense morphology in Spanish L2 has been the focus of a number of studies in recent times (Salaberry 2000, Camps 2002) As discussed earlier, the lexical aspect of the verb is determined by its intrinsic temporal features Thus, in a study of the acquisition of temporality in a second language, how this temporal information interacts with the grammatically coded one (tense) provides empirical data to address the question of the development of form-function relations in the expression of temporal concepts In this regard, this study aims to contribute to the growing body of evidence relating to the lexical aspect hypothesis A number of assumptions made for this study stem from this earlier work In particular, operational tests to determine the lexical class of verbs has been adopted from the work of Salaberry (2000)

The analysis of the function of lexical aspect was conducted as follows Firstly for the quantitative analysis, the verbs coded for verbal morphology were also coded for lexical class Three categories are considered states, activities and telic verbs (accomplishments and achievements are included in this class) This was done independently on two separate occasions to ensure the consistency of the classification The tests have been widely used (Dowty 1979, Hasbún 1995) and are as follows

> The test of stativity distinguished stative versus non-stative verbs If the verb cannot have a habitual interpretation it is a stative verb
> The test of telicity distinguished telic versus atelic verbs If you stop in the middle of V-ing have you done the act of V (entailment test)?
> (Salaberry 2000 129)

In the classification of verbs, the following criteria were taken into consideration

- In the case of aspectual periphrases, the test was performed on the aspectual verb This resulted in inchoatives and completives being classified as telics by definition

- Iteratives were not classified for lexical class because, as Salaberry argues, verbs such as *continuar* (to continue) may refer both to the continuation of the event or to a specific activity
- In the case of modals, the operational test was performed on the modal verb and not the main lexical verb
- The use of negatives (infrequent in the sample) was ignored for the purpose of the test The test was performed on the base form of the predicate

A quantitative analysis was carried out to establish the distribution across tenses and lexical class per each informant and the percentage of use This analysis mirrors within category analyses found in previous studies dealing with the Lexical Aspect Hypothesis (Bardovi-Harling 2002 136) This approach analyses the use of verbal morphology in one category at a time and examines how the different lexical aspectual categories are marked by learners In this instance, the use of the Chi-square test as a procedure for statistical analysis was not valid as one of the five assumptions of this test is not met Not all learners used morphological markers to the same extent and, in a number of instances, the average cell frequency falls below five This renders Chi-square test invalid

3 3 3 4 Adverbs

Temporal adverbials fulfil a wide range of functions in providing temporal information about events and situations As mentioned in Section 1 3 2, studies of second language acquisition report on the importance and the role of temporal adverbs for the marking of temporality at the early stage of second language acquisition, (Dietrich et al 1995) Nonetheless, these studies have been concerned with learners in naturalistic environments who have not received formal tuition It is expected that this process may be somehow different when we consider formal settings This may be due to the weighting assigned to morphology and syntax in the foreign language classroom Adverbs may play a significantly different role in personal narratives, the procedure often adapted to elicit data in studies which address this issue, from the role they may play in the performing of a task such as the retelling of a movie narrative or the Frog

Story. In order to study the development of the expression of temporality in Spanish L2 amongst instructed learners, we need to describe the functions temporal adverbials perform in their narrative discourse. Some of the questions we shall address are whether temporal adverbials are used to compensate for lack of morphology, and what is the temporal-aspectual value of the adverbials used. To do this we shall first carry out a quantitative analysis of our data, following which we shall examine the functions attributed to these temporal adverbials.

3.3.3.5 Temporal adverbial clauses

In this section, we examine how the ability to organise and express complex temporal relations between events develops amongst learners of Spanish. To do this, we have chosen to examine three basic elements which are characteristic of our concept of time, simultaneity, anteriority and posteriority. As outlined in Section 1.3.2, the expression of the concept of "anterior", " posterior" or "simultaneous" are amongst the last to emerge in child language acquisition, but appear early in second language acquisition. From a cognitive point of view, and as part of the general concept of time, the coordination of different temporal perspectives is required to express these temporal relations, that is, Reichenbach's notions of event time, speech time and reference time (see Section1.1.1.).

Even in Spanish, a language with a wide range of aspect and tense markers, there are instances where the verbs are insufficient to establish a temporal relation between the predicates in two clauses. As a result, temporal connectors, as well as acting as linking devices, serve to specify if two events are to be interpreted as simultaneous, posterior or anterior to one another.

Although there is a large body of work dealing with the expression of temporality, the specific issue of simultaneity has not been the object of any single study. References to simultaneity feature in the existing literature on temporal concepts both in the context of research on discourse structure (Hopper 1982, Klein 1994), and in research on language acquisition (Nelson 1991, Silva 1991, Berman and Slobin 1994).

Aksu-Koç and von Stutterheim (in Berman and Slobin, 1994 397) present two definitions of simultaneity, a narrow one and a wide one The narrow definition of simultaneity states that "Two events, processes, or states are simultaneous if they have identical values on the time axis This means that their respective right and left temporal boundaries must coincide" (1994 396) The second is the definition adopted in their study which is as follows "two events, processes, or states are simultaneous if they share a value on the time axis Temporal boundaries need not coincide" (1994 397) The following example illustrates how this definition has been applied in the present study, where the two events are considered simultaneous when their temporal boundaries coincide at one point

N11 78-79 *cuando llegó al acantilado el ciervo frenó*
When (it) reached the cliff the deer stopped

Aksu-Koç and von Stutterheim explain their adopting of the "loose" definition on the basis that simultaneity in the narrow sense occurs very rarely in reality and that information given linguistically does not usually present this level of precision Their definition of simultaneity therefore grows to include overlaps, inclusion and immediate anteriority and sequentiality For the purpose of this study, sequentiality is not considered under this heading This is because it does not offer any valuable information about temporal connections between events, but rather places them in a chronological order following PNO principles Simultaneity in the foreground occurs when a story presents several protagonists involved in actions at the same time, as is the case in the Frog Story Our sample provides several examples of this If there is no explicit mention of simultaneity, events are interpreted as being sequential Simultaneity can also occur in the background and in events across foreground and background

Once a working definition of simultaneity has been adopted, it is easier to deal with the expression of posteriority and anteriority These are considered when the temporal connection between the two events is overtly marked by means of tense correlation, as the past/past perfect contrast, or a suitable connector

The linguistic development of the expression of these concepts and the various linguistic devices employed for the expression of these temporal relations across the

three groups of learners is investigated. To do this, clauses have been coded according to the temporal relation expressed. This allows the researcher to carry out a quantitative analysis for each variable and at the same time examine the type of connectors used and the function they have been assigned within the overall organisation of the narrative.

In what follows we present an analysis of the expression of simultaneity in the frog stories. In particular we are concerned with the following:

- Instances in which two particular events are marked as being simultaneous.
- Grammatical and lexical means to express simultaneity.
- Simultaneity across the foreground and background.

Relations of anteriority and posteriority between events and actions in the Frog Story are also considered. The forms used to establish these temporal relations are examined as well as their discursive functions.

3.4 Conclusion

In the course of this chapter, we have presented the research methodology selected for the present study as informed by previous studies (also discussed in Chapter 1) and the pilot study. In addition, we have described the procedures for the gathering and analysis of data. As shown in Chapter 1, there are substantial differences in research design, and procedures across studies concerned with the acquisition of temporality in Spanish L2. Our study differs from much of the recent research carried out in Spanish L2 acquisition of temporal features in the following ways:

1. It is based on data elicited using a picture book rather than on the recalling of a film.
2. It deals with informants with different levels of expertise, thus offering a very comprehensive picture of the development route.
3. It focuses on the expression of temporality both at the level of the predicate and at the wider level of temporal relations between events and temporal organization of the narrative discourse.

4 It concerns narrative production and form-function relations as well as the acquisition of temporal morphology

The results of the analysis described in this chapter are offered in Chapter 4

Chapter Four

Presentation of Results

4.0 Introduction

This chapter presents the analysis of the narratives produced by all participants in the present study The results are presented in the following manner first, we present the analysis of the narratives produced by native speakers This will offer a clear picture of the expression of temporality in L1 narrative discourse Following this, the chapter continues by presenting the analysis of the narratives produced by the L2 learners, beginning with Intermediate learners and followed by Advanced learners and near native speakers For each group the section begins by offering a general description of the narratives This is followed by the presentation of results in this order Tense/aspect forms, Lexical Aspect, Lexical Aspect Hypothesis Adverbials and Temporal adverbial clauses

4 1 Presentation of results: L1 narratives

In this section, we present a description of the expression of temporality in the narrative discourse of a group of Spanish native speakers As mentioned in Chapter 3, this group is formed by twelve participants, speakers of Castilian Spanish who received the same instructions as the L2 learners This set of narratives show individual variation to a large extent, demonstrating how the same content can be organised in different ways We assume that the native speakers provide the norm Thus, the analysis of this group of narratives indicates how native speakers arrange and manage the temporal frame of the Frog Story providing us with a collage of possibilities for selection At the same time, the analysis allows us to identify the general features of the coding of temporality in this situation In addition, this will provide us with a model against which to contrast the production of L2 learners

Despite the variation across the stories, informants coincide in the way they construe the story All informants approached the task as if they were telling the story to a child This was prompted by the use of the opening line *habia una vez* (once upon a time) and it is reflected in the coda, *colorín, colorado este cuento se ha acabado* used by six of the participants

The majority of the participants refer to all episodes of the plot Information on the events depicted in each vignette is narrated except for four instances (N01 N03, N04, N08) where participants omit the falling of the dog from the window in picture 6, and the dog and the boy together in picture 7 Participants N03 and N04 also fail to talk about the owl attacking the boy Interestingly, 6 out of the 12 informants describe pictures 22 and 23 as a whole unit The following excerpt is characteristic of the narrative style adopted by Spanish native speakers It shows an interesting combination of the different linguistic devices available

(1)
G 01
N02 ***había*** (IPFV) *una vez carlos y el pequeño perrito boby,* ***estaban mirando*** (IPFV PROG) *esa ranita verde que* ***habían cazado*** (PAST PERF) *aquella misma noche* (TAP) ***Se disponían*** (IPFV) *a irse* (SEASP) *a la cama pero* ***estuvieron*** *rato y rato* ***mirando*** (PFV PROG) *esa ranita verde La* ***pusieron*** (PFV) *en una especie de pecera en la que ellos* ***consideraron*** (PFV) *que* ***estaría*** (COND) *confortable aquella noche* (TAP)

G 02
N02 *mientras (SIM) carlos y el pequeño perrito* ***estaban durmiendo*** (IPFV PROG) *profundamente de hecho incluso* ***estaban soñando*** (IPFV PROG) *con lo que* ***harían*** (COND) *al día siguiente* (TAP) *con esa ranita ella* ***se despertó*** (PFV) *y* ***salió*** (PFV) *de la pecera,* ***saltó*** (PFV) *por la ventana que* ***quedó*** (PFV) *entreabierta en aquella noche de verano* (TAP)

Once upon a time, Carlos and the little dog Bobby **were looking** (IPFV PROG) at that little green frog which they **had caught** (PAST PERF) that same night (TAP) They **were about to** go (IPFV) to bed but they **were spending** (PFV PROG) time and time looking at that little green frog (they) **put** (PFV) it in a kind of fishbowl in which they **considered** (PFV) that (it) **would be** (COND) comfortable **that night** (TAP)
While (SIM) Carlos and the little dog **were sleeping** (IPFV PROG) soundly in fact (they) **were** even **dreaming** (IPFV PROG) about what (they) **would do**(COND) **the following day** (TAP) with that little frog (she) **woke up** (PFV) and **came out** (PFV) of the fishbowl, **jumped** (PFV) through the window which **remained** (PFV) open on that **summer's night** (TAP)

4.1 1 Tense and aspect

As the example above illustrates, native speakers make use of a wide range of tense/aspect forms to convey temporal information about events (see table 4 1 below) Thirteen different tenses are used in at least one instance Participants employ between 5 and 8 verb forms The total number of finite forms counted for this analysis is 845 An examination of the use of tenses in the narratives produced by this group of native speakers reveals that the preterite (PFV) is the most used form in all frog stories, 55 50% of the total of tokens appear in this tense The imperfect occurs in 27 81% of instances Following Berman and Slobin's analysis, dominant tense is defined as being used in 80% of the clauses in a text In this set of narratives, we do not find one where either of these tenses appears as the dominant form They all present a distribution of the two past forms Although the present tense is the third most frequently used tense, (5 9% of tokens), this reflects the use of direct narration to record conversation exchanges between the boy and his dog in the course of the search for the frog The past perfect appears in 4 61 % of instances, and therefore is the third most common used tense to establish temporal relations The use of the subjunctive, (2 48%) reflects a narrative style rich in subordination

Table 4 1 Distribution of tense/aspect forms in L1 narratives % (raw frequencies)

PART	PRES	PRES PROG	PFV	IPFV	PFV PROG	IPFV PROG	PRES PERF	PAST PERF
N01	23 33	1 66	56 66	13 33	0	0	0	3 33
	(14)	(1)	(34)	(8)	(0)	(0)	(0)	(2)
N02	1 26	0	54 43	26 58	1 26	3 76	0	8 86
	(1)	(0)	(43)	(21)	(1)	(3)	(0)	(7)
N03	27 11	0	44 06	16 94	0	1 69	1 69	3 38
	(16)	(0)	(26)	(10)	(0)	(1)	(1)	(2)
N04	13 3	0	60 00	20 00	0	0	0	2 22
	(6)	(0)	(27)	(9)	(0)	(0)	(0)	(1)
N05	6 25	1 13	52 27	23 86	0	0	3 40	2 27
	(5)	(1)	(46)	(21)	(0)	(0)	(3)	(2)
N06	4 10	0	52 05	27 27	0	1 36	0	8 21
	(3)	(0)	(38)	(24)	(0)	(1)	(0)	(6)
N07	0	0	51 00	40 00	0	0	0	6 00
	(0)	(0)	(51)	(40)	(0)	(0)	(0)	(6)
N08	1 85	0	50 00	40 74	0	0	0	3 70
	(1)	(0)	(27)	(22)	(0)	(0)	(0)	(2)
N09	2 06	0	56 70	29 89	0	0	1 03	5 15
	(2)	(0)	(55)	(29)	(0)	(0)	(1)	(5)
N10	0	0	68 65	20 89	1 49	1 49	0	1 49
	(0)	(0)	(46)	(14)	(1)	(1)	(0)	(1)
N11	3 50	0	59 64	29 82	0	0	0	5 26
	(2)	(0)	(34)	(17)	(0)	(0)	(0)	(3)
N12	0	0	63 63	30 30	0	0	0	3 03
	(0)	(0)	(42)	(20)	(0)	(0)	(0)	(2)
TOTAL	5 91	0 23	55 50	27 81	0 23	0 71	0 59	4 61
	(50)	(2)	(469)	(235)	(2)	(6)	(5)	(39)

Table 4 1 Distribution of tense/aspect forms in L1 narratives (continuation)

PART	IPFV	PAST	IMPER	FUT	COND	TOTAL
	SUBJ	PERF SUBJ				
N01	0	0	0	1 66 (0)	0	(60)
	(0)	(0)	(0)		(0)	
N02	0	0	0	0	3 79	(79)
	(0)	(0)	(0)	(0)	(3)	
N03	0	0	0	5 08	0	(59)
	(0)	(0)	(0)	(3)	(0)	
N04	0	0	4 44	0	0	(45)
	(0)	(0)	(2)	(0)	(0)	
N05	10 2	0	1 13	0	0	(88)
	(9)	(0)	(1)	(0)	(0)	
N06	1 36	0	0	0	0	(73)
	(1)	(0)	(0)	(0	(0	
N07	1 00	0	0	0	2 00	(100)
	(1)	(0	(0)	(0)	(2)	
N08	1 85	0	0	0	1 85	(54)
	(1)	(0)	(0)	(0)	(1)	
N09	3 09	1 03	0	0	1 03	(97)
	(3)	(1)	(0)	(0)	(1)	
N10	2 98	0	0	0	2 98	(67)
	(2)	(0)	(0)	(0)	(2)	
N11	1 75	0	0	0	0	(57)
	(1)	(0)	(0)	(0	(0	
N12	3 03	0	0	0	0	(66)
	(2)	(0)	(0)	(0)	(0)	
TOTAl	2 36	0 11	0 35	0 47	1 06	(845)
	(20)	(1)	(3)	(4)	(9)	

4 1 1 1 Use of the Present tense

Previous research has found that native speakers manifest a tendency to shift to the historic present, as discussed in section 3 2 4 As already mentioned, narratives produced by native speakers which use the present tense as the anchoring tense have been eliminated from this group Consequently, the use of present tense forms when it appears in the telling of the story fulfils discursive and rhetorical needs In the majority of instances, the present tense is used to introduce direct narration clauses between the boy and the dog (2), or to illustrate the boy's calling the frog Eight speakers resort to this in the course of their narration In temporal terms, this signals a break in the temporal flow of events anchored in the past, which is successfully resumed after the boy's words Schiffrin (1891 46) cites traditional analyses which suggest that the present increases the dramatic impact of the story and makes the past more vivid because it moves events out of the past and into the speech time This stylistic device is complementary with the child-friendly approach adopted by the native speakers The present tense also occurs in evaluative comments, which act as sequentiality markers to move the narrative forward (3), or to express the coda at the end of the story Overall, this alternation between the past tense in the main body of the narrative and the occasional shift to the present to allow for direct narration contributes to enhance the story-telling mode of the plot

(2) Present tense in direct narration

N01 80-83	*no chilles* (IMPER) *no hagas* (IMPER) *ruido* ***me parece*** (PRES) *que aqui detrás* ***hay*** *(PRES) algo* Don't shout, (IMPER) don't make (IMPER) noise, I think (PRES) that there is (PRES) something behind this here
N09 63	*juliana juliana dónde* ***estás*** (PRES) *juliana* juliana juliana where are (PRES) you Juliana

(3) Present tense marking sequentiality

N11 52-53	*pero* ***resulta*** (PRES) *que la colmena se* ***cayó*** (PFV) But it happened that the beehive fell (PFV)

4 1 1 2 Use of the Preterite (PFV)/ Imperfect (IPFV)

The contrast between the two past forms in Spanish can serve two functions in narrative discourse On the one hand, as has been described previously, the distribution of verbal forms works at the high level of the overall organization of the narrative and it is related to the grounding of events and narrative structure As theories of discourse discussed in section 1 3 3 predict, and the grammars of Spanish identify (Chapter 2), the preterite encodes plot–advancing events while the imperfect is used mainly to describe people and places in the background The second function of preterite/imperfect contrast is related to the internal temporal contour of the verbs The Preterite presents events as bounded and the Imperfect as unbounded That is, regarding the development of these form-function relations, studies into first language acquisition suggest that younger narrators focus on the second function in the first instance That is, at the early stages of language development children attribute to these forms the function of illustrating a contrast between a completed action and a state or durative action By the age of 5, the preterite starts to code plot-advancing events and the imperfect signals the background (Sebastian and Slobin 1994, Lopez Ornat 1994)

The following excerpt from one of the narratives illustrates these two functions of the imperfect

(4) N08 *entonces **decidió*** (PFV) *ir al bosque a buscar a su rana con su perrito, **gritaba*** (IPFV) *por todos sitios entre los árboles y no **podía*** (IPFV) *encontrarla*
Then (he) **decided** (PFV) to go to the wood to look for the frog with his dog, (he) **shouted** (IPFV) everywhere between the trees and (he) **could** not (IPFV) find her

The first imperfect in this passage refers to the calling of the frog as a durative and unbounded event, in contrast with the telic nature of *decidir* (to decide) Furthermore, the imperfect in the modal verb *poder* (to be able/can) situates the event in the background

The narratives elaborated by this group of native speakers reflect the discursive properties of the Preterite/Imperfect contrast The Preterite occurs mainly in the foreground of a total number 480, 442 of these are in this form (92 08%) Equally the background is predominantly signaled by the use of the Imperfect, 195 of the 221 clauses (88 23%) Nonetheless, the imperfective is slightly more likely to appear in the foreground than the perfective in the background These results point towards a dependency between grounding and grammatical aspect

Table 4 2 Grounding by grammatical aspect in L1 narratives

PARTICIPANT	FOREGROUND		BACKGROUND	
	PFV	IPFV	PFV	IPFV
N01	93 33 (31)	6 45 (2)	33 3 (3)	66 6 (6)
N02	97 43 (38)	2 63 (1)	20 00 (5)	80 00 (20)
N03	88 00 (22)	12 00 (3)	30 00 (3)	70 00 (7)
N04	100 (25)	0 (0)	20 00 (2)	80 00 (8)
N05	86 53 (45)	13 47 (7)	13 33 (2)	86 66 (13)
N06	88 09 (37)	11 90 (5)	5 00 (1)	95 00 (19)
N07	87 93 (51)	12 09 (7)	0 (0)	100 (33)
N08	87 09 (27)	12 91 (4)	5 55 (1)	94 44 (17)
N09	98 21 (55)	1 81 (1)	0 (0)	100 (28)
N10	95 34 (41)	4 87 (2)	23 52 94)	76 47 (13)
N11	89 47 (34)	10 53 (4)	0 (0)	100 (13)
N12	94 73 (36)	5 55 (2)	21 73 (5)	78 26 (18)
TOTAL	92 08 (442)	7 91 (38)	11 64 (26)	88 23 (195)

A Chi-square test was performed to corroborate this finding The results presented in table 4 3, indicate that there is strong evidence against the null hypothesis -H_0 There is no dependency between grammatical aspect and grounding- for all subjects Thus, in L1 narratives the use of the Preterite/Imperfect contrast is influenced by the discursive function of the forms

Table 4 3 Grounding by grammatical aspect L1 narratives (Chi-square test)

participant	correlation	P-value
N01	0 621166	0
N02	0 621945	0
N03	0 519059	0
N04	0 652328	0
N05	0 554802	0
N06	0 626099	0
N07	0 648409	0
N08	0 621988	0
N09	0 697657	0
N10	0 605632	0
N11	0 637377	0
N12	0 601853	0

4 1 1 3 The use of Perfective Progressive (PFVPROG)/ Imperfect Progressive (IPFVPROG)

In the Frog Stories as told by native speakers, there are very few instances of progressive aspect forms This limited use of the progressive aspect amongst native speakers has previously been documented by Silva-Corvalan (1983) She found that in the 30 narratives in her study, the use of the progressive is generally limited to the "complicating the action" section, and reports a 2% use Sebastian and Slobin report only 2 9% of the total verbs in the progressive They also report that the progressive is much more frequent amongst young speakers They attribute this to the function of this form in picture description The narratives produced by the participants in the present study present only a 1 06% use of the progressive aspect (see table 4 1) It appears in the narrative of only four participants Its distribution varies from that of Silva-Corvalan' study, since in five instances the imperfective progressive occurs in the orientation section (5) and only once in the "complicating events" section The two cases of the imperfective progressive also occur in the orientation section The function of the progressive is to signal the continuousness of an event in the background In this sense, it appears to act as a means of emphasising the duration of an activity in the background

(5) Use of the imperfective progressive

N03 11- 13 *después una noche la ranita cuando el niño* ***estaba durmiendo*** IPFVPROG, ***se fue*** PFV
Then one night the frog when the boy **was sleeping** IPFVPROG, **left** PFV

4 1 1 4 Use of the Past Perfect (PAST PERF)

As table 4 1 indicates, all informants make use of the past perfect Out of 845 tokens analysed 39 occur in the Past Perfect (4 6%) As discussed on previous occasions, the past perfect has a retrospective function The use of this tense involves a reference point to which the event being described is related In our native narratives, verbs marked for past perfect serve to fulfil this function, the expression of anteriority The Frog Story provides numerous opportunities to overtly express this temporal relation between two events This is manifested in the different actions from the story which speakers choose to mark in this manner Examples of these include the scene in which the boy wakes up and realizes that the frog has left the jar, or the bees chasing the dog after the dog jumps at the beehive Therefore the use of the Past Perfect is not limited to any particular part of the narrative, but rather occurs freely in the orientation, "complicating action" and resolution

(6) Use of the Past Perfect

N11 20-23 *por la mañana cuando pedro y su perro* ***se despertaron*** (PFV) ***descubrieron*** (PFV) *que la rana se* ***había escapado*** (PAST PERF)
In the morning when pedro and his dog woke up (PFV) (they) discovered (PFV) that the frog had escaped (PAST PERF)

4.1 2 Lexical aspect

As discussed in the previous chapter (Section 2 2), under this heading we examine aspect as it is realised through the use of aspectual periphrases (4 1 2 1), the aspectual particle *se* (4 1 2 2) and repetitions (4 1 2 3) as they occur in the narratives of this group of native Spanish speakers

4 1 2 1 Aspectual periphrases

Aspectual periphrases are used with great frequency by native speakers As shown in table 4 4, inchoatives are the most common aspectual distinction made in this manner All participants in this group use them Inchoatives mark the entry into a state or activity They are usually marked by the verb *empezar* *Comenzar*, an indicator of formal style, occurs only twice in this sample, in comparison with 35 instances of *empezar* Native speakers use *empezar* with activities and durative verbs to describe events motivated by the plot of the story, such as the search for the frog

(7) Inchoative periphrases marking entry into new episode

N05 27 ***empezaron a buscar*** *por toda la habitacion*
(they) started to look everywhere in the room

The verb *ir* (to go), is used to mark the commencing of an activity which involves an end point This is the second most frequent periphrasis

(8) Inchoative periphrasis marking entry into new activity

N06 26 *inmediatamante* ***fue a mirar*** *su ranita*
Inmediately (he) went to look at his frog

There is a relatively low use of other types of verbs to express inchoative aspect *Disponerse a, estar a punto de,* and *ponerse a* occur only in one instance each

Iterative aspect is expressed by the verbs, *seguir* and *continuar* They mark episodes which continue throughout the narrative, in particular the continuation of the search (7

instances) and the calling of the frog (6 instances) There is one instance of the periphrasis *volver a* (to do something again) Unlike inchoatives, not all participants, use iteratives in their stories This is probably due to the nature of the task, and although some events are repeated throughout the plot, the sequential focus of the events depicted in the story takes precedent Because repetition of the verb phrase also carries an iterative value speakers have a choice in the manner in which they elaborate this meaning

(9) Use of iterative periphrasis

N06 88 *pero él* ***continuó llamando*** *a la ranita paula paula*
But he continued calling the little frog paula paula

The last type of aspectual periphrases to appear in the control sample is completives However, they only appear in the narratives of two informants This is partly due to the fact that the plot of the story does not lend itself to this Another reason is that Spanish has many ways in which to express events as completed

Table 4 4 Distribution of aspectual periphrases in L1 narratives Raw frequencies

	INC	ITE	COMP	TOTAL
N01	3	3	0	6
N02	7	0	2	9
N03	4	1	0	5
N04	3	1	0	4
N05	5	0	0	5
N06	5	2	0	7
N07	4	4	2	10
N08	4	0	0	4
N09	4	2	0	6
N10	9	0	0	9
N11	4	2	0	6
N12	3	1	0	4
TOTAL	55	16	4	75

INC inchoatives, ITE iteratives, COMP completives

4 1 2 2 Aspectual particle *Se*

Native speakers make extensive use of the aspectual marker *se* As discussed previously (Section 2 2 1 7), this particle adds an extra perfective or completive dimension to transitive verbs and an inchoative value to intransitive verbs emphasising the point of origin Due to the plot of the story, with a wide range of verbs depicting movement, intransitive verbs are more frequent in the Frog Stories *Se* appears with the intransitve verbs *escapar* (to escape), *ir* (to go), *caer* (to fall), *subir* (to climb), and the transitive verbs *esconder* (to hide), *romper* (to break) and *llevar* (to carry) (10) In the following examples, two informants describe the boy going to the wood to continue the search for the frog Participant N01 omits this aspectual marker (11), participant N11 includes it (12) A native speaker, and possibly an advanced L2 learner, is unlikely not to perceive this very subtle aspectual nuance

(10) Aspectual particle *se* with completive value

N05 38-39 esto hizo que *el perrito* ***se*** (ASPSE) *metiera el potecito en la cabeza*
This made the dog put the little jar on his head

(11)
N11 39 *los dos* ***se fueron*** *al bosque en busca de la rana*
The two went to the wood in search of the frog

(12)
N01 26 ***fueron*** *al bosque*
(they) went to the wood

In addition, some informants combine the aspectual information provided by an aspectual periphrasis by adding the aspectual particle *se*

(13) Aspectual particle *se* with inchoative periphrasis

N12 13 *una noche después de un largo dia pepe y su perro* ***se fueron a dormir***
One night alter a long day Pepe and his dog went to sleep

Table 4 5 Distribution of aspectual particle *se* in L1 narratives Raw frequencies

	SE
N01	6
N02	6
N03	2
N04	5
N05	8
N06	4
N07	8
N08	2
N09	7
N10	9
N11	10
N12	12
TOTAL	79

4 1 2 3 Repetitions

As discussed earlier, the repetition of a verb form contributes to the expression of temporality as it extends the duration of the activity and underlines the notion of progress In this regard, repetition of a verb token confers it an aspectual value similar to that expressed by the imperfective aspect and an iterative aspectual verb An analysis of the tense distribution indicates that the PFV is the form most habitually repeated, being used in seven out of the sixteen instances This indicates that speakers choose to append a sense of duration to a punctual predicate rather than marking it for imperfective aspect (14) In doing so they extend a punctual completed action over time, rather than expanding the activity on the timeline In three instances, the infinitive following the head of the periphrasis is repeated to indicate the duration of the activity (15) The gerund also contributes to express a durative meaning and it is used for this purpose in three instances (16) Contrary to what might be expected, the imperfective, which already implies length of the event over time only appears in two instances (17) It is interesting to note that a close examination of the verb forms which are repeated reveals that they all represent activities This suggests an influence of the Aktionsart on

the aspectual value States and telic verbs are not subject to repetition due to their inherent lexical value

(14) N03 42 *y **buscó** y **buscó*** (PFV) *por todo el jardín*
And he **searched** and **searched** (PFV) all around the garden

(15) N07 89 *entonces empezó a **llorar** y **llorar*** (INF)
Then (he) started to **cry** and **cry** (INF)

(16) N04 70 *y fueron **buscando buscando*** (GER)
And (they) went **searching searching** (GER)

(17) N11 40 *y pedro **gritaba** y **gritaba*** (IPFV) *margarita margarita*
And pedro **shouted** and **shouted** (IPFV) margarita margarita

Table 4 6 Use of repetitions marking aspect in L1 narratives Raw frequencies

N01	1
N02	1
N03	3
N04	4
N05	0
N06	1
N07	4
N08	1
N09	0
N10	0
N11	1
N12	0
TOTAL	16

4.1 3 Lexical Aspect Hypothesis

Regarding the role of inherent lexical aspect, we propose to assess the Aspect Hypothesis in the narratives of the L1 speakers This means determining the interaction between verbal morphology and aspectual class, that is, whether the lexical verb is categorized aspectually as telic, activity, or state is a key factor in marking for tense

As discussed m Chapter 1, research in L1 acquisition of aspectual properties (Bloom et al 1980, Brockart and Sinclair 1973, Antinucci & Miller 1976, Li and Shirai 2000) suggests that perfective marking is used with accomplishments and activities (telic verbs) and imperfective marking with activities States are treated as unbounded and therefore inflected with the imperfective There is very limited data available for Spanish L1 regarding the role of the inherent lexical value of the verb and its role in the acquisition and development of form-function meaning in narrative discourse (Morales 1989 cited in Salaberry 2000) Sebastián and Slobin's analysis of the Frog Stories for their research does not address this issue In this regard, the following analysis will contribute new data on the role of lexical aspect in Spanish L1 narrative discourse

To begin with, inflected verb tokens were coded for aspectual class The total number of tokens is 830 Of these 477 (57 46 %) are telic predicates, 159 (19 15%) are activities and 194 (23 37 %) are states The distribution of tenses across lexical class is shown in tables 4 7 to 4 9

The analysis of individuals' stories indicates that for the overall number of lexical class verbs coded, telic predicates appear in a range of between 44 06%, for the participant who includes the least number of tehc verbs, to 70 14% for the participant with the highest instances of telic predicates 78 61% of telic verbs occur with the perfective The imperfect appears in 10 69% of instances in the narratives of nine of the participants in this group and it is not included by three participants Telic verbs appear in the past perfect in the narratives produced by all informants in this group 6 70% of telic predicates analysed appear in this tense Both the present and a collection of other tenses (imperfect subjunctive, conditional, future) occur in similar percentages, 1 8% for the present and 2 0% for other tenses

Activities represent 19 51% of verbs in the sample analysed The range of distribution across the narratives is between 11 94% for participant N10 and 25 92 for participant N08 It is interesting to note that activities occur similar distribution patterns for the preterite (40 25%) and the imperfect (45 9%) and are used by all participants with both tense/aspect forms In six of the Frog Stories told by native speakers, activities are more frequent in the imperfective, four include more activities with the perfective and two subjects include the same percentage across both forms This is in contrast to what had been predicted, since activities usually have supportive roles and therefore are inflected with the morphological marking associated with the background, that is the imperfect Recent studies in Chinese, Japanese and English child production (Li and Shirai 2000) suggest that the distribution patterns predicted by the lexical aspect hypothesis are more pronounced in certain languages than in others Their study reveals that English children combine past morphology with activities although to a lesser extend than with telics Chinese-speaking children show very definite patterns of distribution for telic events marked for PFV and atelic with IPFV The analysis of the present set of data seems to point towards similarities between English and Spanish as an L1 in this regard Telic verbs do not appear frequently with the present, only included by four participants (5 03%), the past perfect (2 5%) or other tense forms (6 2%)

As we have mentioned, sates are the second most common lexical class (23 27%) All participants used states with the imperfect, representing 68 55% of instances of this lexical class An examination of the distribution across tenses reveals that nine participants include the present with states (16 49%), this correlates with the use of direct narration Finally, eight participants use the preterite with this lexical class, representing 10 82% of instances

Table 4 7 Distribution of tense within telic verbs in L1 narratives

INFORMANTS	TEL+PFV	TEL +IPFV	TEL+PRES	TEL+ PASTPERF	TEL+OTHER	TOTAL TOKENS
N01	85 29 (29)	0 (0)	5 88 (2)	5 88 (2)	2 94 (1)	56 67 (34)
N02	81 39 (35)	6 97 (3)	0 (0)	9 30 (4)	2 32 (1)	54 43 (43)
N03	74 07 (20)	0 (0)	11 11 (3)	11 11 (3)	3 84 (1)	44 06 (27)
N04	80 76 (21)	7 69 (2)	3 84 (1)	3 84 (1)	3 84 (1)	57 77 (26)
N05	68 62 (35)	25 49 (13)	0 (0)	3 92 (2)	1 96 (1)	60 22 (51)
N06	76 92 (30)	7 69 (3)	5 12 (2)	10 25 (4)	0 (0)	53 42 (39)
N07	70 90 (39)	21 81 (12)	0 (0)	7 27 (4)	0 (0)	55 00 (55)
N08	85 71 (24)	10 71 (3)	0 (0)	3 57 (1)	0 (0)	51 85 (28)
N09	75 00 (42)	10 71 (6)	1 78 (1)	8 92 (5)	3 57 (2)	57 73 (56)
N10	82 97 (39)	10 63 (5)	0 (0)	2 12 (1)	4 25 (2)	70 14 (47)
N11	80 00 (28)	11 42 (4)	0 (0)	8 57 (3)	0 (0)	61 40 (35)
N12	91 66 (33)	0 (0)	0 (0)	5 55 (2)	2 77 (1)	54 54 (36)
Total	78 61 (375)	10 69 (51)	1 88 (9)	6 70 (32)	2 09 (10)	57 46 (477)

Table 4 8 Distribution of tense within activities in L1 narratives

INFORMANTS	ACT+PFV	ACT +IPFV	ACT+PRES	TEL+ PASTPERF	ACT+OTHER	TOTAL TOKENS
N01	33 33 (3)	22 22 (2)	33 33 (3)	0 (0)	11 11 (1)	15 0 (9)
N02	38 88 (7)	38 88 (7)	0 (0)	16 66 (3)	5 55 (1)	22 78 (18)
N03	33 33 (5)	26 66 (4)	20 00 (3)	0 (0)	20 00 (3)	25 42 (15)
N04	80 00 (3)	50 00 (3)	0 (0)	0 (0)	0 (0)	13 3 (6)
N05	52 38 (11)	33 33 (7)	4 76 (1)	0 (0)	9 52 (2)	23 86 (21)
N06	20 00 (2)	70 00 (7)	10 00 (1)	0 (0)	0 (0)	13 69 (10)
N07	41 17 (7)	52 94 (9)	0 (0)	5 88 (1)	0 (0)	17 0 (17)
N08	21 42 (3)	64 28 (9)	0 (0)	0 (0)	14 28 (2)	25 92 (14)
N09	44 44 (8)	50 00 (9)	0 (0)	0 (0)	5 55 (1)	18 55 (18)
N10	62 50 (5)	37 50 (3)	0 (0)	0 (0)	0 (0)	11 94 (8)
N11	44 44 (4)	55 55 (5)	0 (0)	0 (0)	0 (0)	15 78 (9)
N12	42 85 (6)	57 14 (8)	0 (0)	0 (0)	0 (0)	21 21 (14)
Total	40 25 (64)	45 91 (73)	5 03 (8)	2 51 (4)	6 28 (10)	19 51 (159)

Table 4.9: Distribution of tense within states in L1 narratives

INFORMANTS	STA+PFV	STA +IPFV	STA+PRES	STA+ PASTPERF	STA+OTHER	TOTAL TOKENS
N01	0 (0)	35.71 (5)	64.28 (9)	0 (0)	0 (0)	23.33 (14)
N02	11.11 (2)	77.77 (14)	5.55 (1)	0 (0)	5.55 (1)	22.78 (18)
N03	5.88 (1)	32.29 (6)	5.88 (10)	0 (0)	0 (0)	28.81 (17)
N04	25.00 (3)	33.33 (4)	33.33 (4)	0 (0)	8.33 (1)	26.66 (12)
N05	0 (0)	62.50 (10)	25.00 (4)	0 (0)	12.50 (2)	15.90 (16)
N06	17.39 (4)	69.56 (16)	0 (0)	8.69 (2)	4.34 (1)	30.13 (23)
N07	8.69 (2)	86.95 (20)	0 (0)	4.34 (1)	0 (0)	25.00 (23)
N08	0 (0)	91.66 (11)	8.33 (1)	0 (0)	0 (0)	22.22 (12)
N09	19.04 (4)	76.19 (16)	4.76 (1)	0 (0)	0 (0)	21.64 (21)
N10	25.00 (3)	75.00 (9)	0 (0)	0 (0)	0 (0)	17.91 (12)
N11	0 (0)	81.81 (9)	18.18 (2)	0 (0)	0 (0)	19.29 (11)
N12	13.33 (2)	86.66 (13)	0 (0)	0 (0)	0 (0)	22.72 (15)
Total	10.82 (21)	68.55 (133)	16.49 (32)	1.54 (3)	2.5 (5)	194

Across tenses, the analysis reveals that perfective predicates are used with telic and activity verbs by all native speakers in this group. All participants also include the imperfective with states and activities. However, not all participants include imperfective predicates with telic verbs. In relation to the present tense, when it occurs in the context of direct narration it is more frequent with states, although a certain number of activities and telic predicates appear in the present, as the tables above indicate.

4.1.4 Adverbials

Native speakers do not make extensive use of temporal adverbials in the course of narrating the frog story. Temporal information is mainly conveyed by means of temporal morphology and discourse organising principles (PNO). An analysis of native narratives reveals that temporal adverbials of position (TAP) are the most frequent class to be used. They appear in the narratives of all except one informant. However, a closer inspection indicates that when temporal adverbials are present they first appear at

the beginning of the story, in the scene-setting section The temporal expressions used in this regard refer to night-time, as the boy and his dog go to sleep, and to the following morning These lexical expressions establish the temporal orientation of the narrative They are used with demonstratives to constitute deictic expressions (18), or articles to constitute anaphoric expressions (19)

(18)
N02 10 **aquella** misma noche
that same night
(19)
N01 12 **una** noche pepito se fue a dormir
One night Pepito went to sleep

Temporal expressions of duration (TAD) appear in only three of the stories told by native speakers and therefore their use cannot be considered significant Temporal adverbials of frequency (TAQ) indicate the regularity and rate of occurrence of events There are only 3 instances of this type of adverbials in the stories Clearly, this lack of temporal adverbials of duration and frequency is influenced by the plot of the story, which depicts events taking place in the course of a day, m particular circumstances, as well as the sequential nature of a narrative

Finally, temporal adverbials of contrast are introduced by six subjects in this sample This type of adverbials provides aspectual information, and are refered to as aspectual adverbials by some authors (Sebastian and Slobin 1994) These findings are interesting when contrasted with those of Sebastian and Slobin They found that this class of adverbs was more frequent than aspectual verbs in their Frog Stories The temporal adverbials of contrast that appear most frequently in our data include *ya* (already), *todavía* (still), *de repente* (suddenly) and *al fin* (in the end) *Ya* usually accompanies the present perfect, and in this function it contributes enhance the relevance to the present characteristic of this tense This use is particularly frequent with younger learners, although it decreases with age Since the present perfect is largely omitted in our sample because the story must be told in the past, *ya* is used with a discursive function The discursive function of *ya* emphasises the completive aspect of an activity and the end of an episode before a new one begins (20) This is the function it serves in the narrative elaborated by participant N07

(20) Temporal adverbial of contrast with discursive function

N07 71 *ya* (TAC) *fuera de la casa fueron hacia el campo lejos de la casa*
Already out of the house (they) went towards the field far from the house

Temporal aspectual adverbials can also fulfil inchoative aspectual values (21), emphasising the beginning, or a completive one, focusing on the ending of the activity

(21) temporal adverbials of contrast with inchoative value

N06 7 *y salio* ***de repente*** *de su madriguera*
And (it) came out **all of a sudden** from its den

(22) temporal adverbials of contrast with completive value
N05 81 el panal **finalmente** cayo
And the beehive **finally** fell

Table 4 10 Distribution of adverbials in L1 narratives Raw frequencies

	TAP	TAD	TAQ	TAC	TOTAL
N1	4	0	0	2	6
N2	6	2	0	0	8
N3	2	0	0	0	2
N4	0	0	0	0	0
N5	1	0	0	4	5
N6	4	3	0	4	11
N7	5	1	1	8	15
N8	2	0	0	0	2
N9	3	0	1	1	5
N10	3	0	1	1	5
N11	2	0	0	0	2
N12	2	0	0	0	2
TOTAL	34	6	3	20	63

TAP temporal adverbial of position
TAD temporal adverbial of duration
TAQ temporal adverbial of frequency
TAC temporal adverbial of contrast

4.1.5 Temporal adverbial clauses

Temporal connectives work both as clause-linking devices and as indicators of the temporal relationship between two events As discussed previously, in this section we analyse the expression of simultaneity, anteriority and posteriority in the Frog Stories Native speakers make ample use of subordination and tense correlation to convey these relations

The expression of simultaneity is the most frequent It is achieved in three different ways, the use of *cuando* (when), *mientras* (while) and the construction *al +infinitive* *Cuando* can realise two different discursive functions it foregrounds two events in immediate succession, thus denoting immediate anteriority (23), and it can act as a marker of simultaneity between events in the foreground and the background (24)

(23) *Cuando* as a marker of immediate anteriority

N01 16-18 *por la mañana* ***cuando*** (SIM) *Pepito se levanto* (PFV) *oh se dio cuenta* (PFV) *que no estaba* (IPFV) *su ranita*
In the morning **when** Pepito **woke up** (PFV) oh (he) **realised** (PFV) that his frog was not (IPFV) (there)

(24) *Cuando* as a marker of simultaneity across the foreground and background

N03 11-13 *después una noche la ranita* ***cuando*** (SIM) *el niño* ***estaba durmiendo*** (IPFV PROG) ***se fue*** (PFV)
Then one night the frog **when** (SIM) the boy was sleeping (IPFV PROG), left (PFV)

Clauses with *mientras* are the most numerous temporal subordinate clauses They relate two clauses with different protagonists They introduce an event in the background being carried out by one character in the story, while the foreground is occupied by the actions of another protagonist (26) *Mientras* incorporates two events and confines the clause to one episode, as depicted in one frame in the story book It is alternated with *mientras tanto* (meanwhile),

(25) *Mientras* as a marker of simultaneity

N11 62-64 *que pedro se **cayó** del árbol **mientras*** (SIM) *las abejas **empezaron*** (PFV) *a perseguir a pecas*
That Pedro **fell** (PFV) from the tree while (SIM) the bees **started** (PFV) to chase Pecas

Al + INF has the same temporal value of simultaneity Sebastian and Slobin identify this construction as the last to emerge amongst markers of simultaneity, around five yeas of age There are only three instances of *Al + INF* in this set of narratives As well as indicating simultaneity between events, this construction aids the transition between events and in doing so acquires a causal meaning The following example illustrates this

(26) *Al + infinitive* as a marker of simultaneity

N06 44-46 *y el perro se **cayó*** (PFV) *por la ventana **al caerse*** (SIM) *se **rompió*** (PFV) *el envase de cristal*
And the dog **fell** (PFV) through the window, **in falling** (SIM) the glass jar **broke** (PFV)

Anteriority is expressed by tense correlation, and with the temporal subordinator *antes de* There are a number of examples of this in our data A relationship of anteriority between two events in the Frog Story is mainly expressed by the use of tense alternation between the past and the past perfect This has been discussed in section 2 1 4, where we have examined the use of the PAST PERF

There is only one instance of *antes* to introduce an event previous to the event in the foreground, hence the role of this subordinator cannot be properly considered Explicit marking of posteriority with temporal subordinators is very rare in the production of a narrative amongst native speakers Conjunctions marking sequentiality take on this function in most instances Curiously, *despues de* appears always in the same situation, describing the boy having played with the frog This occurs in four instances in this set of narratives It appears that speakers pick up the thread of the story as a continuation of a series of events not depicted in the book

(27) *Después de* as a marker of posteriority

N0721-22 *y **después de*** (POST) *haber jugado un rato ya decidio ponerse el pijama*

And **after** (POST) having played for a while already (he) decided to put on his pijamas

Table 4 11 Distribution of temporal adverbial clauses in L1 narratives Raw frequencies

	CUANDO (SIM)	MIENTRAS	AL+ INFINITIVE	PAST PERF	ANTES DE	DESPUES DE	TOTAL
NN01	1	1	0	3	0	0	5
NN02	0	2	0	7	0	2	11
NN03	1	0	1	2	0	0	4
NN04	1	1	0	1	0	0	3
NN05	0	1	0	3	0	0	4
NN06	0	0	1	6	0	0	7
NN07	1	3	0	6	1	1	12
NN08	1	1	0	2	0	0	4
NN09	2	4	1	4	0	0	11
NN10	2	3	1	1	0	1	7
NN11	2	4	0	2	0	0	8
NN12	1	4	0	2	0	0	7
TOTAL	12	24	4	39	1	4	83

4.1.6 Conclusions

The different versions of the Frog Stories produced by native speakers display the wide range of linguistic devices available to speakers of Spanish to convey temporal information about the external and internal contour of situations depicted in the story book In this section we present a summary of the findings anticipated throughout this section which characterize the Spanish Frog Stories gathered for the present research study

The wide variety in the use of verbal morphology identified by previous researchers working with the Frog Stories is also manifested here The most frequently used tenses are the PFV, IPFV, PAST PERF, and PRES (as a marker of direct narration) The distribution of tense/aspect forms appears to be in great part explained by the properties of narrative discourse The quantitative and qualitative analyses indicate that in the adult L1 narratives the discursive functions of these forms take precedent over the non-discursive one

In relation to the role of grounding in grammatical aspect, that is the PFV/IPFV contrast, the following figure summarises the results As can be observed, the choice of past tense is highly dependent on the grounding

Figure 4 1 Grounding and grammatical aspect in L1 narratives

In relation to the role of lexical aspect in the selection of past tense morphology, our findings are concurrent with the lexical aspect hypothesis Telic verbs are mainly marked with the Perfective and states with the Imperfect Even though activities occur in more cases with the imperfective as the lexical aspect hypothesis predicts, their pattern of distribution is very similar to the perfective

Figure 4 2 Distribution of tense/aspect forms across lexical class in L1 narratives

The influence of both aspectual class and narrative structure is evident in the Frog Stories elaborated by L1 speakers With these findings, we shall be able to contrast the production of the L2 learners and establish their developmental route

As mentioned on several occasions, aspectual distinctions can be conveyed in Spanish in a variety of ways apart from verbal morphology The rich system of inflectional marking, does not seem to lessen the reliance on lexical means to mark aspect The variety of devices conveying these aspectual choices used by participants highlights the important role aspect plays in the expression of temporality in narrative discourse

Although the use of adverbials may be influenced by the particular task at hand, they clearly play a secondary role in the expression of temporality in Spanish L1 narrative discourse On the other hand, the use of temporal subordinate clauses is extensive, in particular the expression of simultaneity

In summary, the analysis of the narrative produced by the L1 group portrays a state of affairs which supports the general findings of Sebastian and Slobin (1994) presented in section 1 3 3 3 These narratives are very rich in terms of the temporal information they express about the situations in the story and the linguistic devices used to convey it This information is concerned with the internal temporal value of the actions as manifested by means of aspectual information and the level of the overall temporal organisation of the events The analysis also revealed that linguistic forms have acquired discourse-led functions

4 2 Presentation of results. Intermediate learners' narratives

4 2.0 Introduction

This group of Intermediate learners is formed by 12 informants (I01-I12) who are second year degree students and who started learning Spanish as ab-initio students in the first year of their degree None of the informants in this group had received tuition outside their place of study The narratives were collected when the informants were enrolled in the fourth academic semester Stories which were narrated entirely in the present (3 narratives) or in the present perfect (1 narrative) have been eliminated from the sample, since informants received specific instructions to set their narratives in the past

Inflectional errors are common in the texts produced by these participants As we have mentioned in chapter three, incorrectly inflected forms have been coded for analysis if the temporal distinction could be ascertained, that is, in cases were the inflectional endings were incorrect but the form could be identified as having been marked for perfective or imperfective past marker (1) These errors belong to the following categories incorrect personal inflection (2), errors in the use of the copula for the formation of the progressive forms also occur, where speakers use *ser* instead of *estar* (3), and lexical errors (4) These examples are intended as an illustration of the interlanguage of this group of participants

(1) Incorrect inflection

I02 10 *su perro **se llamía*** (IPFV) *gordon* [=llamaba]
His dog **was called** (IPFV) gordon

(2) Incorrect personal inflection

I04 33 *y pedro **fui**** (PFV) *con el perro al colmena* [=fue]
And pedro went ((PFV) (1 PERS SING) with the dog to the beehive

(3) Incorrect copula

I04 23 *y **era buscando**** *el rana* [=estaba]
And (he) was looking (IPFV PROG) for the frog

(4) Lexical error

I01 39 *y de repente muchas abejas* ***dejaron**** (PFV) *de la colmena* [=salieron]
- And all of a sudden many bees **left** (PFV) the beehive

Not all participants describe the content of all pictures despite the fact that they received instructions to do so Picture 5, depicting the boy looking out the window and the dog falling, is omitted by five out of the twelve participants in this group The same is the case with picture 13, which illustrates the owl chasing the boy This may point towards the difficulty at this level of changing protagonist since in both these episodes the main action is carried out by a character other than the dog Generally, the stories are constructed by the chaining of simple clauses The following excerpt is characteristic of the narrative style at this level (5)

(5)
I03 *al próximo día el niño* ***se despertó*** (PFV) *y la rana no* ***estaba*** (IPFV) *El niño se* ***veste(*** PFV) * [=se vistio] *Y* ***miró*** (PFV) *a la ventana con su perro Se* ***miró*** (PFV) *para la rana El perro* ***saltó*** (PFV) *de la ventana Y el niño* ***saltó*** (PFV) *también. El niño y su perro* ***fue buscando*** (PFVPROG) *para el rana Y el niño* ***vio*** (PFV) *una colmena El perro* ***estuvo saltando*** (PFVPROG) *en el árbol y el niño* ***buscó*** (PFV) *la rana*
The next day the boy **woke up** (PFV) and the frog **was** not (there) The boy **got dressed** And (he) **looked** (PFV) to the window with his dog (He) **looked** (PFV) for the frog The dog **jumped** (PFV) out of the window And the boy **jumped** (PFV) too The boy and his dog **went looking** (PFVPROG) for the frog The boy **saw** (PFV) a beehive The dog **was jumping** (PFVPROG) in the tree and the boy **looked** (PFV) for the frog

4.2.1 Tense and Aspect forms

As noted earlier in this section we consider the use of tense and aspect As we have discussed in Chapter 2, although tense refers to the external contour and aspect to the internal contour of a situation or event, for the purpose of this analysis they are discussed jointly since Spanish past tense morphology requires speakers to make an aspectual choice between perfective and imperfective past Table 4 12 indicates the occurrence and distribution of tense forms It includes all forms that have been used at least once

A total of 416 tokens were analysed from the narratives produced by the intermediate group of participants There are ten different tense/aspect forms across this set of stories The Preterite (PFV) and the Imperfect (IPFV) are used by all informants It is interesting to observe that the imperfective is the dominant form (more than 80% of tokens) in four of the narratives This corresponds with a move to a descriptive mode rather than a narrative one Only one informant has opted for the preterite past as the dominant form (I06) The rest of the narratives present a more or less even distribution of the two tenses In the case of five participants, these are the only forms used in the production of the story

After the Preterite and the Imperfect, the present is the third most frequent form in the narratives However, its emergence signals a shift in the temporal flow of events rather than corresponding to evaluative comments or direct narration The Imperfect Progressive is the next most frequent tense/aspect form A number of tenses appear in limited instances The lack of more tense variation in this group (if contrasted with more advanced and native learners) is because these stories are told in chronological order, following the Principle of Natural Order, and there is little in terms of background detail In the sections that follow, we shall examine the use of the different tense and aspect categories pertaining to the frog stories narrated by this group of informants

Table 4 12 Distribution of tense/aspect forms in Intermediate learners' narratives % (raw frequencies)

PART	PRES	PFV	IPFV	PFV PROG	IPFV PROG	PRES PERF	PAST PERF	IPFV SUBJ	FUT	IMPER	TOTAL
I01	8 10	62 16	21 62	0	2 70	2 70	0	2 70	0	0	
	(3)	(23)	(8)	(0)	(1)	(1)	(0)	(1)	(0)	(0)	(37)
I02	0	11 76	85 30	0	2 94	0	0	0	0	0	
	(0)	(4)	(29)	(0	(1)	(0)	(0)	(0)	(0)	(0)	(34)
I03	16 33	60 00	3 33	23 33	0	0	0	0	0	0	
	(4)	(18)	(1)	(7)	(0)	(0)	(0)	(0)	(0)	(0)	(30)
I04	7 31	34 14	48 81	0	7 31	0	0	2 43	0	0	
	(3)	(14)	(20)	(0)	(3)	(0)	(0)	(1)	(0)	(0)	(41)
I05	7 14	71 42	14 28	3 57	0	0	0	0	0	3 57	
	(2)	(20)	(4)	(1)	(0)	(0)	(0)	(0)	(0)	(1)	(28)
I06	7 40	81 48	11 11	0	0	0	0	0	0	0	
	(2)	(22)	(3)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(27)
I07	17 85	21 24	60 91	0	0	0	0	0	0	0	
	(5)	(6)	(17)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(28)
I08	0	4 44	91 12	0	0	4 44	0	0	0	0	
	(0)	(2)	(45)	(0)	(0)	(2)	(0)	(0)	(0)	(0)	(49)
I09	0	92 30	7 69	0	0	0	0	0	0	0	
	(0)	(24)	(2)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(26)
I10	0	9 80	90 20	0	0	0	0	0	0	0	
	(0)	(5)	(46)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(51)
I11	10 52	52 63	31 57	0	0	0	0	0	5 26	0	
	(2)	(10)	(6)	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(19)
I12	8 70	32 60	50 00	0	6 52	0	0	2 2	0	0	
	(4)	(15)	(23)	(0)	(3)	(0)	(0)	(1)	(0)	(0)	(46)
TOTAL	6 00	39 18	49 03	1 92	1 92	0 72	0	0 48	0 24	0 24	
	(25)	(163)	(204)	(8)	(8)	(3)	(0)	(2)	(1)	(1)	(416)

4 2 1 1 Use of the present (PRES)

As mentioned earlier, the present tense is the third most frequent tense It accounts for 6 2% of the total of tokens The present occurs in this set of narratives for three reasons, tense shifting, evaluative comments and direct narrative In the first place, as the table above indicates there are 25 instances of the present, of these 16 tokens, (64%) correspond to temporal shifting due to the failure to maintain the temporal anchoring in the past (6) The rest (36%) of present tense tokens appear when informants step outside the narrative in order to provide general evaluative comments (7) There is only one instance of direct narrative in the present in these Frog Stories

(6) Tense shifting

203 32-33 *el niño* ***encontra**** (PRES) *un ciervo El ciervo corrió* (PFV)
The boy **meets** (PRES) *a* deer The deer ran (PFV)

(7) Present tense in evaluative comments

206 35 *la rana* ***parece*** (PRES) *muy contento con su familia*
The frog **seems** (PRES) very happy with her family

(8) Present tense in direct narration

206 20 *Miguel ¿dónde* ***estás****?*
Miguel Whre are you?

4 2 1 2 Preterite (PFV)/ Imperfect (IPFV)

In this section, we examine the use of the Preterite and the Imperfect tense/aspect forms in the narrative discourse of these Spanish L2 learners The analysis indicates that the Imperfect is used more frequently, 204 (49 03%) of verb tokens appear in the imperfective tense The Preterite accounts for 163 (39 18%) of tokens in the narratives It is interesting to note that in three of the stories the Preterite occurs as the dominant form (more than 80% of tokens), while in three stories, the Imperfect is the dominant form It is possible that this use of the Imperfect reflects the fact that participants approach the task as a description of the events in the story rather than as a narrative

This would explain the choice of the Imperfect as the default tense for these narratives The remaining stories present an alternation of the two forms

The majority of the stories recounted by this group begin with imperfective verbs, the characteristic form for scene setting This appears to hint at a systematic use of these forms to signal discourse functions at this early level of proficiency, since the use of the past tense necessarily requires an aspectual choice, perfective or imperfective In two instances, narrators shift to the perfective after using the opening line provided by the researcher

Nonetheless, in the complicating section of the narratives, episodes three to twenty-three, the examination of the Preterite/Imperfect contrast indicates a form-based use of these forms Learners use the Preterite to indicate completed actions and the imperfect to indicate durative events and states The following example illustrates how the search for the frog is reported as an unbounded, ongoing activity in contrast with the punctual events reported in the Preterte

(9) Preterite/Imperfect contrast

210 20-22 *el niño* ***buscaba*** (IPFV) *en toda la habitacion No* ***encontraba*** (IPFV) *la rana El perro* ***metió*** (PFV) *la cabeza en la jarra*
The boy **looked** (IPFV) all around the room (He) did not **find** (IPFV) the frog The dog **put** (PFV)his head in the jar

As far as the overall structure of the narrative is concerned, little attention is paid to the construction of the background at this stage and the narratives present limited layering Clauses marked for either perfective or imperfective were coded for grounding The subsequent analysis of the distribution of clauses found that there were 245 clauses in the foreground and 138 in the background marked for either of these two tense/aspect forms Table 4 13 summarises the distribution of preterite/imperfect across foreground and background for all participants (imperfect progressive and perfective progressive forms are included under IPFV/PFV respectively) As predicted, the perfective is the most frequently used tense/aspect form in the foreground However, the similar percentages of distribution of the imperfect across the foreground and background suggest that the

grounding function of this tense has not been fully acquired yet In the narratives produced by the control group, the imperfect appeared in the foreground only in 5 33% of instances, in comparison with 27 41% in this set of Frog Stories As a result, the perfective/imperfective contrast is mainly used to provide information about the time span of actions and events in the plot As illustrated above, the preterite is used to signal completed and punctual aspects in contrast to durative ones, marked with the imperfect At this level, the contrast between the perfective and the imperfective past forms are almost the only means to express temporal contours of activities The discursive function of these tense/aspect forms, is not fully established in the informants' interlanguage at this stage of development

(10)
212 45-47 *pedro* ***buscaba*** (IPFV) *la rana en un arbol y* ***encontré**** (PFV) *un búho* [=encontró]
Pedro **looked** for (IPFV) the frog in a tree and (he) **found** (PFV) an owl

Table 4 13 Grounding by grammatical aspect in Intermediate learners' narratives % (raw frequencies)

PARTICIPANT	FOREGROUND		BACKGROUND	
	PFV	IPFV	PFV	IPFV
I01	95 45 (21)	4 54 (20)	18 18 (2)	81 81 (9)
I02	13 04 (3)	87 96 (20)	0 (0)	100 (10)
I03	100 (20)	0 (0)	83 33 (5)	16 70 (1)
I04	70 58 (12)	29 41 (5)	10 00 (2)	90 00 (18)
I05	100 (19)	0 (0)	33 33 (2)	66 66 (4)
I06	100 (15)	0 (0)	70 00 (7)	30 00 (3)
I07	33 33 (4)	66 66 (8)	18 18 (2)	81 81 (9)
I08	8 00 (2)	92 00 (23)	100 (22)	0 (0)
I09	100 (17)	0 (0)	77 77 (7)	22 22 (2)
I10	14 28 (5)	85 71 (30)	0 (0)	100 (16)
I11	80 00 (8)	20 00 (2)	33 33 (2)	66 66 (4)
I12	58 33 (14)	41 66 (10)	9 09 (1)	90 90 (10)
TOTAL	57 14 (140)	42 85 (105)	21 73 (30)	78 26 (108)

PFV perfective IPFV imperfective

A chi-square test was performed to assess the validity of these observations and the dependency between grounding and grammatical aspect (Table 4 14) The results

corroborate the finding and reveal that, even though there appears to be a general trend towards dependency, that is perfective aspect marks foreground information more often than background information, the opposite is true of the imperfective aspect, which marks background more often than foreground Nonetheless, the statistical results do not yield a conclusive result regarding the discursive function of the perfective/imperfective contrast at this level of proficiency as the null hypothesis cannot be corroborated in four instances (I02, I07, I08, I10) (P=0 05)

Table 4 14 Grounding by grammatical aspect in Intermediate learners' narratives (Chi-square test)

participant	correlation	P-value
I01	0 621166	0
I02	0 204112	0 231
I03	12 00811	0 001
I04	0 528521	0
I05	0 664725	0
I06	0 412081	0 024
I07	0 169857	0 408
I08	0 194009	0 175
I09	0 368781	0 043
I10	0 217571	0 11
I11	0 422885	0 0062
I12	0 326682	0 027

4 2 1 3 Perfective Progressive (PFV PROG)/ Imperfective Progressive (IPFV PROG)

In this section, we consider the use of the progressive aspect in the present set of narratives There are only 16 instances of progressive marking in 8 instances with the imperfective and in 8 instances with the perfective As table 4 12 indicates, events are marked for progressive aspect in the narratives of six participants The low ratings are due to the structure of the narratives, as we have described in the previous section The progressive aspect in narrative discourse traditionally acts as a marker of simultaneity which is seldom reported at this level In this collection of frog stories, informants use the progressive to indicate different temporal relations on the one hand, two simultaneous actions covering the same time span (11), on the other hand, to contrast a

punctual event in the perfective, which is placed within the time span of a durative one, expressed in the progressive imperfective (12)

(11)
203 33-34 *y el niño* ***estuve mirando**** (PFVPROG) *en una (xxx) el perro* ***estuve saltando****(PFVPROG) *en el árbol* [=estuvo]
And the boy **was looking** (PFVPROG) in a (xxx) the dog **was jumping** (PFVPROG) in the tree

(12)
201 43-45 *mientras niño* ***estaba buscando*** (IPFVPROG) *por un árbol muchas abejas* ***empezaron*** (PFV) *dejar la colmena*
While the boy **was looking** (IPFVPROG) for a tree many bees **started** (PFV) to leave the beehive

4 2 2 Lexical Aspect

4 2 2 1 Aspectual Periphrases

L1 studies on child language development indicate that aspectual verbs are rarely used by children younger than nine years of age In addition, inchoative periphrases are the first type to appear and the most commonly used by young learners At this level of proficiency, L2 learners make very limited use of aspectual periphrasis An analysis of the stories reveals that inchoatives are the only type present in these narratives Inchoative periphrases appear only in the narratives produced by 6 of the participants in this group The results are presented in Table 4 15 This suggests a similar development of aspectual verbs in L1 and L2

The examination of the discursive functions of aspectual periphrases reveals that, in all but 3 instances, the periphrasis is used to signal the beginning of a concrete action rather than a series of events (13) Interestingly, this is contrary to reports from Sebastian and Slobin who found that at early stages of acquisition inchoatives tend to mark the onset of a series of events The head verb used in all instances is *empezar*

(13) Inchoative periphrasis marking entry into new activity

I02 *el chico* ***empezaba a subir*** *a los arbes*
the boy started to climb the trees

Table 4 15 Distribution of aspectual periphrases in Intermediate learners' narratives

	Raw frequencies
	INC
I01	8
I02	5
I03	0
I04	0
I05	0
I06	0
I07	1
I08	0
I09	1
I10	0
I11	2
I12	4
TOTAL	21

INC inchoative periphrases

4 2 2 2 Aspectual Particle *Se*

L2 learners at an Intermediate level have encountered the particle *se* in the context of reflexive morphology However, as we have discussed in Section 2 2 1, this particle may also function as an additional way to indicate aspect Specifically, *se* contributes to add an inchoative or cessive sense to verbs When used in this manner, *se* is optional As these learners have not been formally introduced to this form, they are not expected to include this aspectual nuance in their narratives Surprisingly, an analysis of the texts reveals a different state of affairs There are 14 uses of aspectual *se* distributed across this set of frog stories (Table 4 16)

The event most frequently reported in this manner is the frog's escape The verb *escapar* appears with *se* in seven instances as narrators describe the frog escaping from

the jar It also appears with *caer* (to fall) and *ir* (to go) There are no instances of *se* with transitive verbs This suggests that at the early stages of acquisition the use of this particle is linked to verbs of movement

Sebastian and Slobin argue that, for narrative purposes, *se* is used to indicate that one event is "over and done with" (1994 256) and the speaker moves on to a different topic, thus attributing a discursive role to this particle However, an inspection of the aspectual markers in this sample suggests that this is not always the case (14) Their observations are likely to reflect the fact that these events tend to coincide with episode boundaries as depicted by the illustrations It is our belief that at this point of the L2 acquisition of Spanish *se* is largely concerned with the expression of aspect At this level of proficiency, these narratives do not display enough elements of discourse organization for the aspectual *se* to acquire a function beyond the predicate which it accompanies In addition, stories are seldom constructed as structural units, but rather narrators deal with the story picture by picture, rather than by episodes This is illustrated by the examples below which describe the picture where the dog falls from the window (15) Participant I03 includes the aspectual particle, while participant I06 omits it

(14) Aspectual Particle *Se*

I01 30-31 ***se cayó*** (PFV) *y por eso rompió la jarra*
(the dog) **fell** (PFV) and because of this (he) broke the jar

(15)

I06 22 *el perro **cayó*** (PFV) *de la ventana y juan saltió** [=saltó]
The dog **fell** (PFV)from the window and juan jumped

Table 4.16 Distribution of aspectual particle *Se* Intermediate learner's narratives.
Raw frequencies

	SE
N01	5
N02	0
N03	1
N04	2
N05	0
N06	0
N07	1
N08	1
N09	2
N10	1
N11	1
N12	0
TOTAL	14

4.2.3 Lexical Aspect Hypothesis

In this section, we investigate how the inherent lexical aspect of a predicate influences the distribution of tense-aspect morphology in interlanguage. Tables 4.17 to 4.19 show the distribution across tense and lexical class by subject. The last column in the table indicates the percentage of verbs in the lexical class in the overall narrative. Progressive forms for the purpose of this analysis are included in the respective perfective or imperfective class. The distribution of the Past Perfect across lexical class is omitted from the analysis of this set of narratives because there are no instances of this form in the data gathered. Telic predicates show greater occurrence, (220 or 52.63%), followed by states (105 or 25.11%). Activities are the least frequent lexical class (93 or 22.24%).

Telic predicates are the lexical class to occur most predominantly; half of the predicates coded for analysis in this group of learners belong to this class. The investigation of telic predicates reveals disparity across informants in the overall number of telic verbs included in the narratives. For informant I04, only 39% of predicates occur with telic verbs, while I09 includes 73% of verbs in this lexical class (the median is 52.38%). The

tense/aspect form most frequent with telics is the perfective (65 90%) All informants include this past marker with telic predicates However, if we consider the production of individual learners the pattern of use shows significant rates of personal variation Three subjects produced telic verbs only in this tense/aspect form, while two subjects use the preterite in less than half of the total of telic verbs in their narrative The imperfective occurs with this lexical class only in five of the narratives produced by this group of informants yet two participants (I02 and I08) use this form for practically all the telic predicates in their story Very few lexical telic are produced with the present tense or other tenses in this set of narratives

Activities are the lexical class with the lowest level of use in this set of narratives The variation across informants evident in the use of telics is replicated with activities 50% of predicates coded for analysis of lexical class produced by informant I03 are activities On the other hand, only 3 84% of predicates analysed for subject I09 belong to this lexical class Not all informants produced activities with the tense/aspect forms considered for the analysis Ten participants in this group include the imperfective, which represents 58 06% of instances, showing the higher use of this past form with activities Nine participants use activities marked with perfective past (31 08%) This means that at this level of proficiency activities are almost twice as likely to appear in the imperfective as the perfective This distribution differs from that revealed by the analysis of the control group, which indicates similar distribution patterns for activities with both past markers The use of activities with other tense/aspect forms is very limited

Few lexical states are used by these learners (25 11%) States are more likely to occur in the imperfective (77 42%) than in any other tense/aspect form All informants include states in this category Only four participants use the perfective with states, representing 14% of tokens

Table 4 17 Distribution of tense within telic verbs in Intermediate learners' narratives % (raw frequencies)

INFORMANTS	TEL+PFV	TEL +IPFV	TEL+PRES	TEL+OTHER	TOTAL TOKENS
I01	92 00 (23)	0 (0)	0 (0)	8 00 (2)	67 56 (25)
I02	14 28 (3)	87 50 (21)	0 (0)	0 (0)	70 58 (24)
I03	66 66 (8)	0 (0)	33 33 (4)	0 (0)	40 00 (12)
I04	75 00 (12)	18 75 (3)	0 (0)	6 25 (1)	39 03 (16)
I05	94 44 (17)	0 (0)	0 (0)	5 55 (1)	64 28 (18)
I06	100 (12)	0 (0)	0 (0)	0 (0)	44 44 (12)
I07	36 36 (4)	36 36 (4)	27 27 (3)	0 (0)	39 28 (11)
I08	9 10 (2)	90 90 (20)	0 (0)	0 (0)	44 89 (22)
I09	100 (19)	0 (0)	0 (0)	0 (0)	73 07 (19)
I10	100 (23)	0 (0)	0 (0)	0 (0)	45 09 (23)
I11	72 72 (8)	0 (0)	27 27 (3)	0 (0)	57 89 (11)
I12	51 85 (14)	40 74 (11)	0 (0)	7 40 (2)	57 44 (27)
Total	65 90 (145)	26 81 (59)	4 45 (1)0	2 72 (6)	52 63 (220)

Table 4 18 Distribution of tense within activities in Intermediate learners' narratives % (raw frequencies)

INFORMANTS	ACT+PFV	ACT +IPFV	ACT+PRES	ACT+OTHER	TOTAL TOKENS
I01	0 (0)	75 00 (3)	0 (0)	25 00 (1)	10 52 (4)
I02	25 00 (1)	75 00 (3)	0 (0)	0 (0)	11 76 (4)
I03	100 (15)	0 (0)	0 (0)	0 (0)	50 00 (15)
I04	33 33 (2)	33 33 (2)	33 33 (2)	0 (0)	14 63 (6)
I05	60 00 (3)	20 00 (1)	20 00 (1)	0 (0)	17 85 (5)
I06	50 00 (2)	25 00 (1)	25 00 (1)	0 (0)	14 81 (4)
I07	33 33 (2)	66 66 (6)	0 (0)	0 (0)	28 57 (8)
I08	0 (0)	84 61 (11)	0 (0)	15 38 (2)	26 53 (13)
I09	100 (1)	0 (0)	0 (0)	0 (0)	3 84 (1)
I10	0 (0)	100 (15)	0 (0)	0 (0)	29 41 (15)
I11	40 00 (2)	60 00 (3)	0 (0)	0 (0)	26 31 (5)
I12	7 69 (1)	69 23 (9)	23 07 (3)	0 (0)	27 65 (13)
Total	31 18 (29)	58 06 (54)	7 52 (7)	3 22 (3)	22 24 (93)

Table 4 19 Distribution of tense within states in Internediate learners' narratives % (raw frequencies)

INFORMANTS	STA+PFV	STA +IPFV	STA+PRES	STA+OTHER	TOTAL TOKENS
I01	0 (0)	66 66 (6)	33 33 (3)	0 (0)	23 68 (9)
I02	0 (0)	100 (6)	0 (0)	0 (0)	17 64 (6)
I03	66 66 (2)	33 33 (1)	0 (0)	0 (0)	10 00 (3)
I04	0 (0)	94 73 (18)	5 27 (1)	0 (0)	46 34 (19)
I05	20 00 (1)	60 00 (3)	20 00 (1)	0 (0)	17 85 (5)
I06	72 72 (8)	18 18 (2)	9 09 (1)	0 (0)	40 74 (11)
I07	0 (0)	77 77 (7)	22 22 (2)	0 (0)	32 14 (9)
I08	0 (0)	100 (14)	0 (0)	0 (0)	28 57 (14)
I09	66 66 (4)	33 33 (2)	0 (0)	0 (0)	23 07 (6)
I10	0 (0)	100 (13)	0 (0)	0 (0)	25 49 (13)
I11	0 (0)	100 (3)	0 (0)	0 (0)	15 78 (3)
I12	0 (0)	85 71 (6)	14 82 (1)	0 (0)	14 89 (7)
Total	14 01 (15)	77 42 (81)	8 41 (9)	0 (0)	25 11 (105)

In terms of tense, the analysis indicates that telic predicates appear largely with the perfective, followed by activities and finally extending to states The imperfective is used predominantly with states Thus, these narratives show the patterns of distribution found in studies that have investigated the aspect hypothesis (Andersen 1991, Bardovi-Harling 1998, Salaberry 2000)

4.2.4 Adverbials

Research on the expression of temporality by L2 learners in naturalistic environments (Dietrich et al , 1995) indicates that temporal lexical markers are amongst the first indicators of time relations to appear However these conclusions were reached following interviews with the informants in which they tell personal narratives In this context, establishing the temporal circumstances of the narrative becomes more pertinent This results in temporal adverbials of position (TAP), which place an event in relation to other time spans, in this case SP (speech time) or events on the time line, being documented as the most frequent category of temporal adverbials at the initial stages of L2 acquisition Fictional narratives, such as the Frog Story, do not require the same level of input from learners in relation to the external temporal relations An analysis of the use of adverbials indicates that overall they do not play a very significant

role in the narrative since temporal relations are mainly indicated through the use of verbal morphology and subordination (see section 4 6 below) Table 4 20 summarises the use of adverbials by Intermediate participants

The most frequent class of adverbials appearing in these narratives is temporal adverbials of position In particular, the adverbial to appear first in the narratives refers to the night, immediately setting a temporal frame for the rest of the story to follow, all of the informants refer to it (16)

(16) Temporal adverbial of position

I06 11 ***por la noche*** *el chico dormió*
At night the boy slept

Following this, the majority of participants refer to the following morning or the following day as the next external temporal anchoring of the narrative In three instances we encounter the adverbial *ahora* (now) This adverbial is used in order to move the deictic center from the past to the present (ST) in the context of evaluative comments (17)

(17) Deictic use of adverbial

I09 51 *el perro estuvo en su cabeza* ***ahora***
the dog was on his head **now**

Temporal adverbials of duration (TAD) and temporal adverbials of contrast (TAC) appear with the same frequency Of these two categories, adverbials of contrast are more interesting since they include aspectual adverbs These include the adverbial *de repente* (all of a sudden) marking the beginning of a new episode and *finalmente* (finally) marking the end boundary of an event This seems to indicate that although in a limited manner, at this level, aspectual adverbial expressions begin to appear in the learners' repertoire of devices for expressing temporal relations between events, thus assisting in the transition from a narrative characterized by segmentation and chaining of events to a more structured text

(18) Temporal adverbial of contrast

I01 58 ***de repente*** *con el susto el ciervo empezó a correr por una peña*
Suddenly with the fright the deer started to run on a cliff

Table 4 20 Distribution of temporal adverbials in Intermediate learners' narratives
Raw frequencies

	TAP	TAD	TAQ	TAC	TOTAL
I1	4	1	4	0	9
I2	2	0	1	1	4
I3	1	0	0	0	1
I4	1	0	0	0	1
I5	2	0	0	0	2
I6	2	0	0	0	2
I7	1	2	0	0	3
I8	2	1	1	0	4
I9	2	3	1	0	6
I10	1	0	0	0	1
I11	3	0	0	0	3
I12	2	0	0	0	2
TOTAL	23	7	7	1	38

TAP temporal adverbial of position
TAD temporal adverbial of duration
TAQ temporal adverbial of frequency
TAC temporal adverbial of contrast

4.2.5 Temporal subordinate clauses

As we have suggested previously, this set of narratives does not manifest a high degree of overall cohesiveness or elaborateness Rather, these texts are organized on the basis of picture to picture narration of events in independent sentences These "stand-alone" clauses are not linked lexically or syntactically to either the preceding or following utterance This results in sequentiality being the means by which the narrative moves forward rather than temporal connections being established between events Table 4 21 indicates the instances in which temporal subordination occurs, as well as specifying the type of subordinators used

As we mentioned earlier, simultaneity can be expressed by means of tense alternation as well as by the use of subordinators In this set of narratives, two events are reported as simultaneous in fourteen instances however not all participants relate situations in this manner The events most frequently reported as simultaneous are in picture number 2, (where the boy is asleep and the frog escapes from the jar) In terms of subordinators, *cuando* (when) is the preferred form at this stage *Mientras* (while) requires the presence of two different protagonists and therefore its use requires the ability to shift protagonist, which, as we have mentioned before, does not happen easily at this level

(19) *Cuando* as a marker of simultaneity

I08 53-54 *el ave venia* ***cuando*** *veía a juan*
the bird came **when** (it) saw juan

There are only three attempts to relate events as anterior to one another In these cases, informants have erroneously used the present perfect As mentioned in Chapter 2 the present perfect is a complex form, since it establishes temporal relations with both the past and the present The appropriate form in this context is the past perfect, which has a retrospective function These uses of the present perfect to refer to an event preceding another signal the onset of the ability to increase the complexity of the range of temporal expressions in narrative discourse (20)

(20) Use of Present Perfect as a marker of anteriority

I05 15-16 *por la mañana* ***vi**** (PFV) *que la rana* ***ha salido**** (PRESPERF) [=habia salido]
In the morning (he) saw (PFV) that the frog has left (PRESPERF)

Temporal markers of posteriority cannot be described as being a feature of the Interlanguage of L2 learners at this stage of acquisition This is because events are chained to one another, or linked by means of coordination rather than subordination Only one informant (I01) established a temporal connection between events in this manner (21) Nonetheless, as the example shows, this results in transfer from the L1 structure to the L2 The appropriate Spanish structure does not seem to have been acquired yet

(21) *Después de* as a marker of posteriority

I01:12 *una noche **después de** mirando** (GER) *la rana* [=mirar]
One night **after** looking at the frog.

Table 4.21: Distribution of temporal adverbial clauses in Intermediate learners' narratives. Raw frequencies

	CUANDO (SIM)	MIENTRAS	DESPUES DE	TOTAL
I01	1	2	1	4
I02	2	0	0	2
I03	0	0	0	0
I04	2	0	0	2
I05	1	0	0	1
I06	1	0	0	1
I07	0	0	0	0
I08	1	0	0	1
I09	0	0	0	0
I10	0	0	0	0
I11	1	0	0	1
TOTAL	9	2	1	12

4.2.6 Conclusions

In summary, this section describes the Interlanguage of intermediate L2 learners of Spanish in relation to the expression of temporality in narrative discourse. These stories manifest limited use of tense morphology. The informant who displays a wider variety of tenses uses six different tenses in the narrative, the informant with the smaller number of tenses includes just two, the past tense in both its aspectual form, perfective and imperfective. The analysis of the texts indicates that these informants have extensive problems with the use of personal inflection. At the same time, some informants have approached the task in a descriptive mode and use the imperfective form throughout the text after the cue from the researcher (formulaic *había una vez*).

The examination of the use of tense/aspect forms reveals that at this level of proficiency verbal morphology is used as a local marker for temporal and aspectual distinctions. There is no generalized use of the discursive functions of these forms at this stage in the development of Spanish L2 acquisition. This is evident in the use of the

Perfect/Imperfect to contrast punctual and durative predicates The lack of more extensive use of the past progressive is interesting It was expected that this form would be frequent in the interlanguage of these learners since, in the early stages of acquisition, the past progressive in Spanish tends to be equated with the functions of the English Past Progressive Contrary to what was expected learners make little use of the progressive in their telling of the Frog Stories

The distribution of tense-aspect morphology in the oral narratives at this level of proficiency does not yield conclusive results in support of the discourse hypothesis Figure 4 4 summarises the findings of the analysis of the marking of the foreground and the background As the figure indicates, while the background is mainly marked by events in the imperfect, the foreground shows similar patterns of occurrence for both past markers

Figure 4 3 Grounding and grammatical aspect in Intermediate learners' narratives

We followed the analysis by examining the role of grammatical aspect expressed through the use of aspectual periphrases and the aspectual particle *se* In general, aspectual periphrases are seldom used at the intermediate level of Spanish L2 development Inchoatives are the first type of periphrases to emerge in the narratives However, since they are only used by six of the informants in this group, they cannot be considered to be established in the informants' Interlanguage at this stage Surprisingly, the analysis shows that these learners already make use of the aspectual particle *se* to reinforce the completive nature of some predicates This interesting finding seems to point towards the role of input in the acquisition process, since in a tutored setting this

particular use of *se* has not been encountered by learners at this stage In general, aspectual information on events is poorly conveyed by grammatical devices other than the morphology of the past tense

In relation to lexical aspect, the pattern so far presented seems to point towards the Aspect hypothesis That is, past tense marking at the intermediate stages of acquisition is interrelated with the lexically inherent aspect of the verbs Telic verbs are most frequently used with the perfective and states with the imperfective, activities fluctuate between the two Figure 4 5 summarises these results

Figure 4 4 Distribution of tense/aspect forms across lexical class in Intermediate learners' narratives

Adverbials do not play a significant role in the telling of the story, nor does temporal subordination This is in great part due to the sequential organization of the text, where temporal relations between events are rarely constructed At the level beyond the sentence, learners in this group resort to the use of the Principle of Natural Order, to achieve cohesion in the temporal structure of their narratives

4.3 Presentation of Results. Advanced learner's narratives

4 3.0 Introduction

This group is formed by 12 participants (A01-A12), who are in the final year of a four year degree course They started learning Spanish as ab-initio students in their first year at university They all have spent one academic year in Spain as part of their four year degree The analysis of the verbal morphology reveals a more stable system than the intermediate group The majority of informants in this group do not manifest problems with inflections or irregular morphology Nonetheless, some participants still manifest problems with the choice of copula (1) The use of the present tense in contexts where a past marker is required and the consequent shifting of the temporal flow subsist in the narratives of four of the informants in this group (2)

(1) Incorrect copula

A10 60 *despues el niño* ***era**** (IPFV) *en una roca* [=estaba]
after the boy **was** (IPFV) on a rock

(2) Tense/aspect form shift

A12 40 *entonces de repente el perro* ***cae*** (PRES) *de la ventana con la jarra en su cabeza*
Then suddenly the dog **falls** (PRES) from the window with the jar in his head

Seven participants in this group refer to the twenty-four vignettes in the story The remaining five informants omit different parts of the story, or amalgamate the events depicted by two scenes into one None of the informants includes the use of a formulaic coda In general terms, this set of narratives present a cohesive structure Although coordination still features predominantly, it appears to be in decline in favour of subordination Temporal markers that occur in the text such as, *entonces* (then), contribute to chaining events The following excerpt is characteristic of the narratives produced by this group

(3)

A12 67-79 ***estaba mirando*** (IPFV PROG) *en un tronco de un árbol y entonces las abejas* ***salieron*** (PFV) *de la colmena y* ***siguieron*** (PFV) *al perro que* ***tenía*** (IPFV) *mucho miedo El chico* ***estaba*** (IPFV) *entonces al lado de una piedra y* ***había*** (IPFV) *un pajaro cerca También el chico* ***salió*** (PFV) ***Fue*** (PFV) *encima de la piedra y* ***estaba gritando*** (IPFV PROG) *el nombre de la rana*
(he) **was looking** (IPFV PROG) in the trunk of a tree and then the bees **came out** (PFV) of the beehive and **followed** (PFV) the dog who **was** (IPFV) afraid The boy **was** (IPFV) then next to a stone and there **was** (IPFV) a bird nearby Also the boy **came out** (PFV) (He) **went** (PFV) on top of the stone and (he) **was shouting** (IPFV PROG) the name of the frog

As this passage illustrates, verbal morphology is used to distinguish between completed, punctual actions in the Preterite (PFV), as the depiction of the bees leaving the beehive indicates, and ongoing activities (IPFV PROG) In this extract, the Imperfect (IPFV) occurs with statives marking the background Events are syntactically linked by means of the conjunction *y* (and)

4.3.1 Tense/Aspect forms

Table 4 22 shows the distribution of tense/aspect forms in the frog stories produced by subjects in the Advanced group The total number of tokens coded for analysis is 613 The range of tokens produced by participants is 32-84 and the median is 51 The analysis reveals a significant variation in the array of tenses used at this level of proficiency which ranges between two and eight (see table below) At this level of proficiency, six of the participants use five different tenses, three participants include four tenses, and only one participant includes 3 tenses Participant A06 appears to be the weakest in terms of tense variation only two tenses appear in the story narrated by this informant The high number of tenses appearing in informant A12's story correlates with the higher number of tokens present The Preterite occurs in 278 of the tokens analysed (45 35%) and the Imperfect in 235 (38 33%) Learners in this group still include the present as the third most frequent verb tense (6%) This is followed by the imperfective progressive, which accounts for 5 54% of tokens used The rest of the tenses in the stories appear with limited use

Table 4 22 Distribution of tense/aspect forms in Advanced learners' narratives % (raw frequencies)

PART	PRES	PRES PROG	PFV	IPFV	PFV PROG	IPFV PROG	PRES PERF	PAST PERF
A01	8 00	0	38 00	50 00	0	2 00	2 00	0
	(4)	(0)	(19)	(25)	(0)	(1)	(1)	(0)
A02	4 16	0	48 61	31 94	0	9 72	0	0
	(3)	(0)	(35)	(23)	(0)	(7)	(0)	(0)
A03	9 37	0	60 93	21 87	0	6 25	0	0
	(6)	(0)	(39)	(14)	(0)	(4)	(0	(0)
A04	2 38	0	83 33	7 14	0	0	0	2 38
	(1)	(0)	(35)	(3)	(0)	(0)	(0	(1)
A05	0	0	15 78	78 94	0	5 26	0	0
	(0)	(0)	(6)	(30)	(0)	(2)	(0)	(0)
A06	0	0	50 00	50 00	0	0	0	0
	(0)	(0)	(16)	(16)	(0)	(0)	(0	(0
A07	7 69	1 92	48 07	40 38	0	0	0	0
	(4)	(2)	(25)	(21)	(0)	(0	(0	(0
A08	9 09	0	36 36	42 42	0	9 09	0	3 03
	(3)	(0)	(12)	(14)	(0	(3)	(0)	(1)
A09	0	0	77 08	14 58	0	6 25	0	2 08
	(0)	(0)	(37)	(7)	(0)	(3)	(0	(1)
A10	13 72	0	3 92	76 47	0	3 92	1 96	0
	(7)	(0)	(2)	(39)	(0)	(2)	(1)	(0)
A11	0	0	53 19	29 78	0	2 12	0	12 76
	(0)	(0)	(25)	(14)	(0)	(1)	(0)	(6)
A12	14 28	0	32 14	34 52	2 38	13 09	1 19	0
	(12)	(0)	(27)	(29)	(2)	(11)	(1)	(0)
TOTAL	6 52	0 32	45 35	38 33	0 32	5 54	0 48	1 46
	(40)	(2)	(278)	(235)	(2)	(34)	(3)	(9)

Table 4 22 Distribution of tense/aspect forms (continuation)

PART	IPFV SUBJ	FUT	COND	IMPER	TOTAL
A01	0	0	0	0	
	(0)	(0)	(0)	(0)	(50)
A02	0	0	5 55	0	
	(0)	(0)	(4)	(0)	(72)
A03	1 56	0	0	0	
	(1)	(0)	(0)	(0)	(64)
A04	4 76	0	0	0	
	(2)	(0)	(0)	(0)	(42)
A05	0	0	0	0	
	(0)	(0)	(0)	(0)	(38)
A06	0	0	0	0	
	(0)	(0)	(0)	(0)	(32)
A07	0	0	0	0	
	(0)	(0)	(0)	(0)	(52)
A08	0	0	0	0	
	(0)	(0)	(0)	(0)	(33)
A09	0	0	0	0	
	(0)	(0)	(0)	(0)	(48)
A10	0	0	0	0	
	(0)	(0)	(0)	(0	(51)
A11	0	0	2 12	0	
	(0)	(0)	(1)	(0	(47)
A12	0	1 19	0	1 19	
	(0)	(1)	(0)	(1)	(84)
TOTAL	0 48	0 16	0 81	0 16	
	(3)	(1)	(5)	(1)	(613)

4 3 1 1 Use of the Present (PRES)

There are 40 instances of the present tense in the frog stories told by this group of informants However, a closer examination of these forms reveals that in 24 (60%) of these instances the present tense appears as an indication of tense shifting (4) where informants, even though telling the story in the past move to the present tense occasionally signalling difficulty in sustaining the temporal anchoring of the narrative in the past On six occasions (15%), the present tense appears as the narrator uses direct narration to imitate the boy calling the frog in the course of the search or to talk about the conversation between the boy and his dog when they are in the river (5) The present tense occurs on nine occasions (22 5%) in evaluation clauses answering rhetorical questions as a narrative strategy (6) This results in a use of the present tense similar to that of learners at the Intermediate level The use of the present is illustrated by the following examples

(4) Tense shifting

A10 26-27 *y el perro* ***ponía*** (IPFV) *su cabeza en la jarra de la rana y no* ***puede*** (PRES) *el perro dejar la jarra*
And the dog **put** (IPFV) his head in the frog's jar and he **cannot** (PRES) leave the jar

(5) Present tense in direct narration

A02 25 *rama rama* (rana rana) ¿donde* ***estás*** *tu?* (PRES)
frog frog where **are** (PRES) you?

(6) Present tense in evaluative comments

A12 107-108 *¿y entonces que* ***ven****?* (PRES) *y* ***ven*** (PRES) *una familia de ranas*
And then what **do** (they)**see** (PRES) and (they) **see** (PRES) a family of frogs

4 3 1 2 Use of the Preterite (PFV) / Imperfect (IPFV)

As we have mentioned on several occasions, informants were given explicit instructions that the narratives should be told in the past form An analysis of the use of the use of the two past forms reveals that the Preterite is the dominant tense in only one of the narratives (A04 83 33%) Two participants (A05, A10) have a high use of the

Imperfect, although not as the dominant tense/aspect form in the narrative This use extends beyond the orientation section into the "complicating action" and resolution and as a result, the story acquires a descriptive tone The rest of the participants in this group use the two tenses in similar distribution patterns This distribution indicates a change in relation to the narratives of the Intermediate learners, where a high number of subjects showed a tendency to use either the Preterite or the Imperfect past markers as the dominant form

As mentioned previously, universals of narrative discourse indicate that the Imperfect should be the expected form for scene-setting or orientation in Spanish narratives This does not occur in all of the stories, in three instances the tense appearing in the orientation is the Preterite and, in another three instances, the Imperfect alternates with the present tense This suggests that at this level of expertise this discursive function of the Imperfect has not been acquired by all learners

(7) Tense use in the orientation section

A0 8-14 ***había*** (IPVF) *un chico que* ***se llama*** (PRES) *tim y* ***tenía*** (IPVF) *un perro que se* ***llama*** (PRES) *(xxx)* ***tenía*** (IPVF) *un regalo para su cumpleaños que* ***era*** *una rana*
There was (IPVF) a boy whose name **is** (PRES) tim and (he) **had** (IPVF) a dog whose name **is** (PRES) (xxx) (he) **had** (IPVF) a present for his birthday which **was** (IPVF) a frog

In general, the "complicating events" section includes clauses in the foreground in the perfective and the background is composed of clauses in the imperfective or imperfective progressive This discursive function is realised in clauses such as example (8) below In this example, the plot is moved forward by the Preterite while a relative clause with a verb in the Imperfect provides the additional information in the background However, at this level of proficiency there are still instances in which the alternation of these two tenses, rather than serving narrative grounding, is used to contrast punctual or completed actions in the foreground with states or durative events also taking place in the foreground Example (9) illustrates how this temporal contrast between events is conveyed

(8) Discursive function of the Preterite/Imperfect contrast

A06 45-49 ***montó*** (PVF) *miguel en un árbol donde* ***vivía*** (IPVF) *un búho pero el buho* ***era*** (IPVF) *muy peligroso*
Climbed (PVF) Miguel a tree where there **lived** (IPVF) an owl but the owl **was** (IPVF) very dangerous

(9) Preterite/Imperfect contrast

A02 66-67 *y el búho le* ***llevaba*** (IPVF) *hasta una roca, y allí el niño* ***se acordó*** (PVF) *otra vez de su rana perdida*
And the owl **brought** (IPVF) him to a rock, and there the boy **remembered** (PVF) again his lost frog

The subsequent analysis of the distribution of clauses found that there were 306 clauses in the foreground and 242 in the background marked for either of these two tense/aspect forms Table 4 23 summarises the distribution of preterite/imperfect across foreground The Preterite scores higher then the Imperfect in the foreground in nine of the narratives Only one informant produced more tokens in the Imperfect in the foreground Two informants produced a similar number of tokens in the two forms This signals a difference in the composition of the foreground in relation to less advanced learners, where these two tenses were more evenly distributed in the foreground Similarly, the examination of data for the background indicates that in all of the stories in this group the Imperfect is the preferred past marker This also contrasts with the Intermediate learners, as four subjects in that group used the perfective as the most frequent form in the background

Table 4 23 Grounding by grammatical aspect in Advanced learners' narratives % (raw frequencies)

PARTICIPANT	FOREGROUND		BACKGROUND	
	PFV	IPFV	PFV	IPFV
A01	54 60 (12)	45 45(10)	30 43 (7)	69 56 (16)
A02	83 78 (31)	16 21 (6)	14 28 (4)	85 71 (24)
A03	86 48 (32)	13 51 (5)	31 57 (6)	68 42 (13)
A04	100 (34)	0 (0)	20 00 (1)	80 00 (4)
A05	46 15 (6)	53 84 (7)	0 (0)	100 (25)
A06	63 15 (12)	36 84 (7)	30 76 (4)	69 23 (9)
A07	91 66 (22)	8 33 (2)	13 63 (3)	86 36 (19)
A08	91 66 (11)	8 33 (1)	5 88 (1)	94 11 (16)
A09	97 05 (33)	2 94 (1)	28 57 (4)	71 42 (10)
A10	9 52 (2)	90 47 (19)	0 (0)	100 (22)
A11	88 00 (22)	12 00 (3)	15 38 (2)	84 61 (11)
A12	89 28 (25)	10 71 (3)	9 75 (4)	90 24 (37)
TOTAL	79 08 (242)	20 91 (64)	14 87 (36)	85 12 (206)

As in the analysis of the narratives of L1 speakers and Intermediate learners, a Chi-square test was carried out to confirm the validity of these preliminary observations The results confirm those advanced by the analysis, thus providing support for the discourse hypothesis for ten of the Advanced learners Hence, the Preterite is the dominant tense in the foreground while background predicates appear predominantly in the Imperfect

Table 4 24 Grounding by grammatical aspect in Advanced learners' narratives (Chi-square test)

participant	correlation	P-value
A01	0 237	0 102
A02	0 568	0 000
A03	0 486	0 000
A04	0 6492	0 000
A05	0 514	0 000
A06	0 303	0 0072
A07	0 616	0 000
A08	0 651	0 000
A09	0 595	0 000
A10	0 220	0 138
A11	0 581	0 000
A12	0 620	0 000

4 2 2 3 Use of the Perfective Progressive (PFV PROG)/ Imperfective Progressive (IPFV PROG)

The imperfective progressive (IPFV PROG) is the next most utilised form appearing in the story of nine of the twelve informants, 5 54% of the tokens occur in this form (see table 4 22) This is an interesting development if we consider the narratives of Intermediate learners where the imperfective progressive accounted for only 1 82% of the tokens There are only two tokens inflected for perfective progressive across the sample As mentioned before, the progressive is optional in Spanish because the imperfective past (*pretérito imperfecto*), can convey a meaning of durativity Nonetheless, the progressive aspect includes a notion of dynamicity not necessarily conveyed by the imperfective The analysis of the use of the progressive aspect across this sample indicates that the progressive aspect indicates several temporal relations In a number of instances, the progressive aspect takes the place of the imperfect (10) As we discussed in the analysis of the narratives produced by intermediate learners, it can be argued that in these instances the past progressive is a transfer from English In this regard, the progressive is used to contrast the duration of two events taking place at the same time in the foreground, as the following example illustrates

(10)
A03 23 *rápidamente* ***se puso*** (PFV) *sus ropa y* ***estaban buscando*** (IPFV PROG) *por todos lados*
Quickly (he) **put on** (PFV) his clothes and (they) **were looking** (IPFV PROG) every where

However, the imperfective progressive occurs most frequently in the background Learners in this group use the progressive aspect to signal simultaneity between events or to add layering to the background by contrasting a state, in the imperfective, with an action extended in time, in the imperfect progressive (11)

(11) Imperfective Progressive as a marker of simultaneity

A12 25-27 *y el perro* ***estaba mirando*** *en la jarra a ver donde* ***estaba*** (IPFV) *la rana*
And the dog **was looking** (IPFV PROG) in the jar to see where **was** (IPFV PROG) the frog

4.3.1.4 Other tenses

As table 4.22 indicates, a number of verb tenses appear with limited frequency across the Frog Stories produced by this group of informants. These are the present perfect (PRES.PERF), past perfect (PAST.PERF), imperfective subjunctive (IPVF.SUBJ), imperative (IMPER), future tense (FUT) and conditional (COND). These tenses are used in very small numbers and generally they only appear in the narratives of one of the informants. However, it is interesting to note the use of the Past Perfect.

Studies of child language document the Past Perfect as a late acquisition form. In the Spanish Frog Stories collected by Sebastián (1994), the past perfect does not appear until the age of 4 for their Castilian Spanish sample, 5 for the Chilean sample and 9 for the Argentinean sample. The analysis of the narratives by Intermediate learners revealed that, of the 416 tokens analysed, none were inflected for Past Perfect. In the narratives of the advanced learners recounted for the present study, the Past Perfect is introduced by four of the participants in this group and it accounts for 1.46% of the tokens analysed. This tense does not come to be widely used in narrative discourse until superior levels of proficiency in Spanish L2, when we encounter more evidence of a sense of plot in the narrations. The present perfect occurs incorrectly in two instances across the sample where a past perfect would be expected to signal the anteriority of the action in the subordinate clause. This is further evidence of the problem of tense consistency when establishing orientation centres. Nonetheless, together with the few instances of the imperfective subjective, the use of more complex forms is evidence of the learners' efforts to provide the narratives with a more cohesive temporal structure.

4.3.2 Lexical aspect

4.3.2.1 Aspectual periphrasis

Table 4.25 below displays the results from the analysis of aspectual periphrasis in the narratives produced by Advanced learners. Aspectual periphrases appear in ten of the narratives in this group. Inchoative periphrases are the most frequent type, followed by

iteratives There are no instances of completive aspectual periphrasis in the sample of frog stories produced by learners in this group

Inchoative periphrases are included in the narratives of eight of the subjects in this group The range of predicates used in the formation of the periphrasis is significantly higher in relation to the previous group of informants The most common periphrasis is still *empezar a* (10 instances), followed by *ir a* (to go to) (6 instances), and *ponerse a* (to set out to) (4 instances) There is one instance of *estar a punto de* (to be about to do something) Three informants out of the five who use multiple aspectual periphrases present divers predicate types The other two informants resort to only one verb for the formation of the periphrasis The examples of inchoatives in this group of stories are most frequently used to mark the beginning of an activity (12), in three instances an inchoative is used to mark the beginning of the search (13)

(12) Inchoative periphrasis marking entry into new activity

A09 39 *jose* ***empezó a correr*** (PFV)
Jose **started to run** (PFV)

(13) Inchoative periphrasis parking entry into new episode

A09 19 *y* ***empezó a buscar*** (PFV) *a la rana por todas partes*
And (he) **started to look** (PFV) for the frog everywhere

Iterative periphrases mark a situation or event as extended in time This class of aspectual periphrasis does not appear in the narratives recounted by the intermediate learners As the table shows, their use is not widespread amongst informants in this group, nonetheless, it indicates a progression in the use of aspectual markers Two verbs are used to refer to activities in this manner, *seguir* (4 instances) and *continuar* (two instances) both meaning *to continue* in English These aspectual periphrases generally mark an event that runs through almost the entirety of the story, the boys' search for his frog (14), only in one of the five instances of iterative periphrasis does it appear to extend the duration of a single event (15) Informants generally use the progressive aspect to indicate this

(14) Iterative periphrasis marking event extending throughout the plot

A07:36 ***continuó buscando*** (PFV) *a su rana.*
(he) **continued to look** (PFV) for this frog.

(15) Iterative periphrasis marking continuation of an event

A04:32 *el perro* ***siguió ladrando*** (PFV) *a la colmena de abejas.*
the dog **continued to bark** (PFV) at the beehive.

Table 4.25 Distribution of aspectual periphrases in Advanced learners' narratives. Raw frequencies

	INC	ITE	TOTAL
A01	1	0	1
A02	4	1	5
A03	3	0	3
A04	3	1	4
A05	0	1	1
A06	0	0	0
A07	0	2	2
A08	0	0	0
A09	5	0	5
A10	1	0	1
A11	3	2	5
A12	1	0	1
TOTAL	21	7	28

INC: inchoatives, ITE: iteratives

4.3.2.2 Aspectual particle *SE*

In the analysis of the narratives produced by Intermediate learners of L2 Spanish, we identified the use of the pronoun *se* as an aspectual marker to emphasise the inchoative condition of an activity. The analysis of the use of this aspectual particle in the narratives of advanced learners reveals a higher use of this particle. Aspectual *se* appears in eight of the narratives, as table 4.26 below indicates. The most common inclusion of *se* is with the verbs of movement such as *caer* (to fall) *ir (to go), escapar* (to escape), *subir* (to climb/ to go up). There is only one instance in this set of

narratives where *se* occurs with a transitive verb, *montar* (to mount/ to get on) acquiring a completive meaning

(16) Use of aspectual particle *se* with inchoative value

407 48 *el pobre pablito* ***se cayó*** *del árbol*
poor pablito **fell** from the tree

(17) Use of aspectual particle *se* with completive value

403 79 *el perro se montó en la cabeza del niño*

the dog got on the head of the boy

It is interesting to note the rates of targetlike production for aspectual *se* Of the 32 tokens which appear in the sample, 29 conform to target use (86 6%) Four of the six participants who chose to include *se* do so with complete accuracy Participant A03 includes a significantly high number of tokens, with an extremely high accuracy rate (91 6%) Participant A01 includes eight instances of this form in her story, however, two of those are incorrect since the verb *buscar* (to look for) and *correr* (to run) are predicates describing an ongoing activity Thus, the completive meaning of the particle *se* with transitive verbs is not compatible with an activity in progress This could be interpreted as an indicator that this participant has an inling that *se* appears with verbs of movement but has not yet acquired the rule in relation to telicity

Table 4 26 Distribution of aspectual *se* in Advanced learners' narratives
Raw frequencies

	SE
A01	8
A02	1
A03	12
A04	0
A05	0
A06	1
A07	5
A08	1
A09	0
A10	3
A11	1
A12	0
TOTAL	32

4.3.3 Lexical Aspect Hypothesis

As outlined for previous analysis of dependency between lexical class and verbal morphology, 611 tokens from this set of narratives were coded for this analysis Tables 4 27 to 4 29 show the results of the analysis per lexical class Approximately half of the predicates are telic 47 95 % (293) The remaining predicates are almost evenly divided between states 29 29% (179) and activities 22 74 % (139)

Telic predicates are used with greater frequency with the perfective than any other tense/aspect form, (222 tokens or 74 6%) (Table 4 27) Compared to the Intermediate group, the advanced group shows a higher use of telic predicates in the perfective Only two participants include more imperfective predicates with this lexical class The use of the imperfective is limited to 38 tokens (12 96%), almost half of that of the Intermediate group

Learners use more than twice as many activities in the imperfective (88 or 63 30%) than in the perfective (36 or 25 89 %) Only one participant includes more activities in the perfective This overall distribution of tense/aspect form is similar to that of learners in

the Intermediate stages of Spanish L2 acquisition and does not signify a move towards a more targetlike production which indicated similar frequency values for both past forms with this lexical class However, the analysis also reveals that the significant personal variation found across participants in the previous group is not present at this level All participants show similar distribution rates for the two past tense/aspect forms

States constitute 29 29% of the corpus They only appear inflected for either of past markers and present tense States show greater occurrence with imperfective (78 77%) Two participants marked all the states in the narratives with this form The perfective (8 93%) or present (12 39%) are never used predominantly with states at this level of proficiency This distribution patterns are similar to those revealed by the analysis of Intermediate learners' narratives

Thus, these narratives show the familiar patterns of distribution across lexical class found in studies that have investigated the aspect hypothesis The data reveals a progression of perfective use for telic verbs, to activities Activities occur predominantly with the imperfective, as do states, supporting the distribution of tense/aspect morphology predicted by Andersen (1991) The data also shows a more uniform distribution across informants

Table 4 27 Distribution of tense within telic verbs in Advanced learners's narratives % (raw frequencies)

INFORMANTS	TEL+PFV	TEL +IPFV	TEL+PRES	TEL+ PASTPERF	TEL+OTHER	TOTAL TOKENS
A01	75 00 (12)	6 25 (1)	12 50 (2)	0 (0)	6 25 (1)	(16)
A02	76 92 (30)	15 38 (6)	0 (0)	0 (0)	7 69 (3)	(39)
A03	89 47 (34)	5 26 (2)	0 (0)	0 (0)	5 26 (2)	(38)
A04	89 66 (26)	0 (0)	3 44 (1)	3 44 (1)	3 44 (1)	(29)
A05	55 55 (5)	44 44 (4)	0 (0)	0 (0)	0 (0)	(9)
A06	81 25 (13)	18 75 (3)	0 (0)	0 (0)	0 (0)	(16)
A07	79 16 (19)	8 33 (2)	8 33 (2)	0 (0)	4 16 (1)	(24)
A08	87 50 (7)	0 (0)	0 (0)	12 50 (1)	0 (0)	(8)
A09	93 75 (30)	3 12 (1)	0 (0)	0 (0)	3 12 (1)	(32)
A10	4 76 (1)	71 42 (15)	19 04 (4)	0 (0)	4 76 (1)	(21)
A11	79 31 (23)	3 44 (1)	0 (0)	17 24 (5)	0 (0)	(29)
A12	68 75 (22)	9 37 (3)	15 62 (5)	0 (0)	6 25 (2)	(32)
Total	75 76 (222)	12 96 (38)	4 77 (14)	2 38 (7)	4 09 (12)	(293)

Table 4 28 Distribution of tense within activities in Advanced learners' narratives % (raw frequencies)

INFORMANTS	ACT+PFV	ACT +IPFV	ACT+PRES	ACT+ PASTPERF	ACT+OTHER	TOTAL
A01	14 28 (2)	85 71 (12)	0 (0)	0 (0)	0 (0)	(14)
A02	28 57 (4)	64 28 (9)	0 (0)	0 (0)	7 14 (1)	(14)
A03	33 33 (2)	66 66 (4)	0 (0)	0 (0)	0 (0)	(6)
A04	70 00 (7)	10 00 (1)	0 (0)	0 (0)	20 00 (2)	(10)
A05	0 (0)	100 (9)	0 (0)	0 (0)	0 (0)	(9)
A06	12 50 (1)	87 50 (7)	0 (0)	0 (0)	0 (0)	(8)
A07	30 00 (3)	30 00 (3)	10 00 (1)	0 (0)	30 00 (3)	(10)
A08	35 71 (5)	64 28 (9)	0 (0)	0 (0)	0 (0)	(14)
A09	46 15 (6)	38 46 (5)	0 (0)	7 69 (1)	7 69 (1)	(13)
A10	11 11 (1)	77 77 (7)	11 11 (1)	0 (0)	0 (0)	(9)
A11	10 00 (1)	60 00 (6)	0 (0)	10 00 (1)	20 00 (2)	(10)
A12	18 18 (4)	72 72 (16)	4 54 (1)	0 (0)	4 54 (1)	(22)
TOTAL	25 89 (36)	63 30 (88)	2 15 (3)	1 43 (2)	7 19 (10)	(139)

Table 4 29 Distribution of tense within states in Advanced learners' narratives % (raw frequencies)

INFORMANTS	STA+PFV	STA +IPFV	STA+PRES	STA+ PASTPERF	STA+OTHER	TOTAL
A01	25 00 (5)	65 00 (13)	10 00 (2)	0 (0)	0 (0)	(20)
A02	5 26 (1)	78 94 (15)	15 78 (3)	0 (0)	0 (0)	(19)
A03	10 52 (2)	57 89 (11)	31 57 (6)	0 (0)	0 (0)	(19)
A04	33 33 (1)	66 66 (2)	0 (0)	0 (0)	0 (0)	(3)
A05	0 (0)	100 (19)	0 (0)	0 (0)	0 (0)	(19)
A06	25 00 (2)	75 00 (6)	0 (0)	0 (0)	0 (0)	(8)
A07	5 55 (1)	88 88 (16)	5 55 (1)	0 (0)	0 (0)	(18)
A08	0 (0)	72 72 (8)	27 27 (3)	0 (0)	0 (0)	(11)
A09	16 66 (1)	83 33 (5)	0 (0)	0 (0)	0 (0)	(6)
A10	0 (0)	90 47 (19)	9 52 (2)	0 (0)	0 (0)	(21)
A11	0 (0)	100 (6)	0 (0)	0 (0)	0 (0)	(6)
A12	10 34 (3)	72 41 (21)	17 24 (5)	0 (0)	0 (0)	(29)
TOTAL	8 93 (16)	78 77 (141)	12 29 (22)	0 (0)	0 (0)	(179)

4.2 4 Adverbials

As table 4 30 shows, learners do not make extensive use of adverbials at this level of proficiency Temporal information is conveyed mainly by means of verbal morphology Interestingly, the examination of the role of temporal adverbials in this set of narratives shows that these advanced learners include fewer temporal adverbials than the intermediate students

In particular, there are no adverbials of quantity in this group of narratives This is due to the nature of the particular narrative presented to subjects in this instance There are no events or actions m the frog story which require the specification of the frequency of time spans The most common adverbials indicate the temporal adverbial of position (TAP) These tend to occur with scenes 1, 2 and 3 In these instances, the adverbials situate the action of the story at night-time, and in scene 3 in the following morning When informants make limited use of adverbials to indicate temporal relations, these are the first events to be marked in this manner On the other hand, the use of aspectual adverbials (TAC) has increased in relation to the previous narratives Aspectual adverbials appear with relative frequency in the story told by participant A02, especially *otra vez* (again) This adverbial is used in place of the iterative aspectual periphrasis *volver a* (to do something again) Other aspectual adverbs include *de repente* (suddenly), marking the incipient value of the event, and finalmente (finally) marking completiveness

(18) Adverbial with inchoative value

A01 57 *pero **de repente** algo aparecio de dentro del árbol*
But **suddenly** something appeared from incide the tree

(19) Adverbial with iterative value

A03 65 *y tambien empezaron a gritar **otra vez***
And also (they) started to shout **again**

Table 4 30 Distribution of adverbials in Advanced learners' narratives Raw frequencies

	TAP	TAD	TAC	TOTAL
A01	2	0	2	4
A02	2	0	0	2
A03	0	0	2	2
A04	1	0	0	1
A05	1	0	0	1
A06	2	0	2	4
A07	2	1	0	3
A08	2	1	2	5
A09	1	0	0	1
A10	2	1	0	3
A11	0	0	0	0
A12	1	0	0	1
TOTAL	16	3	8	27

TAP temporal adverbial of position
TAD temporal adverbial of duration
TAC temporal adverbials of contrast

4 3 5 Temporal subordinate clauses

Participants in this group make extensive use of temporal adverbial clauses to convey simultaneity between events Table 4 31 indicates the instances of simultaneity, posteriority and anteriority present in the narratives as well as illustrating the subordinators

The expression of simultaneity between events is included by eleven of the participants Only participant A06 in this group does not relate any two events in the story as being simultaneous This is the participant that has produced the shortest narrative and shows more limited use of morphology The most common relations of events perceived as simultaneous refer to picture two, which depicts the boy sleeping and the frog escaping from the jar Seven of the participants established a simultaneous connection between these events Four participants refer to the events m picture 9 as simultaneous, the boy is looking into a hole while the dog is playing with a beehive One participant depicts the events in picture 4 as taking place at the same time *Cuando* (when) is the temporal

subordinate conjunction to appear with most frequency It appears to be well established at this stage *Cuando* is mainly used as a marker of immediate anteriority

(20) *Cuando* as a marker of immediate anteriority

A04 55-56 ***cuando*** (SIM) *el niño* ***se levanto*** (PFV) *del charco* ***oyó*** (PFV) *el ruido de ranas*
When (SIM) the boy **got up** (PFV) from the pool (he) **heard** (PFV) the noise of the frogs

When an event in the background is described as being simultaneous with an event in the foreground, *mientras* is the preferred subordinator At the same time, *mientras* is used to relate two clauses with different protagonists (21) This subordinator appears in the narratives of eight of the participants in this group This represents a sharp increase in the use of *mientras* in relation to the intermediate learners

(21) *Mientras* as a marker of simultaneity

A02 49-50 *y el perrito encontro una colmena* ***mientras*** *el niño buscaba el rama*
And the dog found a beehive while the boy was looking for the frog.

As the table indicates there are only two instances of the *al+infinitivo* construction to indicate simultaneity between events in the frog stories told by this group of advanced learners The use of tense morphology to signal simultaneity has been discussed in the previous sections

(22) *al+infinitive* as a marker of simultaneity

A09 17-18 *y* ***al despertarse*** *el niño encontro la jarra vacía*
And on waking up the boy found the jar empty

In the data produced by participants in this group, we find two instances of simultaneity which do not relate two concrete events but rather contribute to the overall narrative Participant A05 01 sets the scene for the story by telling us that *Juanito encontro una rana mientras anadaba en el bosque* (Juanito found a frog while he wandered in the woods) and participant A08 opts for amalgamating the events depicted in several pictures by saying that it all happened while the boy was looking for the frog,

(23)
A09 12-15 *mientras todo esto estaba pasando el niño todavia estaba buscando la rana* y *mientras que estaba buscando había muchos animales en el bosque*
And while all of this was happening, the boy was still looking for the frog, and while he was looking there were many animals in the woods

As mentioned previously, an event can be marked as anterior to another event in the timeline by means of tense correlation or subordination In this set of narratives there are fourteen events explicitly related in this manner The episode that most informants chose to refer to in this way is the boy waking up to realise that the frog has escaped The past perfect is the linguistic device used on most occasions to convey the meaning of posteriority Nonetheless it only appears in four of the Frog Stories In three instances, the adverbial construction *antes de + infinitive* is used

(24) PAST PERF as a marker of anteriority

A11 15-17 *cuando el niño despertó por la mañana descubrio que la rana* ***había escapado*** (PAST PROG)
when the boy woke up in the morning he discovered the frog **had escaped** (PAST PROG)

(25) antes de as a a marker of anteriority

A04 8-9 ***antes de*** *acostarse el niño miró su rana*
Befote going to bed the boy looked at his frog

Relations of posteriority are rarely marked linguistically This is due to the task in hand, since in general narrative discourse follows a chronological order This results in the expression of sequentiality, rather than posteriority As we have discussed previously, we have considered an event to be reported as posterior to another event in cases where there is subordination rather than coordination This results in one token of posteriority in the entirety of frog stories at this level of proficiency

(26) *después de* as a marker of posteriority

A04 28-29 ***después de*** *sacar la cabeza de la jarra el niño y el perro se fueron a buscar la rana en el campo*
After taking out the head from the jar the boy and the dog went to look for the frog in the countryside

Table4 31 Distribution of temporal adverbial clauses in Advaned learners's narratives

	CUANDO (SIM)	MIENTRAS	AL+ INFINITIVE	PAST PERF	ANTES DE	DESPUES DE	TOTAL
A01	2	0	0	0	0	0	2
A02	4	5	0	0	0	0	9
A03	1	0	0	0	0	0	1
A04	1	2	0	1	1	1	6
A05	1	1	0	0	0	0	2
A06	0	0	0	0	0	0	0
A07	0	1	1	0	1	0	3
A08	2	2	0	1	0	0	5
A09	2	2	1	1	1	0	7
A10	1	0	0	0	0	0	1
A11	4	2	0	6	0	0	12
A12	3	2	0	0	0	0	5
TOTAL	21	17	2	9	3	1	53

4.3.6 Conclusions

In summary, the analysis of the Frog Stories for the Advanced group reveals that at this level of proficiency the verbal system of learners is established, as the low number of errors indicates Nonetheless, the difference in the range of tenses used is significant

Generally, the use of the present tense reflects the difficulty which some learners still have in maintaining the temporal anchoring of events in the past The analysis of tense distribution also indicates that the verbal system allows for the specification of events in the foreground and the background by means of perfective and imperfective tense alternation Informants in this group also use the contrast between these two forms of the past to contrast punctual and durative events

Figure 4 5 Grounding and grammatical aspect in Advanced learners' narratives

Aspectual periphrases are not used with great frequency in all the frog stories, however, at this level the use of inchoatives is more extended than that of iteratives We do not believe at this point that this may be attributed to the nature of the story since there is a significant number of recurring events in the search for the frog the boy calling and searching, for example However, this may signal a possible developmental route in this regard, especially since iteratives were not present in the narratives produced by informants in the intermediate-low group

As we have already mentioned, the use of *se aspectual* is an interesting development of the aspectual competency of Spanish L2 learners As the analysis of the stories by learners in the intermediate-low group indicates, this form appears at the early stages of the acquisition process The increase in its use manifested in this set of narratives indicates the form becoms more stable in the learners' interlanguage at advanced levels of proficiency and at the same time that learners become g more aware of aspectual nuances in L2

The distribution of tense/aspect forms across lexical aspectual class presents less individual variation than that observed in the narratives of Intermediate learners The use of the perfective past form with telic verbs has increased in relation to the previous set of narratives analysed, and reveals a trend towards the model provided by the L1 narratives However, this development is not observed in the case of activities, which still present patterns of development similar to Intermediate learners On the other hand, the marking of states emulates the behaviour observed in the narratives of both L1

speakers and Intermediate learners This may suggest that this lexical class may be the first to be mark correctly for perfective/imperfective distinction in the past tense

Figure 4 6 Distribution of tense/aspect forms across lexical class in Advanced learners' narratives

The analysis of the use of temporal adverbials in the retelling of the frog story reveals that, as the morphology and syntax of the learners' interlanguage increases in complexity, the reliance on lexical means to mark temporality, such as temporal adverbials, decreases In the use of different types of temporal adverbials, priority is given to locating the event in time (TAP) However, their use is limited and therefore fails to provide significant information

Temporal adverbial clauses are used to indicate how the temporal relation between two events is to be interpreted The most common relation established in this regard is that of simultaneity Two connectors are widely used to establish relation, *cuando* and *mientras* The number of events between which connections are established has increased in relation to the intermediate-low group both in relation to the expression of simultaneity and anteriority The "chaining" of events typical of the previous group of informants tends to disappear, suggesting once again the developmental path that L2 learners may follow in the expression of temporality in narratives

The result is stories in which events are depicted as merely a sequence of actions in main clauses linked by conjunctions These stories present very few events as constituting the background and there is very little layering

4.4 Presentation of results: Near-native speakers' narratives

4.4.0 Introduction

This section examines the Frog Stories produced by twelve English native speakers who are academics specialised in different areas of Hispanic Studies They have considerable language expertise and are able to communicate in Spanish with great accuracy and fluency As mentioned earlier, few studies of Spanish L2 acquisition have dealt with learners at this level of proficiency

In general terms, these narratives are woven together by means of coordination and markers of sequentiality The level of morphological and inflectional accuracy is very high, and subordination features predominately to establish temporal relations between events In many instances, this set of narratives is very similar to those produced by native speakers The following excerpt reflects the common characteristics of these stories It would be difficult for any reader with knowledge of Spanish to ascertain if this passage was related by an L2 speaker or a native speaker

(1) G 01

NN01 *había una vez un chico que* ***se llamaba*** (IPFV) *juansito y que* ***tenía*** (IPFV) *un perro al que* ***llamaba*** (IPFV) *felix y una rana que* ***guardaba*** (IPFV) *en un frasco grande en su dormitorio cerca de su cama*

G 02

NN01 *una noche* (TAP) *mientras juansito y félix* ***dormían*** (IPFV) *la rana* ***se escapó*** (PFV) (SEASP) *del frasco*

G 03

NN01 *a la siguiente mañana* (TAP) *cuando juansito y félix* ***se despertaron*** (PFV) ***se dieron*** (PFV) *cuenta de que la rana no* ***estaba*** (IPFV) *en el frasco*

Once upon a time there **was** (IPFV) a boy who **was called** (IPFV) Juansito and who **had** (IPFV) a dog to whom he **called** (IPFV) Felix and a frog which (he) **kept** (IPFV) in a big jar in his bedroom near his bed
One night (TAP) while Juansito and Felix **slept** (IPFV) the frog **escaped** (PFV) (SEASP) from the jar
The following morning (TAP) when Juansito and Felix **woke up** (PFV) (they) **realized** (PFV) that the frog was (IPFV) not in the jar

As the text illustrates, the Preterite (PFV) and the Imperfect (IPFV) are the main tenses used for the temporal anchoring of the narrative. The contrast between the two forms contributes to shape the foreground and background as well as contrasting punctual and durative actions, as the description of picture 2 indicates. In addition, the inclusion of the aspectual particle *se* emphasises the punctuality of the event described in the perfective. Adverbials function to set the orientation of the story. Finally, a temporal adverbial clause expressing simultaneity is introduced contributing to the overall structure of the narrative and to the building up of more integrated scenes.

Only four of the participants refer to all twenty-four episodes of the story. Four participants refer to all episodes except for vignettes twenty-two and twenty-three, which are amalgamated together to form the resolution part of the narrative. Three participants do not refer to episode ten when the gofer comes out of the den. Episode fourteen depicting the boy on the rocks calling for the frog is omitted in two instances. In spite of the high level of proficiency and acculturation amongst informants, only two of them include a coda typical of Spanish story-telling. This may suggest that the overall approach to the task by these participants is a reportative one rather than a storytelling one. Participant NN02 introduces an unusually high number of evaluative comments, which further hints at this. The following is an example of how the majority of informants chose to indicate the end the story.

(2) NN05:135-136 *y* ***volvieron*** (PFV) *a casa contentos y todos* ***vivieron*** (PFV) *felices para siempre.*
And they returned (PFV) home happy and (they) all lived (PFV) happy for ever.

4.4.1 Tense and Aspect forms

The scrutiny of the inflected verbs results in a total number of 691 tense/aspect tokens coded for analysis. The range of tokens produced by participants was 40-97. No errors in the inflection of verb forms have been noted and, more significantly, there were no instances of contexts were a different form from that required was used. Hence, all tense/aspect forms in the narratives of this group of participants conform to target-like use. Seven different tenses are used in the telling of the Frog Story by this group of

informants This number is smaller that the overall number of tenses used by participants in the Advanced group Informant NN08 presents the least variation in terms of tense/aspect forms, using only the preterite and the imperfect Considering the entire sample the preterite is used in 55 86 % of clauses coded for analysis, and the imperfect in 35 02 % The past perfect appears in 3 76% of clauses and 2 74% of inflected forms are in the present tense As table 4 32 indicates, a number of tenses are used in limited instances The preterite appears as the dominant form (80% of tokens) in only one of the narratives (NN04)

Table 4 32 Distribution of tense/aspect forms in nearnative speakers' narratives % (raw frequencies)

PART	PRES	PRES PROG	PFV	IPFV	PFV PROG	IPFV PROG	PAST PERF	IPFV SUBJ	TOTAL
NN01	0	0	68 42	29 82	0	0	1 75	0	
	(0)	(0)	(39)	(17)	(0)	(0)	(1)	(0)	(57)
NN02	23 24	1 78	55 35	14 28	0	1 78	3 57	0	
	(13)	(1)	(31)	(8)	(0)	(1)	(2)	(0)	(56)
NN03	0	0	73 52	12 5	0	0	2 94	2 94	
	(0)	(0)	(25)	(7)	(0)	(0)	(1)	(1)	(34)
NN04	7 84	0	70 58	19 6	1 96	0	0	0	
	(4)	(0)	(36)	(10)	(1)	(0)	(0)	(0)	(51)
NN05	0	0	52 57	35 05	0	0	9 27	3 09	
	(0)	(0)	(51)	(34)	(0)	(0)	(9)	(3)	(97)
NN06	0	0	52 50	45 00	0	0	2 5	0	
	(0)	(0)	(21)	(18)	(0)	(0)	(1)	(0)	(40)
NN07	3 03	0	50 00	31 81	0	1 51	4 54	0	
	(2)	(0)	(33)	(21)	(0)	(7)	(3)	(0)	(66)
NN08	0	0	53 33	46 66	0	0	0	0	
	(0)	(0)	(24)	(21)	(0)	(0)	(0)	(0)	(45)
NN09	0	0	49 12	43 85	0	0	5 26	1 75	
	(0)	(0)	(28)	(25)	(0)	(0)	(3)	(1)	(57)
NN10	0	0	53 33	45 00	0	0	1 66	0	
	(0)	(0)	(32)	(27)	(0)	(0)	(1)	(0)	(60)
NN11	0	0	54 30	59 65	0	1 72	1 72	1 72	
	(0)	(0)	(32)	(23)	(0)	(1)	(1)	(1)	(58)
NN12	0	0 (0)	48 57	44 28	0	0	5 71	1 42	
	(0)		(34)	(31)	(0)	(0)	(4)	(1)	(70)
TOTAL	2 74	0 14	55 86 %	35 02 %	0 14	1 44	3 76	1 01	
	(19)	(1)	(386)	(242)	(1)	(10)	(26)	(7)	(691)

4 4 1 1 Use of the Present tense (PRES)

The number of instances in which the present tense is used has decreased significantly in relation to the Advanced group, appearing in the narratives of only three of the twelve subjects in this group While subjects at the advanced and low stages elevated frequency of use of the present tense corresponded to instances of shifting the temporal anchoring, informants in this group do not manifest this tendency As the table indicates, the majority of tokens in the present appear in the narrative of participant NN02, who includes a significant number of evaluative remarks Only one instance of the present tense across the entire sample illustrates direct narration This further contributes to suggest a reportative mode in the approach to the task

4 4 1 2 Use of the Preterite (PFV) / Imperfect (IPFV)

As we have done with the preceding group, in this section we examine the functions of the Preterite and Imperfect forms in the narrative discourse of these participants As mentioned in previous sections, at the early stages of language acquisition these forms are used to contrast punctual and durative events As the learners' Interlanguage develops, these forms acquire discursive functions With regard to the choice of past markers, the majority of forms used are m the Preterite (386 or 55 86%) and 242 (35 02 %) occur in the Imperfect In all the narratives, the Imperfect is the tense used in the scene setting section, with no evidence of tense shifting as documented in the analysis of the Advanced group This sets the scene for a collection of stories that closely resemble those of native speakers in the use of the past markers, as in the excerpt reproduced in section 4 4 0 above In the "complicating events" section, the Preterite/Imperfect contrast is used mainly with a discourse function That is, a foregrounded clause in the Preterite is complemented by a clause in the background in the Imperfect

(3) Discursive function of the Preterite/Imperfect contrast

NN08 55-57 *después de un rato **apareció** un ciervo un ciervo grande que no **estaba*** (IPFV) *nada contento con juan*
Alter a while **appeared** (PFV) a deer a big deer who **was** (PFV) not at all happy with juan

The analysis of the use of Preterite and Imperfect forms to construct the grounding of the narrative shows that 91 81% of all clauses in the foreground are marked with the Preterite The Imperfect is clearly the dominant tense in the background (93 61%) While the perfective past is the dominant form in the foreground for all participants, there is significant variation in the instances of Imperfect Three participants do not include the Imperfect in the foreground For the remaining participants the percentages of use vary from 3 21% for participant NN12, to 22 58% for participant NN10 Similar individual variation is found in the use of the Preterite in the foreground

Table 4 33 Grounding by grammatical aspect in Near-native speakers' narratives % (raw frequencies)

PARTICIPANT	FOREGROUND		BACKGROUND	
	PFV	IPFV	PFV	IPFV
NN01	100 (39)	(0)	5 55(1)	94 44 (17)
NN02	100 (31)	(0)	(0)	100 (9)
NN03	100 (25)	(0)	(0)	100 (8)
NN04	94 28 (33)	5 71(2)	33 33 (4)	66 66 (8)
NN05	95 83 (46)	4 16 (2)	11 11 (4)	88 88 (32)
NN06	83 33 (20)	16 66 (4)	6 66 (1)	93 33 (14)
NN07	79 48 (31)	20 51 (8)	9 09 (2)	90 90 (20)
NN08	88 46 (23)	11 53 (3)	5 00 1)	95 00 (19)
NN09	90 32 (28)	9 67 (3)	(0)	100 (22)
NN10	81 57 (31)	22 58 (7)	9 09(2)	90 90 (20)
NN11	91 42 (32)	8 57 (3)	(0)	100 (21)
NN12	96 87 (31)	3 12 (1)	(0)	100 (30)
TOTAL	91 81 (370)	8 18 (33)	6 38 (15)	93 61 (220)

PFV perfective , IPFV imperfective

Thus, as in the previous sets of narratives, a statistical analysis was performed to corroborate this finding The results, displayed in the table below, confirmed those anticipated by the raw scores analysis

Table 4 34 Grounding by grammatical aspect in Near-native speakers' narratives (Chi square test)

participant	correlation	P-value
NN01	0 692	0 000
NN02	0 707	0 000
NN03	0 707	0 000
NN04	0 544	0 000
NN05	0 557	0 000
NN06	0 559	0 000
NN07	0 561	0 000
NN08	0 637	0 000
NN09	0 665	0 000
Nn10	0 574	0 000
NN11	0 666	0 000
NN12	0 695	0 000

4 4 1 3 Use of the Perfective Progressive (PFV PROG)/ Imperfective Progressive (IPFV PROG)

The analysis reveals that the use of progressive aspect is very limited amongst the subjects in this group There is only one instance of the perfective progressive, and the imperfective progressive occurs only in 10 instances, representing 1 59% This is a sharp decrease in the numbers of imperfective progressive in comparison with the Advanced (6 46%) It signals an approximation to the use of the progressive made by native speakers, where the analysis reveals a usage of the progressive of 1 06% In the present set of narratives the use of the past progressive is confined to the stories produced by four of the participants In the instances in which the imperfective progressive occurs m this set of narratives, it is used to contrast a punctual action taking

place in the foreground with a durative one in the background as the following example indicates

(4) Use of the Imperfective Progressive

NN07 40-42 *y después benito que* ***estaba mirando*** (IPFV PROG) *también por la ventana* ***se cayó*** (PFV)
And then benito who **was looking** (IPFV PROG) through the window too **fell** (PFV)

4 4 1 4 Use of the Past Perfect (PAST PERF)

As the table indicates, all but two subjects include the past perfect in their narratives The number of raw scores is 26 (3 7%) This is an interesting figure as it represents a sharp increase in the use of this form on the Advanced group (1 43%) Moreover, it approximates the performance of the control groups (4 61%) The past perfect indicates narrative retrospection In this regard, the higher number of instances of this tense signals that at this level learners have taken a significant step forward in the development of the expression of temporal relations in the narrative discourse The past perfect, used to refer to a prior event of relevance to the current situation, indicates that the learners are considering the overall organisation of the narrative, moving beyond a stage where they are concerned with the picture by picture description of events and at this level of proficiency they have developed the ability to do so successfully The past perfect appears in the "complicating action" and resolution sections of the narratives in a variety of episodes and situations The following is an example of the use of this tense by subjects at the near-native level of proficiency

(5) Use of the Past Perfect

NN12 99-101 *y* ***había ido*** (PAST PERF) *a visitarlos y no* ***sabía*** (IPFV) *como volver a casa*
And (it) had gone to visit them and (it) did not know how to return home

4.4.2 Lexical Aspect

4 4 2 1 Aspectual periphrasis

Aspectual periphrases are frequently used by near-native speakers in the telling of the Frog Stories Inchoatives, iteratives and completives feature in these narratives All participants indicate the incipient value of actions by means of inchoative periphrases At this level of proficiency, a wide range of verbs is used to mark this aspectual distinction Inchoative aspect is marked mainly by the verbs *empezar* (to start/ to begin), 21 instances, and the synonyms *comenzar* and *echarse a* (to start) *Ponerse a* (to set to), *ir a* (to go) are also present

Empezar and its synonyms have two discursive functions These constructions are used to signal the beginning of a new action marking the entry into a new activity An example of this is (6) below, where the participant refers to the boy and the dog swimming after they have fallen into the water The most frequent function of inchoative periphrases amongst this group of participants is marking major episodes which expand throughout the plot of the story (7) These include the beginning of the search and of the calling for the lost frog

(6) Inchoative periphrasis marking entry into new activity
NN02 81 *luego* ***comenzaron*** (PFV) ***a nadar***
Then (they) **started** (PFV) **to swim**

(7) Inchoative periphrasis marking entry into new episode
NN01 44 *y los dos se* ***fueron*** (PFV) ***a buscar*** *a la rana perdida*
And the two **went** (PFV) **to look** for the missing frog

Iterative periphrases appear in the narratives of seven participants The number of instances remains almost unchanged in comparison with the narratives produced by participants in the Advanced group (7 instances), nonetheless, the number of participants who include iteratives at this level has increased (5 in Advanced) Four different verbs are used *Seguir* together with *continuar* (both meaning to continue) are the most common *Soler* (used to) appears in one instance to explain how the boy habitually kept the frog in a jar *Volver a* (to do something again) appears in one instance

(17)Use of iterative periphrasis
NN05 *el perro **seguía jugando*** (IPFV) *con las abejas*
The dog continued (PFV) to play with the bees

Completive periphrases were not very frequent in native narratives, only two participants use them Participants in the near-native group are similar to L1 speakers in this regard There are only three instances of completives, which appear in the narratives of two of the participants

(9) Use of Completive periphrasis
NN05 50-51 *el niño le dijo al perro que **dejara*** (IPFVSUBJ) ***de jugar*** *con las abejas*
The boy told the dog to stop playing with the bees

Table 4 35 Distribution of aspectual periphrases in Nearnative speakers' narratives
Raw frequencies

	INC	ITE	COMP	TOTAL
NN01	5	0	2	7
NN02	4	0	0	4
NN03	2	1	0	3
NN04	1	2	0	3
NN05	9	1	1	11
NN06	1	0	0	1
NN07	7	0	0	7
NN08	4	1	0	5
NN09	2	1	0	3
NN10	3	1	0	4
NN11	5	0	0	5
NN12	2	1	0	3
TOTAL	45	8	3	56

INC inchoatives, ITE iteratives, COMP completives

4 4 2 2 Aspectual particle *SE*

Informants at this high level of proficiency make extensive use of the aspectual particle *se* As table 4 36 illustrates, it is included in the narratives produced by all participants

This may indicate an expansion in the use of this aspectual marker in relation to participants at the Advanced stage and suggests that there is strong evidence to believe that at this level of proficiency this aspectual *se* has become fully established in the learners' interlanguage

The examination of this particle reveals a target-like use of *se* *Se* accompanies verbs of movement, as we have identified in the previous sets of narratives It appears most frequently with verbs marked for perfective aspect (60/66 tokens) In addition, in these Frog Stories, we also find six instances in which it accompanies a verb in the past perfect As in the cases where *se* is used with the perfective past, this emphasises the notion of the completion of the event

(10) use of aspetual particle *se*

NN07 64-65 *y como pepe* ***se*** (SEASP) ***había caído*** (PAST PERF) ***se perdieron*** (PFV)
And as Pepe **had fallen** (PAST PERF), (they) **got lost** (PFV)

In the narratives produced by the native speakers, we observed how L1 speakers combine different aspectual values by the inclusion of several markers in the predicate, the aspectual particle *se*, together with an inchoative periphrasis From the perspective of the expression of temporality, this combines the incipient value of the event as highlighted by the use of the inchoative periphrasis, while its completion is conveyed by the perfective and accentuated by the inclusion of *se* While inchoative periphrases surface early in the L2 development, they do not appear in conjunction with the aspectual particle *se* in the data gathered from the Intermediate or Advanced subjects Interestingly, the analysis of this set of narratives reveals that at this level of proficiency L2 learners are aware of this possibility and have incorporated it to some degree in their interlanguage The aspectual particle *se* co-occurs with inchoative periphrases on four occasions in the narratives of four participants Although there are only three instances of this, and therefore it may be premature to make over-generalizations it is nonetheless a qualitatively distinct stage in the developmental route It seems that highly proficient L2 speakers of Spanish pay attention to the wide range of devices available to express aspectual contrast This awareness shows how the language is guiding these learners to

notice a number of ways of conceptualizing the temporal contours of situations and events

(11) Aspectual particle *Se* with inchoative periphrasis
NN10 49 *entonces* ***se*** (SEASP) ***fue*** (PFV) ***a murar*** (INC) *en un árbol*
Then he **went** (PFV) **to look** (INC) in a tree

Table 4 36 Distribution of aspectual *se* in Near-native speakers' narratives
Raw frequencies

	SE
NN01	3
NN02	7
NN03	3
NN04	2
NN05	9
NN06	4
NN07	13
NN08	6
NN09	4
NN10	8
NN11	5
NN12	3
TOTAL	67

4 4 2 3 Repetitions

In the discussion of the narratives produced by the control group of native speakers, we identified repetition of the verb as a lexical marker of aspect This repetition, we suggested, contributes to underline the notion of progression and durativity of the particular event The analysis of the narratives produced by the learners in the Intermediate and Advanced groups revealed that this feature was not present in their stories However, at the Advanced level of proficiency, the analysis of the current set of narratives shows that this lexical marker of aspect is included by narrators

There are five instances of repetition of the verb head across four of the participants in this group This repetition occurs with predicates inflected with the imperfective (1)

and in the lexical verb of the imperfect progressive (2) This use of repetition lengthens the duration of a predicate which already is expanded in the timeline by means of the imperfect This is in contrast with native speakers who displayed an inclination to use repetition with perfective predicates

(12) Repetition of the imperfective

NN10 38 *y el nino **llamaba*** (IPFV) *y **llamaba*** (IPFV) *a la rana*
And the boy **called** (IPFV) and **called** (IPFV) the frog

(13) Repetition of the gerund

NN07 64 ***estaba corriendo corriendo*** (IPFV PROG) *adentro del bosque*
(he) **was running running** (IPFV PROG) into the woods

Table 4 37 Distribution of repetitions marking aspect in Near-native speakers' narratives
Raw frequencies

	SE
NN01	0
NN02	0
NN03	0
NN04	2
NN05	1
NN06	0
NN07	1
NN08	0
NN09	0
NN10	1
NN11	0
NN12	0
TOTAL	5

4.4.3 Lexical aspect Hypothesis

As in the preceding sections, the analyses of the role of inherent lexical aspect in the development of the expression of temporality will continue along two lines. First we examine the relationship between inherent lexical aspect and tense. Then we examine the influence of inherent lexical class in the grounding of the narrative.

The overall distribution of the 686 predicates coded for analysis is as follows: more than half of the predicates are telic, 375 (or 54.81 % of the total), followed by states (174 or 25.36%) and activities 136 (19.82%). Tables 4.38 to 4.40 summarise the distribution patterns of verb tenses within lexical class. The last column in the table indicates the number of raw scores and the percentage of telic, activities or states.

All informants show similar overall percentages of use of telic predicates in their narratives, with the exception of participant NN06, with only 40% of forms belonging to this lexical class. Participant NN10 includes the largest number of telic verbs (61.66%). Telic verbs appear predominantly with the perfective for all participants. The range is 76.36 % to 97.05 (the median is 86.40%). The imperfective (6.13%) and the past perfect (6.4%) are used at very similar levels and appear in the narratives of ten of the twelve participants in both cases. Finally, other tenses rarely occur with telic verbs, and the present is never used with this class of verbs.

As already mentioned, activities are the least frequent lexical class in this set of narratives (19.85%). The individual percentages of frequency indicate that the use of activities in the telling of the Frog Story is quite similar across participants, with a range of 15%-23.21%, with the exception of participant NN06. This participant shows a much higher use of this lexical class (42.5%). The distribution of activities across tenses indicates that they are used with the imperfect in the majority of cases (the median is 59.55%). However, the analysis of the production by individual learners shows percentage usage of activities with the Imperfect between 23.07% and 100%. It is interesting also to note that activities are more common with perfective than imperfective in the narratives of four of the participants in this group, thus, signalling significant variation across learners for the past marking of this class of predicates. The

preterite is used with activities in 34 55% of occurrences Informants also display variation in the use of this tense/aspect form, (from 0% to 71 42%) Activities occur with the present only in the story of one subject (NN02) in the context of evaluative comments provided The past perfect is uncommon with activities, as are other tenses which occur in a limited number of instances and are only used by three participants

States constitute 25 36% (174 tokens) of all predicates coded for lexical class They occur predominantly with the imperfect (83 9%) for eleven participants Only participant NN02 includes more states with the present tense These correspond once again to the number of evaluative comments in the Frog Story told by this participant As table 4 40 indicates, while five participants do not produce the Preterite with states, the percentage of use is as high as 22% for participant NN07 With regard to the use of the imperfective, three participants produced all states in this form and the rest use it m more than 50% of state verbs

Thus, in terms of tense, the results indicate that the perfective is more prominent with telic predicates (86 40), followed by activities (34 55%) and it is used by all participants with these two classes Not all participants use the perfective with states The imperfect shows a gradual increase from telics (6 11%), to activities (59 55%) and finally to states (83 90%) It is used with all lexical classes for all informants with the exception of NN01 and NN03, who do not produce telic predicates in the imperfect form Ten of the twelve participants include telic predicates m the past perfect However, this tense does not appear regularly with states or activities Even though this study focuses on the use of the past tense, the present tense is common in a number of narratives When the present is used, the analysis reveals that it occurs mainly with states (9 19%)

Table 4 38 Distribution of tense within telic verbs in Near-native speakers' narratives % (raw frequencies)

INFORMANTS	TEL+PFV	TEL +IPFV	TEL+PRES	TEL+ PASTPERF	TEL+ OTHER	TOTAL
NN01	97 05 (33)	0 (0)	0 (0)	2 9 (1)	0 (0)	59 64 (34)
NN02	96 42 (27)	3 5 (0)	0 (0)	3 5 (1)	(0)	50 00 (28)
NN03	85 00 (17)	0 (0)	0 (0)	5 00 (1)	10 00 (2)	58 82 (20)
NN04	96 66 (29)	3 33 (1)	0 (0)	0 (0)	0 (0)	58 82 (30)
NN05	76 36 (42)	3 63 (2)	0 (0)	16 36 (9)	3 63 (2)	56 70 (55)
NN06	87 50 (14)	6 25 (1)	0 (0)	6 25 (1)	0 (0)	40 00 (16)
NN07	82 35 (28)	8 82 (3)	0 (0)	8 82 (3)	0 (0)	51 51 (34)
NN08	87 50 (21)	12 50 (3)	0 (0)	0 (0)	0 (0)	53 33 (24)
NN09	82 75 (24)	6 8 (2)	0 (0)	6 8 (2)	3 44 (1)	50 87 (29)
NN10	81 08 (30)	16 21 (6)	0 (0)	2 7 (1)	0 (0)	61 66 (37)
NN11	90 90 (30)	6 06 (2)	0 (0)	3 03 (1)	0 (0)	56 89 (33)
NN12	82 85 (29)	5 71 (2)	0 (0)	11 42 (4)	0 (0)	50 00 (35)
TOTAL	86 40 (324)	6 11(23)	0 (0)	6 38 (24)	1 32 (5)	54 81(376)

Table 4 39 Distribution of tense within activities in Near-native speakers' narratives % (raw frequencies)

INFORMANTS	ACT+PFV	ACT +IPFV	ACT+PRES	ACT+ PASTPERF	ACT+ OTHER	TOTAL
NN01	54 54 (6)	45 45 (5)	0 (0)	0 (0)	0 (0)	19 29 (11)
NN02	30 76 (4)	23 07 (3)	30 76 (4)	7 69 (1)	0 (0)	23 21 (13)
NN03	71 42 (5)	28 57 (2)	0 (0)	0 (0)	0 (0)	20 58 (7)
NN04	71 42 (5)	28 57 (2)	0 (0)	0 (0)	0 (0)	13 72 (7)
NN05	43 75 (7)	50 00 (8)	0 (0)	0 (0)	6 25 (1)	16 49 (16)
NN06	35 29 (6)	64 70 (11)	0 (0)	0 (0)	0 (0)	42 5 (17)
NN07	0 (0)	100 (13)	0 (0)	0 (0)	0 (0)	19 69 (13)
NN08	33 33 (3)	66 66 (6)	0 (0)	0 (0)	0 (0)	20 00 (9)
NN09	16 66 (2)	83 33 (10)	0 (0)	0 (0)	0 (0)	21 05 (12)
NN10	33 33 (3)	66 66 (6)	0 (0)	0 (0)	0 (0)	15 00 (9)
NN11	20 00 (2)	70 00 (7)	0 (0)	0 (0)	10 00 (1)	17 24 (10)
NN12	33 33 (4)	66 66 (8)	0 (0)	0 (0)	0 (0)	17 14 (12)
TOTAL	34 55 (47)	59 55 (81)	2 94 (4)	0 73 (1)	1 47 (2)	19 82(136)

Table 4 40 Distribution of tense within states in Near-native speakers' narratives % (raw frequencies)

INFORMANTS	STA+PFV	STA +IPFV	STA+PRES	STA+ PASTPERF	STA+ OTHER	TOTAL
NN01	7 69 (1)	99 30 (12)	0 (0)	0 (0)	0 (0)	22 80 (13)
NN02	0 (0)	37 5 (6)	62 50 (10)	0 (0)	0 (0)	28 57 (16)
NN03	16 66 (1)	83 33 (5)	0 (0)	0 (0)	0 (0)	17 64 (6)
NN04	16 66 (2)	58 33 (7)	25 00 (3)	0 (0)	0 (0)	23 52 (12)
NN05	4 16 (1)	95 83 (23)	0 (0)	0 (0)	0 (0)	24 27 (24)
NN06	14 28 (1)	85 71 (6)	0 (0)	0 (0)	0 (0)	17 50 (7)
NN07	22 22 (4)	66 66 (12)	22 22 (2)	0 (0)	0 (0)	27 27 (18)
NN08	0 (0)	100 (12)	0 (0)	0 (0)	0 (0)	26 66 (12)
NN09	6 66 (1)	86 66 (13)	6 66 (1)	0 (0)	0 (0)	26 31 (15)
NN10	0 (0)	100 (14)	0 (0)	0 (0)	0 (0)	23 33(14)
NN11	0 (0)	100 (15)	0 (0)	0 (0)	0 (0)	25 86 (15)
NN12	0 (0)	95 45 21	0 (0)	0 (0)	4 54 (1)	31 42 (22)
TOTAL	6 32 (11)	83 90 (146)	9 19 (16)	0 (0)	0 57 (1)	25 36 (174)

4 4.4 Adverbials

As table 4 41 indicates, temporal adverbials of position (TAP) and temporal adverbials of contrast (TAC) are the most frequent types in the Frog Stories The distribution of adverbials is illustrated in table 4 41 All informants make use of temporal adverbials of position to give an overall temporal context to the narrative Thus, the story is placed at night-time in the orientation section, and the "complicating events" section is explicitly set on the following morning When participants only include two adverbials of position, they invariably refer to both night and morning as the anchoring points for the development of the story Other uses of this type of adverbials situate specific events in particular points of the time line In this way adverbials display a deictic function (14)

(14) Adverbial with deictic function

NN04 61 *el perro que* ***ahora*** (TAP) *era mas miedoso*
The dog who **now** (TAP) was more frightened

Temporal adverbials of contrast (TAC) are the second most common class of adverbials in this set of narratives They appear in nine of the stories told by this group of participants in the study There are several different adverbials used *de repente* (all of a sudden) is used regularly by these learners *Todavía* (still), *ya* (already) *otra vez* (again) and *al final* (in the end) are also frequent As discussed earlier, these adverbials of contrast, also described as aspectual adverbials, contribute to (a) accentuate the inchoative, iterative or completive aspect coded by additional lexical means and (b) to shape the temporal contours of the events being described (15)

(15) Adverbial with inchoative value

NN05 76 ***de repente*** (TAC) *los árboles y los arbustos empezaron a moverse* (INC)
All of a sudden (TAC), the trees and the bushes began to move (INC)

(16) Adverbial with completive value

NN09 22 ***ya*** (TAC) *no estaba en la jarra*
Already (TAC), was not in the jar

At this level of proficiency *ya* and *todavia* show the discursive functions characteristic of their use in native speech They are not linked to the present perfect as in the earlier stages of acquisition, but rather have a narrative function *Ya* brings in the temporal perspective of the narrator who is referring to an event in the past and making it relevant to the event being described in speech time As we have observed previously, adverbials of duration or frequency do not feature extensively in the narratives

Table 4 41 Distribution of temporal adverbials in Near-native speakers' narratives

	TAP	TAD	TAQ	TAC	TOTAL
NN01	2	1		1	4
NN02	2	0	0	0	2
NN03	2	1	0	0	3
NN04	2	0	0	3	5
NN05	4	0	4	6	14
NN06	2	0	0	2	4
NN07	1	1	0	2	4
NN08	3	1	0	4	8
NN09	3	0	0	3	6
NN10	2	0	0	0	2
NN11	3	0	0	1	4
NN12	2	0	0	2	4
TOTAL	28	4	4	24	60

TAP temporal adverbial of position
TAD temporal adverbial of duration
TAQ temporal adverbial of frequency
TAC temporal adverbials of contrast

4.4 5 Temporal subordinate clauses

This group of learners presents quite a complete repertoire of connective devices to introduce a clause which is temporally bounded to a main clause As in the analysis of the narratives produced by the rest of participants, in this section we examine the temporal relations of simultaneity, anteriority and posteriority as manifested by this group of narratives We shall first address the description of events as simultaneous

Learners at this high level of proficiency use *cuando* (when) in the following two ways In a number of instances *cuando* signals immediate anteriority between the event in the subordinate clause and the event in the main clause (17) *Cuando* may also indicate that a relationship of simultaneity holds between the event in the foreground and another event in the background In these instances the two verb forms are used in the preterite The following example illustrates this in the description of episode seventeen where the deer throws the boy and the dog into the river

(17) *Cuando* as a marker of immediate anteriority

NN10 70-71 *y **cuando*** (SIM) ***llegó*** (PFV) *a un acantilado **tiró** (PFV) al niño y al perro al agua*
And **when** (SIM) (the deer) **arrived** (PFV) at a cliff (it) **threw** (PFV) the boy and the dog into the water

In some instances *cuando* establishes a relation of simultaneity between an event in the foreground and an event in the background (18) We have noted this in the analysis of the narratives produced by learners at earlier stages of the acquisition process However, at this level of proficiency, this function appears to have been taken over by *mientras* Consequently, there is a relatively small number of instances where *cuando* fulfis this function as a marker of simultaneity

(18) *Cuando* as a marker of simultaneity

NN11 13 *una noche **cuando*** (SIM) *juan y bobby **estaban durmiendo*** (IPFV PROG) *la rana **se escapó*** (PFV) *de la jarra*
One night **when** (SIM) juan and bobby **were sleeping** (SIM) the frog **escaped** (SIM) from the jar

In this regard, as table 4 42 indicates, *mientras* (while) is the most frequent marker of simultaneity It is present in all the narratives in this group *Mientras* appears in the first instance to describe the boy and the dog asleep while the frog escapes from the jar Seven of the subjects include this in their narratives Other instances in which *mientras* occurs portray the boy and the dog engaged in different activities throughout the story In these examples, *mientras* connects the events in the background to the action taking place in the foreground being carried out by different protagonists The background is inflected with the imperfective and the foreground with the perfective We have observed in previous analysis of the discursive function of this temporal marker that this is the most common function it fulfils

(19) *Mientras* as a marker of simultaneity

NN06 28-29 ***mientras*** (SIM) ***miraba*** (IPFV) *por la ventana el perro **se cayó*** (PFV)
While (SIM) (the boy) **looked** (IPFV) through the window the dog **fell** (PFV)

The last temporal subordmator expressing simultaneity that we have identified in the Frog Stories, is the particle *al* followed by the lexical verb in the infinitive form There were only two instances of this form in the narratives of the Advanced group In the narratives told by near-native participants this number has increased to 6 The use of this marker by native speakers identified a causal discursive function in addition to the temporal value In this set of narratives *al+infinitive* carries the same functions Thus, sometimes it acts merely as a marker of simultaneity which is synonymous with *cuando* or *mientras* (20) In three instances in addition it conveys the notion of causality Two events are simultaneous in the measure that the event in the subordinate clause introduced by *al* causes the event in the main clause to happen (21)

(20) *al+infinitivo* as a marker for simultaneity

NN02 17-19 *y **al despertarse*** (SIM) *al día siguiente el pobre chico **descubrió*** (PFV) *que se había ido la ran*
And **when** (SIM) (he) **woke up** (PFV) the following day the poor boy discovered that the frog had gone

(21) *al+infinitive* as a marker of simultaneity and causality

NN07 44-45 ***al*** (SIM) *caerse se rompió* (PFV) *el cristal*
In falling (SIM) it **broke** (PFV) the glass

After the expression of simultenity, subjects choose to establish relations of anteriority as the second most frequent relation between events Once again, this is achieved through the use of two different linguistic devices tense correlation and the subordmator *antes de*

Antes de is used in three instances describing the same scene in the story It makes reference to picture one, where the boy and the dog are looking at the frog in the jar and it connects this picture to the following scene, where the boy is asleep

(22) *Antes de*

NN12 12-13 *cada noche **antes de** ir* (ANT) *a dormir guardaba a doris en una jarra*
Every night **before** (ANT) going to bed he kept doris in a jar

More frequent in this set of narratives, as we have identified in the previous analyses, is the introduction of the past perfect (PAST PERF) to situate an event prior to another in the time line The events may or not may be depicted in the story In this sense, participants use this tense to describe events in the background which they invent to contribute to the story This use of tense correlation is adopted by ten of the subjects This indicates that at this level of expertise, the ability to encode this temporal relation is well established in the interlanguage of the subjects Examples of this are abundant in the "complicating action" and resolution sections of the story

(23) PAST PERF as a maker of anteriority

NN05 54-56 *y preguntó a todos los otros animales por el bosque si* ***habían visto*** PAST PERF *a la rana pero no* ***había visto*** PAST PERF *nada ninguno*
And (he) asked all the other animals in the wood if they **had seen** PAST PERF the frog but no one **had seen** PAST PERF anything

As we have mentioned, we distinguish posteriority from sequentiality when a temporal relation between a main clause and the subordinate clause is overtly marked by means of a temporal subordinator, rather than mam clauses linked by connectors This relation is marked by the introduction of *despues de* (after) Although *después de* appears in six instances across these narratives, the analysis of this form reveals that in only two of these as a temporal subordinator In the remaining instances it acts as a marker of sequentiality or an adverb of duration

(24) *después de* as a marker of posteriority

NN06 32-35 *luego* ***después de*** *consolarle al perro el niño y el perro salieron a dar una vuelta por el bosque*
Then after consoling the dog the boy and the dog went for a stroll in the wood

Table 4 42 Distribution of temporal adverbial clauses in Near-native speakers' narratives

	CUANDO (SIM)	MIENTRAS	AL+ INFINITIVE	PAST PERF	ANTES DE	DESPUES DE	TOTAL
NN01	2	2	0	1	0	1	6
NN02	0	2	2	2	2	0	8
NN03	0	1	1	1	0	0	3
NN04	2	2	0	0	0	0	4
NN05	0	1	1	8	0	0	10
NN06	1	5	1	1	0	1	9
NN07	3	1	1	3	0	2	11
NN08	1	1	0	0	0	0	3
NN09	1	2	0	3	1	0	7
NN10	3	2	0	1	0	0	6
NN11	3	1	0	1	0	0	5
NN12	0	2	0	1	1	0	4
TOTAL	16	22	6	22	4	3	73

4.4.6 Conclusions

The different versions of the Frog Stories produced by near-native speakers present a wide range of linguistic devices available in Spanish to convey temporal information In this section we present a summary of the findings anticipated throughout this section In general, this set of narratives includes all the major devices which are also present in the narratives produced by native speakers Thus, the near-native group of learners certainly shows a tendency to include a wider variety of temporal information and aspectual nuance than less proficient learners

Near-native speakers of Spanish use the Preterite, Imperfect and Past Perfect as the main tenses to establish the temporal relations in their narratives The Present appears mainly in evaluative comments The omission of direct narration and a formulaic coda in the majority of cases results in reportative texts lacking in story-type qualities At this level of proficiency, tense/aspect forms have clearly acquired a discursive function, thus confirming the departure from a form-based usage instantiated in the previous

group. This is confirmed by the analysis of the distribution of Preterite and Imperfect across foreground and background. Figure 4.7 summarises the results. At the same time, the use of the progressive has decreased considerably in relation to the Advanced group.

Figure 4.7: Grounding and grammatical aspect in Nearnative speakers' narratives

In relation to other means of marking aspectual information in addition to the perfective/imperfective contrast, the analysis reveals that periphrasis, the aspectual particle *se*, and repetition to a lesser extent, form part of the learner's repertoire. The use of these devices in the Frog Stories by near native speakers of Spanish clearly signals a departure from the previous narratives. The use of aspectual periphrases has been extended to include examples of the three types examined in the course of the analysis, and the variety in the lexical verbs incorporated has also increased. The use of the aspectual particle *se* has been extended and it is present in all the narratives in this group. In addition, it appears in combination with aspectual periphrases. Repetition as a linguistic device to signal the duration of an activity occurs in a number of narratives.

The analysis of the data in relation to the lexical aspect hypothesis has revealed substantial differences in the marking of lexical aspect amongst Intermediate, Advanced, and Near-native learners. In the use of telic verbs, these narratives display very similar frequencies of distribution to the narratives produced by L1 speakers. This is a trend that was identified first in the narratives of Advanced learners and continues to develop as the level of proficiency advances. The narratives of Intermediate and Advanced learners revealed that activities are not frequently marked with the perfective past marker. The narratives of this group of learners suggests that another step towards

native-like performance has taken place since the use of the perfective with activities is increased to reveal a more even distribution of the past markers across this lexical class, as was identified in L1 narratives

Figure 4 8 Distribution of tense/aspect forms across lexical class in Near-native speakers' narratives

Temporal adverbials play a more significant role in the expression of temporality in the narratives produced by these near-native Spanish L2 speakers than in the Intermediate and Advanced groups The most frequent type of adverbials to be included in the stories is temporal adverbials of position, followed by aspectual adverbials which have increased noticeably This further confirms the trend of this group of participants to pay more attention to aspectual information, anticipated by the examination of grammatical means of expressing aspect

Temporal subordinate clauses feature prominently in this set of narratives The range of markers and frequency of usage closely mirrors that of L1 narratives Near-native speakers' narratives display all the features characteristic of L1 narratives in relation to the expression of simultaneity, anteriority and posteriority As we suggested in the introduction to this part of the analysis, this results in retellings of the Frog Story by near-native speakers which are difficult to differentiate from those of native speakers

Chapter 5

Discussion and Evaluation

5.0 Introduction

The aim of this study is to investigate the development of the expression of temporality in the acquisition of Spanish as a second language amongst native English speakers In addition, the data gathered for the study is examined in relation to linguistic relativity and "thinking for speaking" proposals

Thus, this chapter addresses two central questions Firstly, we address the developmental pattern of the expression of temporality Section 5 1 considers the qualitative and quantitative findings advanced in Chapter 4 We introduce these results in an integrated fashion in order to present a comprehensive picture of the developmental patterns of the expression of temporality in Spanish L2 narrative discourse The different devices that serve to convey temporal information are examined along the developmental route This allows us to identify stages in the acquisition process In section 5 2, we review the findings of the study in the context of linguistic relativity and "thinking for speaking" proposals as presented in Chapter 1

5.1 Developmental stages in the acquisition of temporality in Spanish L2

The design of our study has allowed us some control over the contents of the expression of temporality, without determining how this expression should take place As a result, the analysis of the narratives produced by participants in the study has provided us with a picture of the learners' interlanguage at different stages in the acquisition process In the course of this section, we present a review of the learners' interlanguage at the different stages, and how form and functions develop over time To our knowledge, the development of the expression of temporality in discourse and of the different linguistic options available to learners to carry out this task has not been previously explored Consequently, the results of the present study allow us to make tentative generalisations about the development of the expression of temporality in the narrative discourse of Spanish L2 learners

5.1.1 Tense/Aspect forms

The use of verbal morphology by second language learners may be indicative of the developmental stages learners go through in the process of becoming proficient speakers of a second language. We will focus on those forms that are produced by the majority of participants: that is, the Present, the Perfect and Imperfect, including their progressive forms and the Past perfect.

Even though participants in this study were asked to recount the Frog Story in the past, in order to elicit the choice between Perfect and Imperfect forms, the majority of informants included forms in the Present in their narratives. The examination of the use of the present in L1 narratives revealed that it is used in (1) direct narration, (2) as a marker of sequentiality and, (3) to introduce evaluative comments.

Figure: 5.1: Distribution of Present tense across groups (%)

As figure 5:1 above indicates, Intermediate students display a high percentage of use of the Present. However, the rate of target-like forms is very low, as intermediate students were not capable of inflecting all activities in the story for past tense. In most instances, the present appears as the temporal flow of the narrative is broken and learners produce a present form in place of a past form. Advanced learners produce the Present tense in a similar manner to the Intermediate learners. The analysis shows an overall slight increase in the number of tokens in the Present between these two groups. However, this corresponds with a higher number of evaluative comments. Two new functions appear to emerge at this stage in the narratives of two of the informants. These are the use of the present in direct

narration in one instance and the present as a marker of sequentiality in another instance It is interesting to note that most of these relatively advanced learners have not yet acquired the ability to keep discourse in the past By the time learners achieve near-native levels of proficiency their use of the Present in narrative discourse decreases significantly This reflects the fact that these learners do not manifest problems in preserving the temporal flow of the narrative In contrast to L1 narratives, there are few instances of the present used to introduce direct narration

As a result, in relation to the use of the Present tense in the telling of the Frog Story we can conclude that L2 learners of Spanish fail to display the patterns of use typical of L1 speakers in their entirety While it is obvious that, as the level of expertise increases, the frequency of non-target-like forms decreases, the set of narratives gathered in the course of the present study do not exhibit the entire range of functions attributed to this tense/aspect form in L1 narrative discourse

The analysis of the narratives produced by native speakers shows that in adult narratives, the Preterite/Imperfect contrast serves primarily discursive functions Thus, the Preterite encodes plot-advancing events In the narrative context, the Imperfect conveys the meaning that events coexist with the narrative, rather than presenting events as repeated habitual actions, or ongoing activities The analysis of the data from the Intermediate learners presented in section 4 2 1 2 shows a significant amount of individual variation in the use of the past markers Nonetheless, the examination revealed that, at this stage of acquisition, learners have acquired a sense of the discursive function of these forms This is manifested in the choice of the Imperfect as past marker for the orientation section of the story The analysis also indicates that in the "complicating events" section of the narrative, the alternation between the Preterite and the Imperfect in the majority of instances functions as an aspectual distinction at the local level of the predicate rather than as a means of creating foreground and background distinctions Advanced learners' narratives show that amongst this group of learners these tense/aspect forms have acquired a new discursive function The coexistence of the aspectual contrast to mark the punctual/durative contrast, as well as serving to ground the narrative, places these

learners in the "halfway house" Figure 5 2 indicates that in near-native narratives the pattern of development in the use of the past markers in Spanish L2 shows an increasing approximation to the target That is, at this level of proficiency the employment of the Imperfect is largely due to the discursive context in which it occurs The percentage use of Imperfect in the background is smaller for L1 speakers because these participants also include a high number of non-finite subordinate sentences, thus displaying more verbal variation in the elaboration of the background

Figure 5 2 Distribution of PFV/IPFV forms across group (%)

The Imperfect progressive form in Spamsh conveys a meaning of an "overt, ongoing activity" (King and Suñer 1980 227) The perfective progressive combines the meaning of boundedness as denoted by the perfective and that of ongoing activity as denoted by the progressive verb This form is very infrequent in the Frog Stories due to the specific events depicted in the story The perfective progressive is more frequent in personal narratives As discussed in Chapter 2, the imperfective progressive and the imperfect can be interchangeable in certain situations These are denoted by activities which may occur in either form, while states occur mainly in the Imperfect The use of progressive tense/aspect forms across the narratives yields interesting results Figure 5 3 shows that the use of these forms is relatively limited across the narratives with the exception of the Advanced group These findings are explained by the functions attributed to these forms

Figure 5 3 Distribution of PFV PROG/IPFV PROG across groups (%)

As the analysis of the Imperfect indicates, Intermediate speakers use this tense/aspect form primarily as a means of contrasting bounded and unbounded events Thus, at this stage of acquisition it can be argued that the Imperfect and the Imperfect progressive are perceived by learners as carrying the same meaning As a result, the Imperfect is the form chosen to fulfil this function The high frequency in the use of the Imperfect progressive by the Advanced learners suggests that they have identified two different discursive functions for these forms Thus, while the Imperfect becomes established as a marker for events in the background, the progressive is used to signal that an event is perceived as ongoing in the foreground focusing on the progression or duration of the event An important function of the Imperfect Progressive used in background contexts is that it conveys a sense of simultaneity with the events in the main frame of the narrative The narratives produced by Near-native speakers show the Imperfect Progressive occurs in the background It contrasts a punctual event expressed in the Preterite with an ongoing activity in the background This suggests that learners associated the narrative function of the background with the imperfective and at the same time included the progressive aspect to emphasize the durativity of the event

The examination of the use of tense/aspect forms has revealed that the Past Perfect plays a significant role in the narratives of L1 speakers as a marker of anteriority In this manner, it contributes to increase the temporal complexity of the narrations As mentioned on several occasions the appearance of the use of this marker reflects an

emerging sense of narrative organisation (Sebastian and Slobin 1994 253) Figure 5 4 summarises the use of the Past Perfect across all levels

Figure 5 4 Distribution of Past Perfect across groups (%)

There is no need for the Past Perfect in the Intermediate learners' narratives because the stories are told in chronological order The Past Perfect appears in only four of the Advanced narratives providing evidence that the features of the interlanguage are not static, but that they change over time By the time L2 learners of Spanish reach a near-native level of proficiency, they are capable of establishing retrospective temporal relations between events in the narrative by using this form As figure 5 4 indicates, the use of the Past Perfect amongst Near-native speakers, almost reaches native-like frequency of use

In the course of the study of the expression of temporality in the narrative discourse of Spanish L2 learners, we encountered a variety of tense/aspect forms which occur with limited frequency in the narratives of the participants in this study These forms occur for the most part in the background, which is fertile ground for morphological diversity These forms illustrate the fact that there is great diversity in the way the Frog Story can be recounted

Studies in the acquisition of verbal morphology have addressed the issues of the grounding of the narrative as a way to explain the emergence of tense/aspect forms as discussed in Chapter 1 A number of studies in the acquisition of tense/aspect morphology by learners of a second language (Kumpf 1984, Bardovi-Harlig 1994,

1995, López-Ortega 2000) point to the hypothesis that the structure of the narrative influences the distribution of tense/aspect form in interlanguage (Chapter 1). Briefly, the discourse hypothesis states that learners mark verbal morphology in accordance with discourse functions, that is, to distinguish between information in the background and foreground. In this section, we review the Frog Stories for what they can tell us about this hypothesis. Thus, the hypothesis predicts that the verbs in the foreground will carry simple past morphology, the Preterite in the case of Spanish. The background is characterised by a variety of forms, which start with the use of the past progressive (Imperfect/ Imperfect progressive in Spanish) progressing towards a more nativelike distribution of forms with the increase in proficiency (Bardovi-Harlig 1995: 286).

Comparing the foreground and background for the emergence of tense/aspect forms reveals that the use of the Preterite in the foreground exceeds the use of the Preterite in the background in the narratives across the different groups of learners. However, we cannot conclude that for the Intermediate group of learners, the Preterite characterises the foreground, as the distribution figures indicate. This changes in the Advanced group. The use of the Preterite across the foreground gradually moves to approximate to the model obtained from the L1 narratives. The use of the Imperfect in the foreground is reduced steadily to mirror native behaviour.

Figure 5.5: Distribution of PFV/IPFV across foreground.

Figure 5.6, shows the distribution of the Preterite and the Imperfect in the background. The figures include the use of progressive aspect. The background is interesting territory for the study of the development of tense/aspect morphology

because of competition between forms resulting in greater morphological diversity. As expected, the frequency of use of the Preterite in the background is low. It is interesting to note how this frequency decreases as the incidence of imperfective increases with the level of proficiency. This provides evidence that the development of form-function relations is closely linked to the emergence of narrative structure. However, a detailed examination of how L2 learners of Spanish use verbal morphology to elaborate the background merits further study.

Figure 5.6: Distribution of PFV/IPFV across background

A finding which emerges from this study is that, as identified in the L1 Frog Stories of Berman and Slobin, while learners mark aspectual distinction in the past tense at the local level, the functions associated with these forms become motivated by discourse as the learners progress along the acquisition route. This can be seen in the shift in the distribution of tenses across foreground and background in the different levels of learners. This use of form preceding function is also identified by Diertrich et al. (1995: 270). Our data concurs with previous studies (Bardovi-Harling 1995, López Ortega 2000) to show that narrative structure plays a key role in the development of tense/aspect systems. More importantly, the structure of narratives guides learners to develop target-like functions for these forms.

To conclude, the analysis of the use of verbal morphology in the Frog Stories produced by participants in the present research study reveals the following.

- The present tense occurs with relative frequency in the Intermediate and Advanced stages. The patterns of non-target-like morphological coding in

this respect signals that the ability to keep discourse in the past has not been fully acquired.

- At the Intermediate stages of Spanish L2 development, the Preterite/Imperfect aspectual contrast encodes temporal distinctions at the level of the predicate. With an increase in expertise learners move to use this contrast as a tool for the grounding of the narrative.
- The use of the Imperfect progressive expands in the Advanced levels as the Imperfect is used to signal background and this form appears as a marker for ongoing activities.
- In narratives told by Near-native speakers, the frequency of use of the Imperfect Progressive is reduced to approximate to target-like use.
- The Past Perfect, frequent in L1 narratives, is a late addition to the expression of past events in the narratives of L2 learners.
- The use of verbal morphology across foreground and background provides evidence to support the discourse hypothesis at the advanced stages of language development.

Finally, the findings of this analysis present evidence to suggest that with regard to the use of verbal morphology in fictional narrative discourse, there is no reason to believe that L2 learners of Spanish cannot achieve, and in fact do achieve, a target-like production.

5.1.2 Lexical aspect

In this section, we examine the findings in relation to aspectual periphrases, aspectual particle *se* and the use of repetitions for what they can tell us about the developmental stages of Spanish L2 acquisition.

Aspectual periphrases allow speakers to view events from a particular perspective and to focus on their temporal boundaries. They also contribute to the overall organisation of the narrative and provide additional information on the temporal contours of events. Thus, iterative periphrases can serve to link reoccurring events in the plot. The development of aspectual verbs in Spanish L1, identified in the Frog

Stories by Sebastian and Slobin, suggests that inchoatives are the first periphrases to emerge The use of periphrasis extends to iteratives and finally to completives Interestingly, the Frog Stories gathered for the present study reveal that L2 learners follow the same developmental route in the expression of extended aspect as native speakers The frequency and sophistication of these constructions increases with linguistic expertise Figure 5 7 shows the developmental pattern in the percentage The figure indicates the percent of aspectual verbs out of the total of verbs coded for analyses, that is, all forms inflected for form/aspect

As shown in figure 5 7, inchoatives are the most frequently used category of aspectual periphrases in the Frog Stories They are also the first to emerge Although the percentage analysis reveals a higher use of inchoatives by Intermediate learners than Advanced learners, the qualitative analysis shows that inchoatives only appear in the narratives of six Intermediate learners On the other hand, eight participants in the Advanced group include this type of aspectual distinction in their narratives They are used by all informants in the Near-native group As we have seen in the analysis of these forms by group, there is an increase in the lexical variety of this class Thus, while all intermediate learners use *empezar* (to start), as the only means of marking an inchoative periphrasis with language development, this repertoire is increased to include a range of lexical verbs Advanced learners include *ir a* (to go), *ponerse a* (to proceed to) Near native speakers display a similar array of forms to native speakers In native-narratives, in the majority of instances, the use of inceptive aspect marking seems to signal the start of major episodes in the narrative, such as the start of the search for the frog L2 learners begin by using inchoative periphrases to mark the entry into new small activities which move the plot forward This is due to the event-by-event narration of the story at the Intermediate level These two functions co-exist in the narratives of Advanced and Near-native learners

Iterative periphrases emerge first in the narratives of Advanced learners Advanced learners resort to the use of two verbs *seguir* and *continuar* (to continue) In the narratives of Near-native speakers their use is extended across participants The range of verbs used to construct these periphrases is only marginally increased by more proficient speakers and native speakers who include the periphrases *volver a*

(to do something again) Iterative periphrases serve to connect an event to another one at an earlier point in the story, thus providing continuity, such as the search and the calling for the frog We found that at the early stages of language acquisition there is little evidence of marking continuation This is because in moving along the narrative task, events are presented as they appear in the pictures, with little planning As learners progress, this function is carried out by aspectual adverbials

Completive periphrases are the last type of aspectual periphrases to appear and their use is relatively low across informants in the near native and native groups This is partly due to the task in hand and the particular events depicted in the Frog Story At the local level, the notion of completion of a predicate is usually expressed by means of the aspectual particle *se* (see section 5 2 2) In relation to the overall structure of the narrative, it is interesting to note that only in one instance does the narrator choose to signal the achievement of the goal in hand, that is, the frog has been found, by means of a completive periphrasis In general, the completion of the search is signalled by a descriptive account of the situation The other instances where completion of an event is overtly marked occur in concrete activities undertaken by the dog or the boy, such as the falling of the beehive

Figure 5 7 Development of aspectual periphrases (%)

In sum, from the analysis of the use of periphrases in the narrative discourse of Spanish L2 learners we can conclude that (1) the number of tokens in the narratives increases with the level of proficiency, and (2) the developmental route followed by learners is as follows The incipient value of an event is the first to be expressed by learners of Spanish as a second language Iterative periphrases surface at the advanced levels of Spanish L2 acquisition

However, the evidence from the Frog Stories gathered for the present study suggests that these aspectual periphrases do not reach target-like levels of production The completion of an event or activity is not marked with aspectual periphrases until learners acquire a near-native level of competency

As we have mentioned on previous occasions, the research carried out to date in the acquisition of aspect has mainly centred on the aspectual distinctions carried by tense/aspect form and the lexical aspect hypothesis To our knowledge, there are no previous studies on the expression of extended aspect and the role of aspectual periphrases in Spanish L2 There is no prior investigation which could provide a basis for our study Hence, it is not possible to contrast the results of the present study with other set of data The data from this study, however, showed that aspectual periphrases emerge very early in the acquisition process Nonetheless, these conclusions remain merely indicative and require further study

As we have mentioned on previous occasions, to our knowledge, the role of the aspectual particle *se* in the Interlanguage of Spamsh L2 speakers has not been address by previous studies In this regard, the data presented here is the first attempt to trace the development of this particle in learners' interlanguage

The particle *se* can have an inchoative value if it denotes the beginning of the action This occurs with intransitive verbs With transitive verbs, it acquires a completive meaning Considering the plot of the Frog Story, it is expected that *se* will mostly occur with intransitive verbs of movement describing the different actions of the boy in his search for the frog The analysis of the native speakers' narratives shows that they include *se* with both inchoative and completive value Intermediate learners use

se with intransitive verbs of movement such as escapar (to escape) *caer* (to fall) and *ir* (to go) In the narratives produced by Advanced learners, this aspectual particle continues to be included most frequently with this type of verb In fact, only one participant in the Advanced group includes the particle *se* with transitive verbs When learners achieve a near-native level of proficiency, the use of this aspectual marker in the course of telling the Frog Story matches that of the L1 speakers *Se* with an inchoative value is included in the narratives of all informants in the Near-native group In addition it appears in several of the narratives accompanying transitive verbs

The examination of *se* also reveals that it is combined with inchoative periphrases to accentuate the incipient value of the predicate This feature occurs frequently in L1 narratives, as well as in the narratives of near-native L2 speakers However it was omitted in the stories narrated by less proficient learners

Figure 5 8 Development of aspectual particle SE (percentage use)

Accordingly, it can be argued that the data gathered and analysed in the course of the present study gives a preliminary indication that the use of the particle *se* with an aspectual value in the narratives of L2 learners of Spanish appears first linked to intransitive verbs of movement This adds an inchoative value to the predicate and emphasises the point of origin of the activity This particle shows very gradual developmental trends and its use does not expand to include transitive verbs until speakers have achieved a high level of competency in Spanish Nonetheless, when the form emerges it appears to be with high degrees of accuracy The particle *se* can

be combined with other grammatical aspectual markers such as periphrases Again, this occurs at the late stages of language acquisition

In sum, the analysis of the aspectual particle *se* has revealed the important yet largely ignored role that it plays in conveying aspectual information The reason for this gap in the research seems to be the late emergence of this use of the particle in the interlanguage of Spanish L2 learners The developmental route documented in our analysis addresses the question of how learners begin to use this form productively in communication and it accounts for its development over time It indicates that L2 learners expand the prototypical association of *se* as a marker of reflexive into an aspectual marker In order to answer how the form-function relationship of aspectual *se* is discovered by the learners, further research is needed Research in this area should focus on the role of input and the Distributional Bias Hypothesis

In Chapter 2, we presented the use of the repetition of the verb as a means available to speakers for the expression of extended aspect The repetition of the verbs carries an iterative or protracted value (*run and run, searched and searched)* The use of repetition to convey additional aspectual information on an activity appears in the English frog stories collected by Berman and Slobin (1994) It is also a device available to speakers of Spanish The analysis of the Frog Stories collected for the present study reveals that repetition occurs only in the narrative of near-native speakers This suggests that, as a strategy for the expression of iterative aspect, repetition emerges at the late stages of L2 development, independently of L1 influence If we consider that iterative periphrases were not very frequent in the narratives, this seems to indicate that in the overall expression of temporality this category of aspectual information does not play an important role in the retelling of the Frog Story This may be because of the particular plot of the picture story which could be described as linear Thus, these results should be considered within the context of the specific elicitation procedure adopted for the present study since a different story could include more events in this category

5 1 3 Lexical aspect Hypothesis

The role of inherent lexical aspect in the development of verbal morphology has probably been the most prolific topic of research in second language acquisition in recent years Briefly, the Aspect Hypothesis states that L2 morphology is guided by the inherent meaning of verbs thus, the acquisition of the perfective past forms (preterite), is predicted to surface earlier with telic predicates (see Chapter 1) This is followed by the acquisition of imperfective past with states moving gradually to activities Eventually telic verbs appear in the imperfect, and states and activities in the perfective With this in mind, in Chapter 4, we analysed the role of lexical aspect in the acquisition of verbal morphology In this section, we comment briefly on these findings

Figure 5 9 Distribution of lexical class by level of proficiency

The majority of verbs used by subjects are telic across all levels However, the analysis of the Intermediate group revealed a significant amount of individual variation, which has an influence on the overall percentages for this group of learners The use of telic verbs is represented largely by the Preterite As figure 5 9 indicates, this use increases with the level of proficiency In contrast, the use of the Imperfect with this lexical class decreases

Figure 5 10 Distribution of tenses with telic verbs

Activities are associated with the Imperfect in over 50% of instances for L2 learners There is a slight increase from the Intermediate to the Advanced learners, Near-native speakers usage mirrors than of Intermediates However, the analysis of L1 narratives indicates that this lexical class is almost as likely to occur in the Preterite as in the Imperfect Thus, the decrease in the Near-native group could be interpreted as a move towards an approximation to the target Activities are the least frequent class across all levels This was also reported by Ramsay (1990) On the other hand, it is in contradiction with Lafford (1996) and Camps (2000), who found that the majority of verbs at all levels were atelic However, these authors do not specify the operational tests adopted for the classification of verbs, which could be responsible for the discrepancy in the results

Figure 5 11 Distribution of tense with activities

States emerge first with the Imperfect across all levels Interestingly, L1 speakers show the lowest frequency of use for this combination A larger number of states occur in the Present for L1 speakers This correlates with the high use of the copula in direct narration clauses for this group of informants

Figure 5 12 Distribution of tense with states

In summary, the data gathered shows a strong correlation between lexical aspectual classes and the use of past tense markers, as predicted by the Lexical Aspect Hypothesis Other tense/aspect forms, such as the Present and the Past Perfect, show different distribution patterns across learners The selection of verbal morphology, in particular past endings, is not as strong during the early stages, as is evident in more advanced levels of proficiency where significant levels of individual variation are present This hints at developmental effects taking place between the Intermediate and Advanced levels of proficiency That is, the influence of lexical aspect in narrative discourse in Spanish L2 seems to increase with the level of expertise These findings are in agreement with those reported by Salaberry (1999) who found that the effect of tense appears to be stronger during the early stages of acquisition and that the effect of the lexical aspect appears to increase with the level of expertise

5 1 4 Adverbials

In the expression of temporality in L1, lexical markers of temporality, such as adverbs, are the last to be acquired Berman and Slobin (1994 149) report adverbials as being poor role players in the narrative discourse of English L1 speakers Studies in the acquisition of temporality in the second language, (von Stutterheim 1986, Dietrich et al 1995, Starren and van Hout 1996) have shown that many learners' tense/aspect morphology fossilizes at an early level because of the possibility of expressing complex temporal relations by means of a sophisticated handling of adverbials and discourse principles This research was carried out with learners in naturalistic environments with very little or no formal instruction in the target language Typically, the data was collected from learners recounting personal narratives Thus, the data gathered for the present study, provides an opportunity to examine the role of adverbials in a different context

Throughout the analysis of learners' narratives in Chapter 4, adverbials have been clustered along the semantic categories of positional adverbials, adverbials of duration, adverbials of frequency and adverbials of contrast, these last also referred to as aspectual adverbials Noyau (2002) suggests that, for second language learners, temporal adverbials of position and adverbial expressions of duration and frequency come into play at the early stages of L2 acquisition, whereas adverbs of contrast appear later on The analysis of our data concurs with this Figure 5 13 shows the distribution of adverbials across categories The percentages have been calculated taking into consideration the number of utterances of the narratives for each group participating in the study Therefore, the percentage results are an expression of the average use of temporal adverbials per group in relation to the number of utterances of the narratives in each group

Figure 5 13 Distribution of temporal adverbials

Temporal adverbials of position (TAP) appear frequently in the narratives produced by Intermediate learners and continue to be used by Advanced and Near-native learners In the first instance, learners resort to adverbials of position to establish a temporal context for the story they recount Thus, while the scene-setting section of the story takes place at night, the "complicating section" is located in the morning In this regard, the function of temporal adverbials of position is to situate the events depicted by the plot on the time axis, thus providing an overarching temporal framework for the story At particular points in the story some participants introduce adverbials of position such as *ahora* (now), to move the deictic centre of the narrative However, this occurs in a limited number of cases The highest frequency of adverbials with a deictic function occurs in the narratives produced by the native speakers

Temporal adverbials of duration (TAD) do not feature extensively in these narratives Durativity occurs in the Frog Story at two levels At the general level, the plot of the story confines the duration of the events Thus learners do not need to overtly refer to this At a local level, durativity affects the internal contour of a situation In this regard, it is expressed by the aspectual distinctions of imperfectivity and perfectivity in the past tense forms Thus, it is rare to find this aspectual notion being conveyed by means of adverbials

Temporal adverbials of contrast (TAC) relate information on types of transition between events and convey information on the event boundaries such as the adverbials *de repente* (suddenly), *todavía* (still) The use of *ya* (already) proposes a temporal relationship of anteriority between two clauses or between two points in the time line In particular *ya* (already), indicates a temporal point of view and it is used in a retrospective manner In this regard, it has a discursive function rather than being a reinforcer of the verb tense The analysis in our narratives of this class of adverbials yields interesting results (1) they rarely appear in the early stages of L2 development, (2) their use increases rapidly amongst more advanced learners (3) the use of temporal adverbials of contrast decreases again with further language development This trend coincides with Berman and Slobin's (1994) report of a less frequent use of this type of adverbials amongst adult speakers in favor of aspectual periphrases

In sum, in L2 discourse the use of adverbs seems to be highly influenced, both by the task, personal versus fictional narrative, and the specific context of the narrative The Frog Stories show generally low reliance on adverbial expressions While previous studies conclude that temporal adverbials compensate for the lack of developed tense/aspect systems in the learner's interlanguage, the present analysis reveals that the use of adverbs in narrative discourse of the participants in this study increases with the level of expertise The limited role that adverbials seem to play in the narrative discourse of learners participating in this study suggests that, in relation to locating events in the time line, grammatical marking of tense and aspect takes precedent A probable reason for this is that as learners become more proficient, they become better at handling the variety of devices available and are capable of integrating them in their narratives At the same time as the focus of the effort recedes from morphological inflection, speakers become freer to express additional temporal information

5 1 5 Temporal subordinate clauses

The temporal organisation of a narrative also concerns the integrating events in the structure of the narrative That is, the locating of the events which form the story on the time line and in relation to one another, thus expressing the idea that two events may be simultaneous, or that one may precede the other In their first language, children progress from juxtaposing two clauses expressing events in chronological order to relating events by means of adverbials and subordinate clauses without following the order of occurrence (see section 1 3 2) This entails the ability to organise the narrative into an overall structure which goes beyond the expression of the temporality of the predicate To express the relations of "simultaneous" "anterior" and "posterior" requires the coordination of several temporal reference points (ET, ST, RT) To this end, speakers use complex tense/aspect forms marking and temporal adverbs

In Chapter 4, we have examined how these temporal relations are expressed at specific stages along the L2 Spanish acquisition route As the results of the analysis in the previous chapter indicate, it is clear that the use of temporal subordination is related to language competency Figure 5 14 represents the percentage of temporal subordinate clauses relative to the overall number of utterances It shows that the use of temporal subordination becomes more target-like with the level of proficiency Interestingly, the near-native L2 speakers surpass native speakers in the use of subordination The figure also shows how advanced students have already achieved similar levels of frequency of subordination as L1 speakers Simultaneity is expressed more frequently, followed by anteriority Marking of posterity by means of temporal subordination is limited Clearly, this results from the nature of the task

Figure 5 14 Distribution of temporal subordinate clauses (% values)

In the course of narrating the adventures of the boy and the dog in search of the lost frog, the most frequent temporal relation expressed between events is that of simultaneity Figure 5 15 shows the percentage of utterances expressing simultaneity between events relative to the overall number of utterances Intermediate learners make limited use of temporal subordinators to mark simultaneity explicitly in their narratives Their texts are mainly constructed by stringing together a series of main clauses which describe picture by picture the events in the story *Cuando* (when) is the preferred subordinator at this level This subordinator is used to link together two clauses with the same protagonist Advanced learners are the most productive group in the present study in the expression of simultaneity by means of temporal subordination Interestingly, new subordinators have been added to the repertoire of these learners and new functions have emerged Thus, at this level, *cuando* acts more frequently as a marker of immediate anteriority The expression of simultaneity is performed by *mientras* (while) *Mientras* establishes a relationship between events in the foreground and background carried out by different protagonists This subordinator is well established amongst Advanced learners, who have acquired the ability to shift the perspective from one protagonist to another as their narratives become more cohesive The examination of the narratives produced by the Near-native group of learners reveals further change in the expression of simultaneity The use of *cuando* decreases significantly in relation to Advanced learners, while instances of *mientras* increase This trend signals a move towards target-like usage At the same time, the production of subordinate clauses introduced

by *al+infinitive* augments and surpasses that of L1 speakers In addition to temporal subordination, this construction introduces a causal relation

Figure 5 15 Distribution of markers of simultaneity

Relations of anteriority are introduced by means of the use of the past perfect, which clearly plays a retrospective function, and the temporal subordinator *antes de* In child language, anteriority does not begin to be expressed until after the age of seven (Sebastian and Slobin 1994) when children acquire the ability to give a sense of plot to their stories These forms are absent in the narratives of the Intermediate group of learners As we have discussed, Intermediate informants move the story line forward, relying on sequential chaining, and do not include actions whose repercussions are included in the event time By the time learners reach the Advanced stage of language development, markers of anteriority begin to emerge, both in the form of tense/aspect morphology and subordinators The first events to be related in this manner concern events relatively close on the time line, such as the boy waking up to find that the frog has escaped Near-native speakers displayed similar patterns to L1 speakers in the expression of anteriority although the frequency is less These speakers tend to mention what happened in the background in a retrospective mode, with embedded clauses This background is expanded to include events which are not depicted in the story

Figure 5 16 Distribution of markers of anteriority

The concept of "posterior" is rarely expressed by means of temporal subordination across the Frog Stories This is due to the inherent nature of the task Sequentiality and the Principle of Natural Order are the means by which events are related

In sum, the analysis of the development of the expression of complex temporal relation by means of subordination indicates that in narrative discourse the most typical relation between events to be overtly marked is that of simultaneity The developmental route suggested by the narratives of participants in this study includes the following stages (1) the first form to mark this function is *cuando* (when) (2) with time new forms are added to the repertoire, (3) the functions of the forms available change over time Therefore, with the inclusion of *mientras* in the learners' Interlanguage to express simultaneity, *cuando* becomes more frequently a marker ofimmediate anteriority Thus, in becoming proficient speakers, learners learn to set up new discourse functions for already acquired forms Overall, the use of temporal subordinators and adverbials becomes more target-like While temporal morphological markers become established quite rapidly in the Spanish learners L2 interlanguage, our findings for the development of the overall temporal structure of the narrative suggest that the linguistic ability of how to elaborate on the relations between events emerges rather late

Finally, we can conclude that these groups of learners show a steady tendency to approximate the target The analysis of the Frog Stories gathered for this study also

reveals that development is gradual and continuous, with no sharp developmental stages With the increase in the level of expertise and exposure to the target language, the wide range of devices available for the expression of temporality interact with each other to convey temporal nuances typical of L1 speakers An example of this is the expression of inchoative aspect, which is conveyed both by means of periphrases and aspectual adverbials

Intermediate speakers have surpassed the pre-basic and basic varieties in their interlanguage development described by Dietrich et al (see section 1 3 2 1) evidencing differences between classroom learners and learners in a naturalistic environment At the Intermediate level of proficiency there is an apparent reliance on the use of tense/aspect markers for the expression of temporality to the detriment of other devices, such as periphrases Intermediate narratives are based on universal organisational principles of discourse, in particular linearisation and the Principle of Natural Order Advanced learners display a wider array of tenses in the telling of their narratives and a more developed repertoire of form-function relations As learners enjoy a more advanced level, not only do they display a more extensive repertoire but also they display the ability to "change" the functions assigned to forms to accommodate new forms and new meanings The structure of narrative discourse plays a more significant role in the narratives of this group of learners in comparison with Intermediate students Near native speakers have added additional forms to their Interlanguage which appear to be beyond the reach of less experienced learners Their narratives are very similar to those produced by native speakers both in terms of the range and function of linguistic devices used for the expression of temporality, and the overall structure of the narrative, thus, suggesting that native-like levels of proficiency are attainable

Three forces seem to be at play in the development of the expression of temporality in Spanish L2, as previously identified by Salaberry (2000 68) These are (1) a cognitive disposition to develop form-function relations, (2) discourse specific requirements (foreground and background) and (3) the effect of the input as provided by native speakers Earlier research in the acquisition of temporality in Spanish L2, has largely focused on the development of past tense morphology and the Lexical

Aspect Hypothesis. Andersen (2002: 102) argues for the need to adopt a discourse-functional approach to the study of the development of tense-aspect morphology. The present study is an attempt to take a step in this direction. Furthermore, this study explores the development of additional devices which contribute to the expression of temporality in Spanish L2 discourse which had previously been ignored.

5.2 Linguistic relativity and "thinking for speaking" proposals

We started this study by considering the notion of linguistic relativity, that is, the role of language in interpreting experience. Our aim was to explore the role of these proposals in the process of acquiring a second language. We chose the study of temporality as a domain which is cognitively structured with a high dependency on the particular features of languages. At the same time, this allowed for a second goal for the present study, namely to present a picture of the development of the expression of temporality in the narrative discourse of English-speaking Spanish L2 learners. In the previous section, we have presented our conclusions in this regard. In the present section, we examine these findings in the context of linguistic relativity and "thinking for speaking" proposals.

Briefly, proponents of linguistic relativity suggest that language has a role in the interpreting of experience. Thus, it will be easier for speakers of a language to perceive instances of those concepts which are linguistically coded, and therefore more salient and favoured by a particular language. Thus, conceptual categories, such as time, are guided by language in their acquisition process. Research in the area of linguistic relativity has mainly been carried out in L1. It has focused largely on the spatial and temporal domains, since these distinctions can only be learnt through language (see Section 1.2).

Slobin's "thinking for speaking" proposal states that linguistic influence on thought exists only when performing linguistically-mediated tasks, given that distinctions such as aspect, voice, space are learnt through language and have no other use except

to be expressed in language (Slobin 1990 249) Thus, according to Slobin there is no influence of language on thought beyond the on-line process of speaking

In relation to second language learning, crosslinguistic analyses address the difficulties in reaching native-like proficiency to account for the impact of linguistic relativity in second language acquisition These difficulties arise when L1 learners encode a specific concept for which there are no linguistic devices in the L2 and vice versa In this circumstance, learners have to identify how the concept is expressed linguistically and the function it serves in discourse As an example of this, Von Stutterheim (2002 cited in Max-Planck Institute Annual Report 2002 150) reports that, although German learners of English had acquired the native English pattern in the description of events in isolation to a certain degree, they remained under the influence of the L1, hence concluding that the options available in the first language influence the choice learners make in the target language Thus, L2 systems appear not to conform to the principles of native discourse As discussed in section 1 3, these findings are corroborated by Lambert (1998) and Schmiedtová (2002)

Aspect is an interesting category to examine in the study of linguistic relativity, since aspectual distinctions are determined by the particular linguistic system of a language (Carroll et al 2003) There is no evident non-linguistic input to guide second language learners in the acquisition of aspect As we have mentioned on previous occasions, studies of aspect in L2 have focused on the role of lexical aspect In the course of the present study (Chapter 2), we have identified several grammaticised temporal concepts that differ in English and Spanish These are associated with the expression of aspectual values, the area of temporality where the two languages of concern in this study show greater differences in the codification of temporal concepts An example of this is the perfective/imperfective distinction in the past Spanish codes the concept of [+past] [+imperfective] on the verb, while English uses the progressive aspect or periphrases (used to) The assumption is that English-speaking learners of Spanish will find this Spanish aspectual distinction difficult to master In Chapter 4, we presented the analysis of the tense-aspect systems in the learner's interlanguage as manifested in their narrative discourse The analysis revealed that near-native speakers achieve native-like patterns of use for this

aspectual distinction. Thus, English speaking learners of Spanish as a second language describe an event as [+past] [+imperfective] in situations where that aspectual situation is not marked in their L1. These findings suggest that, even though native languages train speakers to pay attention to different features of events and situations, differences in conceptualisation patterns between L1 and L2 over time do not seem to result in learning difficulty or fossilisation as predicted by Slobin (1991).

To account for the learners' success we turn to Slobin's principles for first language acquisition (1973, 1982) adopted by Andersen and Shirai (1994) in second language acquisition. (see Section 1.3.2.2.1). Slobin suggests on several occasions (1990, 1991) that the study of second language acquisition provides fertile ground for the assessment of his proposals. The examination of our Frog Stories indicates that these cognitive principles account for the development of temporality in Spanish L2 narrative discourse. As an example of how these principles operate, we examine the acquisition of the aspectual particle *se*.

Learners first encounter this form in the context of reflexive morphology. Thus, the *One to One Principle* guides them to expect that this morpheme will have only one meaning, that is, a reflexive marker. As their interlanguage develops and exposure to the target language increases, new functions and meanings are acquired for this form. This is achieved by having access to *Prototypes* which accounts for how learners discover which meaning to assign to the form. Thus, learners realise that in certain contexts *se* is not a reflexive marker, but that it may provide diverse information, such as in passive sentences or as aspectual marker. The *Relevance Principle* and the *Congruence Principle*, which are especially sensitive to discourse-pragmatic functions, (Andersen and Shirai 1994: 147), guide learners to include or omit *se* according to their discursive needs. While using this particle as an aspectual marker, the *Congruence Principle* accounts for how learners use this particle with the most similar meaning to the meaning of the verb it accompanies, telic verbs or activities. *The Distributional Bias Principle* explains why *se* occurs first with telic verbs, and is less frequent with activities.

Thus, the same principles which guide L1 learners also steer second language learners in the acquisition of markers of temporality In the same way that experience with the language channels the attention of the child learner so it does with the second language learners

In section 3 2 4, following Slobm's definition (1994 597), we understood the term "proficient speaker" to describe a speaker who is able to use the language from three points of view, structural, rhetorical and discursive This is achieved by acquiring linguistic forms that develop to acquire a range of functions, as is the case of the aspectual marker *se* At the same time, functions acquire forms, as connectors such as *cuando* (when) and *mientras* (while) develop to serve the expression of simultaneity between events This linguistic knowledge is then integrated into the discursive properties of the communicative task at hand in this study this is the narration of events We conclude, that, based on the evidence provided by the analysis of the Frog Story gathered for the present study, there is no reason to believe that English speaking second language learners of Spanish, as long as they continue to develop their competency, cannot achieve full mastery in the expression of temporal concepts In this regard, our findings concur with Dietrich et al (1995) and Giacalone-Ramat (2002) However, in light of the contradictory findings advanced in this area, by Schmiedtova (2002), it is important that further cross-linguistic research in second language acquisition from this perspective is undertaken

5.2 Conclusion

The theoretical and methodological issues addressed in the study are related to linguistic relativity and "thinking for speaking" proposals This is an area of investigation which has not received much attention in Second Language Acquisition research In this respect, the present study aims to contribute to the work starting in this field As Slobin himself warns (1991 29), we have to be cautions not to make generalisations based on experiments with small samples Similar experiments must be undertaken with a larger number of subjects and a variety of target languages In concluding this study, however, we would like to point out that as far as linguistic

relativity and "thinking for speaking" proposals are concerned, the present study provides evidence to substantiate the claim that language has a role in the interpreting of experience However, we cannot agree with Slobin's premise that these experiences are "exceptionally difficult to be retrained" (1990 249) in the processes of acquiring a second language Our narratives provide some evidence to indicate that both native and non-native speakers alike are guided by the particular devices available in language in the acquisition process Over time L2 leaners seem to arrive at the same "preferences" for the expression of temporality

The second goal of this study was to a give an account of the development of the expression of temporality in narrative discourse from L2 learners of Spanish and to consider whether these learners acquire the patterns of expression typical of L1 speakers We argue that given the necessary exposure to the target language there is reason to believe that learners will in fact succeed in this task The effect of the learning environment, classroom settings versus natural settings, plays a role in the expression of temporality in L2 In general, classroom learners are coached to pay attention to verbal morphology, while untutored learners rely on calendric reference and adverbials (see Section 1 3 2 1) This study presents data from learners who start as classroom learners and become natural learners at some point in their linguistic development Thus, it could be argued that participants in this study are "typical" learners In this regard, it is not clear to what extent the findings of the present study can be extrapolated to learners who only received classroom instruction, nor to those who acquire Spanish in natural settings

In addition, research undertaken on development of the expression of temporality amongst second language learners has centred on the acquisition of tense-aspect morphology This study has provided us with the opportunity to examine the development of a larger variety of forms which contribute to the expression of temporal notions amongst Spanish L2 learners Therefore, while much research remains to be done to increase the validity of the present findings, the present study represents a significant contribution to the field of Spanish second language acquisition

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Appendix A

Picture Story

Frog, where are you?

-1-

-2-

-3-

-4-

-5-

APPENDIX A

-11-

-12-

-13-

-14-

-15-

-16-

-17-

-18-

-19-

Pictures reproduced from Berman and Slobin (1994)

Appendix B

Background Questionnaire

Personal Details (Strictly Confidential)

Ref Number _____ (Please, do not fill in A reference number will be used instead of your name in the study)

Date _____ Place _____

Name _____

Degree _____ Year _____

Age _____

Nationality _____

Please, answer the following questions

What is your mother tongue?

_____

What other languages do you speak?

_____

How long have you spent in a Spanish speaking country? Please give your answer in months _____

How long have you been studying Spanish? _____

Have you studied Spanish in any other institutions outside D C U ? If yes, please specify

_____

Would you consider your level of Spanish to be

- ☐ low
- ☐ intermediate
- ☐ advanced

Thank you,
Muchas gracias

Appendix C

Proficiency Test

(Intermediate Learners)

1 Complete los huecos del texto siguiente con una de las tres opciones que se le proponen al final del ejercicio

LA FAMILIA, EL TRABAJO

Hoy en dia trabajar ocho horas al dia y tener una familia no es facil Muchas mujeres creen que es importante tener un trabajo, (1) que tambien es importante pasar mas tiempo (2) la familia, sobre todo con los niños Los psicologos (3) a los padres con niños problematicos estar (4) tiempo con sus hijos, ayudarles en la tarea escolar y ocuparse un poco de sus cosas Es decir, los padres (5) saber que hacen en la escuela, (6) amigos tienen, que deporte les (7) o si si (8) bien o mal entre sus compañeros de clase Por (9) parte, el mundo del trabajo es cada vez más competitivo y (10) personas tiene que hacer horas extraordinarias (11) el trabajo para poder ganar mas dinero o para progresar en su carrera Muchas madres no quieren dejar a sus hijos en las guarderias, pero tampoco pueden pagar a una persona para estar een casa con sus hijos Antes muchas mujeres se (12) en casa cuidando a sus hijos, pero eso en los 90 (13) totalmente Lo que antes (14) normal, ahora (15) no lo es

OPCIONES

1	a) o	b) en	c) pero
2	a)dentro	b) con	c) hasta
3	a) recomiendan	b) dan	c) reparte
4	a) muy	b) mas	c) muchos
5	a) deberian	b) tienen	c) hay
6	a) cual	b) cuando	c) cuantos
7	a) gustan	b) gusta	c) gustas
8	a) sientan	b) sienten	c) siento
9	a) alguna	b) ninguna	c) otra
10	a) muchas	b) una	c) todas
11	a) a	b) de	c) en
12	a) quedaron	b) quedaban	c) han quedado
13	a) cambiaba	b) ha cambiado	c) cambio
14	a) es	b) sera	c) era
15	a) ya	b) aun	c) todavia

2 ¿Qué diría usted en las siguientes situaciones? Marque con una X la respuesta adecuada

1 Usted quiere comprar un periodico Va a un quisco y pregunta

a) *¿ Me presta el periodico, por favor?*
b) *¿Cuánto cuesta este periodico, por favor?*
c) *¿Le devuelvo el periodico?*

2 Usted va en un taxi y quiere escuchar las noticias por la radio Usted le dice al taxista

a) *¿Puede poner la radio, por favor? Es que tengo mucho interés en oir las noticias*
b) *He oido las noticias por la radio y tienen mucho interes*
c) *¿Le importa bajar el volumen de la radio? Es que no podemos comentar las noticias*

3 Usted habla con un/a amigo/a en su casa sobre el periodico que mas le gusta

a) *Pues yo prefiero El Dia, porque su formato facilita la lectura*
b) *Pues a mi, el que me molesta es El Mediodia, porque es complicado de leer*
c) *Bueno, para mi, lo que importa es la calidad penódistica, por eso no soporto El Anochecer*

4 Formar una familia sigue siendo el ideal de muchos jovenes españoles

a) *Muchos jóvenes quieren independizarse de sus familias*
b) *Muchos jóvenes quieren vivir en familia*
c) *Muchos jóvenes se llevan bien con su familia*

5 Muchos prefieren vivir en la ciudad si puden salir los fines de semana al campo y pasar en verano un mes en la playa

a) *Quieren vivir en la ciudad con la posibilidad de salir mucho al campo*
b) *No quieren vivir en el campo, sino en la playa*
c) *Prefieren vivir en una ciudad que tenga playa*

3 A continuación tiene usted 10 frases o diálogos En cada frase o diálogo hay una palabra en negrita que no es adecuada Debe usted sustituirla por alguna de las palabras de la lista que aparece al final

1	A - ¿A donde quieres ir de vacaciones? *B - A mi me* ***viene*** *igual, sólo quiero descansar*	*a) b) c) d) e) f) g) h) i) j)*
2	Respirar aire puro se ha convertido en una ***realidad*** *para los que viven en las grandes ciudades*	*a) b) c) d) e) f) g) h) i) j)*
3	Carlos esta delgadisimo porque se pasa **un** dia corriendo	*a) b) c) d) e) f) g) h) i) j)*
4	La ciudad tiene una **breve** oferta cultural museos, espectaculos, cines,etc	*a) b) c) d) e) f) g) h) i) j)*
5	Una pareja **para** tres hijos ya es familia numerosa	*a) b) c) d) e) f) g) h) i) j)*
6	A - ¿Estudias o trabajas? B - Ahora estoy estudiando pero en verano hago **todo el** trabajito	*a) b) c) d) e) f) g) h) i) j)*
7	A - ¿Tu lees el penodico todos los dias? B - Hombre, todos no, pero **entre** todos	*a) b) c) d) e) f) g) h) i) j)*
8	En España, **como** ahora, no hay demasiados vegetarianos	*a) b) c) d) e) f) g) h) i) j)*
9	Me gustaria ser millonario para ir a la opera en cuaquier parte del **pueblo**	*a) b) c) d) e) f) g) h) i) j)*
10	A - ¿A **cuánto** te dedicas? B - Trabajo en una biblioteca	*a) b) c) d) e) f) g) h) i) j)*

A) da	B) ilusion	C) que	D) con	E) el
F) mundo	G) casi	H) algun	I) gran	J) hasta

SECCIÓN 2

4 Lea con atención el siguiente texto A continuación encontrará tres preguntas Indique si son verdaderas (V) o falsas (F) de acuerdo con el contenido del artículo leído

IDEAS NUEVAS
Empresas privadas buscan los establecimientos que ofrecen los mejores precios al comprador

Para un comprador es muy frustrante no encontrar lo que busca o, lo que es peor, comprobar que lo que acaba de comprar ¡estaba mas barato en otro sitio! Se han creado empresas nuevas que ahorran esos disgustos informando sobre donde esta el articulo deseado a mejor precio

Los que no soportan ir de compras, los que tienen tiempo a causa de sus horarios de trabajo a los que quieren el precio más barato son los posibles clientes de estas empresas

Estas empresas dan informacion sobre articulos muy variados, aunque de momento no se ocupan de los alimentos ni de la ropa Los productos mas solicitados suelen ser los electrodomesticos El precio de este servicio es del 20% del ahorro conseguido Solo tiene que llamar por telefono, dar las caracteristicas de lo que desea comprar, y la empresa se pone en marcha

(Adaptado de *El Pais Semanal)*

PREGUNTAS

1	*En todos los establecimientos los productos tienen el mismo precio*	***V***	***F***
2	*Hay nuevas empresas que le ayudan a conseguir un producto más barato*	***V***	***F***
3	*La empresa no cobra nada por los servicios*	***V***	***F***

Lea con atención cada uno de los textos siguientes Marque con una X la respuesta correcta de acuerdo con el texto

TEXTO 1

Acuérdate de que hoy vienen
los Moreno a cenar
Recoge la tarta de fresa que
tengo encargada en la pastelería
Son 2 000 ptas

Esta nota dice que

a) Tiene que comprar un postre dulce
b) Tiene que ir a la fruteria para comprar
c) Tiene que ir a la cena pero no tiene que comprar nada

TEXTO 2

Los jardines de Valencia

Entre los multiples atractivos de Valencia, para disfrutar todos los dias, estan sus jardines En el jardin del Real encontraras varios estanques, una gran pajarera, flores muy diversas y bonitos rincones para pasear

La gente de Valencia segun el texto

a) No tienen lugares atractivos para disfrutar
b) Pueden ir a un parque lleno de naranjos
c) Pueden pasear por un parque agradable y cuidado

Appendix D

Proficiency Test

(Advanced Learners)

1 Complete el siguiente texto eligiendo para cada uno de los huecos una de las tres opciones que se le ofrecen

El fin de semana

Por fin viernes Habia tenido una semana dificil en el trabajo Su jefe, que (1) con la moral baja por no se que lios, llevaba quince dias (2) pegar ojo, un cliente aleman se puso intransigente con el plazo de entrega de un informe y con que si la formalidad es la formalidad y, para (3), su secretaria tuvo que faltar dos dias, porque al mocoso de su hijo no se le habia ocurrido otra cosa que coger las paperas Condenado a jornadas de 11 horas, (4) logro sobrevivir Ahora ya era viernes y, ante la ventana de su recien estrenado despacho en la flamante Torre Picasso [ ] se extendia una vista maravillosa una inmensa hilera de coches cargados con papas y niños (5) silenciosamente la terrorifica ciudad *en* busca del fin de semana perfecto

Repaso tranquilamente su agenda y decidio que en las proximas 60 horas el mundo era suyo El tesoro que buscaba (6) en la c Carla, una chica despampanante, amiga de no se quien que habia llegado huyendo de Italia (7) busca del paraiso de la modernidad (8) seis meses en Madrid y ya se conocia todos los bares modernos, todas las tiendas de diseño y casi todos los platos de rodaje Era modelo, se arrastraba por las calles con un inmenso *book* debajo del brazo y, naturalmente, estaba como un (9) La presa perfecta para un fin de semana sin compromisos La (10) a cenar en un restaurante de lujo, hablarian alegremente de la vieja Roma – en realidad, el solamente habia estado alli una vez un par de dias, por una cosa de la oficina, pero para eso estaban las peliculas -, a la salida se irian a tomar una copa al Hanoi y luego Dios dira

Texto de ALBERTO ANAUT (Adaptado de El Pais)

1 a) andaba
b) anduvo
c) andaria

2 a) por
b) sin
c) en

3 a) maximo
b) limite
c) colmo

4 a) finalmente
b) en fin
c) en paz

5 a) se cruzaban
b) cruzaban
c) habian cruzado

6 a) estaba
b) encontraba
c) era

7 a) en
b) por
c) de

8 a) Llevo
b) Habia llevado
c) Llevaba

9 a) tren
b) tranvia
c) trolebus

10 a) invito
b) invitase
c) invitaria

2 Elija entre las opciones de respuesta aquella que tenga un significado equivalente al del fragmento subrayado

1 No me lo cuentes otra vez, Ana María me lo contó ayer con pelos y señales

a) muy rápidamente *b) detalladamente* *c) someramente*

2 Os creíais muy inteligentes, pero al final os la dieron con queso

a) engañaron *b) invitaron a queso* *c) criticaron mucho*

3 En diplomacia hay que ir con pies de plomo

a) a paso lento *b) con zapatos especiales* *c) con cautela*

4 Usted está como un roble, no tiene de que preocuparse

a) tiene todos los problemas solucionados b) es una persona con mucho poder
c) está sanísimo

5 ¿Sabes lo que pienso? Que más vale pájaro en mano que ciento volando

a) los pájaros que vuelan valen menos b) es mejor tener confianza en uno mismo
c) vale más lo seguro que lo posible

6 ¡Sois unos manazas!

a) tenéis las manos enormes *b) sois torpes*
c) sois generosos

7 Este conferenciante siempre acaba yéndose por las ramas

a) se desvía del tema b) habla mucho
c) dice cosas muy interesantes

8 Lo importante es tocar la fibra sentimental de la gente

a) el punto sensible *b) la fibra llorona* *c) el nervio mayor*

9 Inés es la que siempre corta el bacalao

a) ofrece comida *b) trabaja* *c) destaca*

10 Ninguno se atrevía a hablar del asunto, pero llegó Juan y puso el dedo en la llaga

a) habló del tema extensamente *c) buscó una solución para el herido*
c) tocó el asunto problemático

11 Es un derrochador, no piensa en el futuro

a) Es un mal trabajador *b) Es muy vago* *c) Malgasta el dinero*

12 Las circunstancias me son adversas

a) favorables *b) indiferentes* *c) desfavorables*

13 Tuvo la desfachatez de decirmelo delante de todos

a) poca verguenza *b) satisfacción* *c) audacia*

14 En este tema sus conocimientos son muy vastos

a) burdos *b) amplios* *c) reducidos*

15 Dieron ropa y alimentos a los damnificados

a) perjudicados *b) refugiados* *c) pobres*

3 Complete las frases con el término adecuado

1 No me gusta este sitio, si lo se, no

a) vendria *b) vengo* *c) vendré*

2 ¡ sin verguenza que todavia no ha llamado para disculparse!

a) Sera b) Seria c) Es d) Habrá *sido*

3 Todavia no he fregado los platos
-Dejalo, ya yo

a) fnegue *b) friego* *c) fregara*

4 ama de casa no esta justamente reconocida por la sociedad

a) El *b) La*

5 Nunca cómo me llamo

a) Se recuerda *b) se acuerda* *c) se acuerda de*

6 Niños, no mucho ruido al entrar

a) haced *b) hagáis* *c) hariais*

7 Antes viniera, yo ya me habia ido

a) de – él *b) de – ø* *c) de – que*

8 Maria trata a Carlos fuera su hermano

a) como b) si c) como si d) tal como

9 Te dejaré mis apuntes me los devuelvas el martes

a) excepto que b) siempre que c) si d) como

10 Iré a tu casa nunca te encuentro en la oficina

a) por qué b) como c) que d) dado que

11 Cuando una fiesta no le vamos a invitar, nos cae tan mal

a) organizamos b) organizaremos c) organicemos

12 Si un buen trabajo, te invitaré a cenar

a) encontrare b) encontrara c) encuentro d) habre encontrado

13 ¿Hay campings por esta zona? No, no hay

a) ninguno b) ningunos d) algunos

14 ¡ A trabajar! La casa está aun limpiar

a) por b) para

15 Si por casualidad que no llego a tiempo, entra tu y no me esperes

a) vieras b) veas c) verás d) veias

4 Lee el siguiente texto y a continuacion responde a las preguntas

El Gobierno mantendrá la eñe en los ordenadores por razones de "carácter cultural"

*Un decreto de Cultura y Sanidad y Consumo pretende contentar las exigencias de la CE**

Federico Ibañez director general del Libro del Ministerio de Cultura fue uno de los primeros en alertar hace casi dos años sobre el daño que podía causar a la lengua española la aplicación estricta de las peticiones de la CE* recuerda La Comisión de la Comunidad Europea (CE*) volvia entonces tal y como lo estaba haciendo desde 1 989 y continua haciendolo aun hoy a exigir al Ministerio de Industria la derogación de tres reales decretos (1 250 1 251 y 2 297) de 1985 sobre normas de seguridad de los equipos informáticos en los que se incluia la obligatoriedad de que estos tuvieran la letra eñe

La CE alegaba que los articulos del 30 al 36 del Tratado de Roma garantizaban que un producto legalmente fabricado en un pais comunitario podia ser comercializado en el resto y además decian que no se podía utilizar una norma industrial para frenar la importacion de un producto basandose en criterios culturales

Tras la polémica en mayo de 1 991 fecha en que el tema salió a la luz las posturas entre los diferentes ministerios españoles se han ido acercando y tras la aprobación del Tratado de Maastricht el Gobierno español va a alegar precisamente criterios culturales para defender la letra eñe en los teclados de los ordenadores No tememos que la CE se oponga al nuevo decreto porque en Maastricht existe un espacio para la defensa de la cultura y resulta obvio que la letra eñe forma parte del patrimonio cultural de todos los hispanohablantes afirma Federico Ibañez

De momento los tres decretos impugnados por la CE todavia siguen vigentes El mismo dia que el BOE publique el nuevo decreto se anularán los anteriorres explica Ibáñez El nuevo texto tiene un articulo unico en el que se consagra la obligatoriedad de la letra eñe en los teclados

Aviso al consumidor

Respecto a cómo se va a garantizar entonces la libertad de mercancias que exige la CE la *fórmula* legal va a consistir en lo siguiente segun explica Ibáñez El texto consagra la obligatoriedad de la eñe en los teclados pero no podemos negar a un ciudadano europeo que viva en España su derecho a comprar otro tipo de teclado exigiremos que en el caso de los teclados que no sean de la lengua castellana figure un aviso al consumidor Obviamente los consumidores españoles no comprarian un teclado sin eñe pudiendo exigir uno con ella

Además precisamente porque el breve texto legal no lo explicita la referencia a la exigencia de la letra eñe solamente en el momento de su venta final al consumidor hace prever que la normativa no afectará a la venta de redes informaticas a las empresas ya que estas operaciones no se efectuan como venta directa al consumidor En cuanto a la existencia de teclados sin eñe a la venta en España que ya está sucediendo ahora mismo Ibáñez dice No hay nada que temer Los teclados están y estaran en las tiendas, porque si no se aplicarán las sanciones previstas en las leyes de proteccion al consumidor para que sino se advierte en aquellos teclados diferentes su no adecuación a las normas de la lenguae española se pueda pedir la retirada de la mercancia

El anteproyecto de real decreto se encuentra en la actualidad en manos del Consejo de Estado que ha pedido informes al Ministerio de Industria y a la Real Academia Española Ambos han respondido favorablemente a la exigencia de la letra eñe en los teclados Alvaro Espina secretario de Estado de Industria explica El ultimo requerimiento que nos envio la comision de la CE fue el pasado mas de septiembre pero les hemos dicho que esperen el nuevo texto Nosotros estamos de acuerdo en defender la eñe y le propusimos al gobierno que se acogiera al articulo 128 del Tratado de Maastricht para defenderla

¿Por que el retraso de casi dos años en tomar una decisión? El retraso está provocado porque son muchas las normas que exige homologar la CE y ha habido otras prioridades Pero el impulso de defender la eñe salió de nosogtros y de ahi ha pasado a Sanidad y Consumo y a Cultura que es finalmente el que lo ha tramitado

Respecto a si existe temor de que la Comunidad Europea pueda impugnar la nueva legislación, el secretatio de Estado de Industria afirma Eso de que no se pueda poner trabas a la libre circulación de mercancias es una estupidez porque por ejemplo ¿no hay que poner limitaciones al tráfico de armas? Pues mucho más en este caso ya que estamos hablando de la *circulación cultural* de determinadas mercancias

Salvadores de la letra

La opinion parece ser unanime resppecto a que el nuevo texto legal arreglará definitivamente los problemas de la CE con la eñe También parece ser unanime que ahora no como cuando salto la polémica hace casi dos años todos quieren aparecer como *salvadores de la eñe* En el Ministerio de Asuntos Exteriores en fuentes de la secretaría de Estado para las Comunidades Europeas afirman Estamos al tanto del nuevo texto legal preparado por Cultura y Sanidad y Consumo y creemos que la CE no podra impugnarlo

La opinion de los politicos y técnicos no coincide en este caso con la de los fabricantes El presidente de la Asociación Española de Empresas Informáticas (SEDISI) Ignacio Orduña manifiesta No conozco el nuevo texto legal porque nadie nos ha consultado pero si mantiene la obligatoriedad de la eñe en los teclados estoy seguro de que se lo cargan en Bruselas Lo que manda es el mercado o sea el consumidor y ¡ay de aquel que venda los teclados sin eñe si el consumidor los pide con eñe! Pero todo lo demás es poner puertas al campo No hacen falta nuevas normas y, ademas, todo lo que sea proteccionismo va a ser inaplicable en la práctica diaria del mercado unico

[ ]

Texto de DIEGO MUÑOZ. ***(Adaptado de El País)***

PREGUNTAS

1 En relacion al problema suscitado por la letra eñe

a) el Ministerio de Industria se ha visto obligado a derogar una serie de reales decretos, al exigir que los equipos informaticos contengan la letra eñe

b) *La Comisión de la U E no acepta que sean los reales decretos del Ministeno de Industna los que exijan la obligatoriedad de que los equipos informáticos contengan la letre eñe*

c) *La Comisión de la U E exige que una serie de reales decretos dejen de estar en vigor, pues no se puede obliligar a los equipos informáticos a contener la letra eñe*

1 Segun declara Ibañez

a) se exigira que en los teclados que no sean de lengua castellana se haga constar la ausencia de la letra eñe para informacion del consumidor

b) *Los consumidores españoles se verán obligados a comprar un teclado que contenga la letra eñe, para asi diferenciarse de los europeos*

c) *El ciudadano europeo que viva en España puede comprar cualquier tipo de teclado con la unica obligacion de que en ellos figure un aviso al consumidor*

1 El retraso en tomar una decision se ha producido porque

a) *Homologar tantas normas ha exigido otras prioridades*

b) *Las otras prioridades de la U E han impedido que se respetasen las normas impuestas por ella*

c) *El problema de la eñe ha pasado de Sanidad y Consumo a Cultura para que se tramitase en este ultimo organismo*

1 Para el presidente de la SEDISI

a) *La obligatoriedad de la eñe en los teclados no será aceptada en Bruselas debido a que quien realmente manda es el mercado*

b) *Al final lo que realmente se impone es el mercado y si éste pide teclado con eñe tendrá que adaptarse a la demanda*

c) *Entre políticos y fabricantes las opiniones son encontradas aunque en Bruselas tomarán posición por los primeros, por representar los intereses del consumidor*

Appendix E

Transcriptions

@Begin
@Languages es
@Participants I01
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way narrative task
@G 01
*I01 habia una vez habia (STA) (IPFV) (B) un niño muy pequeño
*I01 un chico que tenia(STA) (IPFV) (B) un perro
*I01 y una rana que esta (STA) (PRES) (E) en un jarra
@G 02
*I01 una noche (TAP) despues (POST) de mirando (ACT) la rana
*I01 fue (TEL) (PFV) (F) a su cama para dormir
*I01 durante la noche (TAD) de repente (TAC) la rana saltio (TEL) (PFV) (F) por la jarra
@G 03
*I01 y por la mañana (TAP) el chico no podria encontrarle (ACT) (IPFV) (F) (E)
@G 04
*I01 de repente (TAC) el chico empece a vetirse (TEL) (PFV) (F) (INC) (E) muy rapidamente
*I01 mientras (SIM) el perro ha ponido (TEL) (PRESPERF) (E) su cabeza por el jarra
*I01 y no podia (ACT) (IPFV) (B) (xxx)
@G 05
*I01 cuando el niño abrio (TEL) (PFV) (B) la ventana
@G 06
*I01 la el perro saltio (TEL) (PFV) (F)
@G 07
*I01 y vio (TEL) (PFV) (F) (E) por la terra
*I01 se cayo (TEL) (PFV) (F) (SEASP)
*I01 y por eso rompio (TEL) (PFV) (B) la jarra
*I01 el perro ahora (TAP) esta (STA) (PRES) (E) muy contento
@G 08
@G 09
*I01 despues el niño y el perro empece (TEL) (PFV) (F) (INC)a gritar a un colmena
@G 10
*I01 el niño empece a llorar (TEL) (PFV) (F) (INC)
*I01 y de repente (TAC) muchas abejas dejaron (TEL) (PFV) (F) de la colmena
@G 11
*I01 (xxx) mientras (SIM) el niño estaba buscando (ACT) (IPFVPROG) (B) por un arbol
*I01 muchas abejas empezaron dejar (TEL) (PFV) (F) (INC) la colmena
@G 12
*I01 y empiezaron a correr a seguir (TEL) (PFV) (F) (INC) el perro
@G 13
@G 14
*I01 cuando el niño despues el niño encontre (TEL) (PFV) (F) una piedra muy grande
*I01 y al otro lado habia (STA) (IPFV) (B) una sierra
@G 15
*I01 cuando (SIM) el niño empece a subir (TEL) (PFV) (F) 9INC) al piedra
*I01 cayo (TEL) (PFV) (F)
*I01 y se cayo (TEL) (PFV) (F) (SEASP) por la ciervo
@G 16
*I01 de repente (TAC) con el susto el ciervo empezo a correr (TEL) (PFV) (F) (INC) por una peña

@G 17
*I01 el ciervo se (xxx)
@G 18
*I01 pero el niño y el perro se cayeron (TEL) (PFV) (SEASP) por un
rio un charco
@G 19
*I01 graciadamente el niño y el perro estaban (STA) (IPFV) (B) bien
@G 20
*I01 despues el niño encontre encontro (TEL) (PFV) (F) un arbol en el rio
*I01 y dije (TEL) (PFV) (F)
*I01 al perro para que quedara (TEL) (IPFVSUBJ) (B)
tranquilamente
@G 2
*I01 el niño y el perro empiezaron a subir (TEL) (PFV) (F) (INC) escalar
el arbol
@G 22
*I01 y delante al otro lado del arbol se encontraron (TEL) (PFV)
(F) (SEASP) dos ranas su rana y un otro una amiga
@G 23
*I01 el niño y el perro estaba (STA) (IPFV) (B) muy contento para
encontrar
*I01 que su rana esta (STA) (PRES) (E) muy buena
*I01 pero ahora (TAP) tiene tema (STA) (IPFV) (B) una amiga tambien
@G 24
@End

@Begin
@Languages es
@Participants I02
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way narrative task
@G 01
*I02 habia una vez un chico muy pequeño
*I02 tenia (STA) (IPFV) (B) solo dos amigos
*I02 su perro se llamia (STA) (IPFV) (B) gordon
*I02 y su rana se llamia (STA) (IPFV) (B) george
*I02 juntos vivian (ACT) (IPFV) (B) en su dormitorio
@G 0I
*I02 una noche (TAP) el chico se acostaba (TEL) (IPFV) (F) con el perro
*I02 y la rana salia (TEL) (IPFV) (F) de la jarra
@G 03
*I02 el proximo dia (TAP) el chico no encontraba (TEL) (IPFV) (F) la rana
@G 04
*I02 busco la rana en todos los lugares en el dormitorio
*I02 pero no lo encontro (TEL) (PFV) (F)
@G 05
*I02 el chico busco (TEL) (PFV) (F)la rana en la calle
*I02 y su perro ayudo (TEL) (PFV) (F)
@G 06
*I02 el perro caia (TEL) (IPFV) (F) por la ventana
*I02 cuando (SIM) el chico no estaba visto (TEL) (IPFVPROG) (B)
@G 07
*I02 el chico besaba (ACT) (IPFV) (F) al perro muchas veces (TAQ)
*I02 cuando (SIM) lo encontraba (TEL) (IPFV) (B)
@G 08
*I02 entonces el chico iba (TEL) (IPFV) (F) al bosque
*I0I y gritia (TEL) (IPFV) (F) para la rana
@G 09

*I02 busquia (ACT) (IPFV) (F) a todos los lugares en el bosque
*I02 su perro gritia (ACT) (IPFV) (F) a una colmena
@G 10
*I02 y el chico (xxx) un otro animal (xxx) la tierra
@G 11
*I02 el chico empezaba a subir (TEL) (IPFV) (F) (INC) a los arbes
@G 1I
*I02 entonces el perro empezaba a correr (TEL) (IPFV) (F) 9INC)
*I02 y el chico caia (TEL) (IPFV) (F) del arbe
@G 13
*I02 y un eagle empezaba a rebatir (TEL) (IPFV) (F) (INC) con el chico
@G 14
*I02 el chico gritia (TEL) (IPFV) 9F) para su rana
*I02 y su madra tema (STA) (IPFV) (B) miedo
@G 15
*I02 un ciervo venia (TEL) (IPFV) (F) al chico para ayudarle
@G 16
*I02 el ciervo y el perro empezaban a correr (TEL) (IPFV) (F) (INC)
@G 17/18
*I02 el chico caia al agua (TEL) (IPFV) (F)
@G 19
*I02 pero estaba bien (STA) (IPFV) (B)
@G I0
*I02 el chico empezaba a nadar (TEL) (IPFV) (F) (INC) con el perro
@G I1
*I02 y entonces subia (TEL) (IPFV) (F)a un arbe
@G II
*I02 y entonces encontraba (TEL) (IPFV) (F) la rana finalmente (TAC)
@G I3
*I02 la rana estaba (STA) (IPFV) (B) con su familia las otras ranas
@G I4
*I02 y entonces el chico y el perro venian (TEL) (IPFV) (F) a la casa
@End

@Begin
@Languages es
@Participants I03
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way narrative task
@G 01
*I03 habia una vez
*I03 cuando un niño estuve (STA) (PFV) (B)en su habitacion con su perro y una rana en una jarra
@G 02
*I03 fue (STA) 9PFV) (B) noche
*I03 y el niño estuve durmiendo (ACT) (PFVPROG) (B)
*I03 la rana se escapo (TEL) (PFV) (F) (SEASP) de la jarra
@G 03
*I03 al proximo dia (TAP) el niño se desperto (TEL) (PFV) (F)
*I03 y el rana no estaba (STA) (IPFV) (B)
@G 04
*I03 el niño se veste (TEL) (PRES)
@G 05
*I03 y miro (ACT) (PFV) (F) a la ventana con su perro
*I03 se miro (ACT) (PFV) (B) para el rana
@G 06
*I03 el perro salto (TEL) (PFV) (F)de la ventana
@G 07

*I03 y el niño salto (TEL) (PFV) (F) tambien
@G 08
*I03 el niño y su perro fue buscando (ACT) (PFVPROG) (F) para el rana
@G 09/
*I03 y el niño vio (TEL) (PFV) (F) una colmena
*I03 el perro estuve jugando (ACT) (PFVPROG) (F)
@G 10
*I03 y el niño estuve mirando (ACT) (PFVPROG) (F) en una (xxx)
*I03 el perro estuve saltando (ACT) (PFVPROG) (F) en el arbol
@G 11
*I03 y el niño busco (ACT) (PFV) (F) el rana
@G 12
*I03 el niño cayo (TEL) (PFV) (F)
*I03 y el perro estuve corriendo(ACT) (PFVPROG) (F) de la colmena
@G 13
*I03 (xxx) una eagle
@G 14
*I03 el niño estuve buscando (ACT) (PFVPROG) (F) para el rana
@G 15
*I03 el niño encontra (TEL) (PRES) un ciervo
@G 16
*I03 el ciervo corrió (ACT) (PFV) (F) a desde el perro
@G 17
*I03 empujo (TEL) (PFV) (F) el niño el perro en un acantilado
@G 18
*I03 el niño caigo (TEL) (PRES) (F) en el lago
@G 19
*I03 el niño nado (ACT) (PFV) (F) con el perro en su cabeza
@G 20
*I03 el niño nado (ACT) (PFV) (F) a un tronco
@G 2
*I03 y el niño y su perro alcanzan(TEL) (PRES) el tronco
*I03 el perro busco (ACT) (PFV) (F) las ranas
@G 22
*I03 y el perro y el niño miro (ACT) (PFV) (F)las ranas
@G 23
@G 24
*I03 el niño coge el rana (TEL) (PFV) (F)
*I03 y el niño y se perro (xxx)
@End

@Begin
@Languages: es
@Participants I04
@ID es/puigplanella
@Coder kenia puig i planella
@Situation on-way recording
@G 01
*I04 habia una vez pedro estaba (STA) (IPFV) (B) en su casa con su perro
juan y su rana miguel
@G 02
*I04 cuando (SIM) pedro dormio (ACT) (PFV) (B)
*I04 su rana se escapaba (TEL) (IPFV) (F) (SEASP) de su jarra
*I04 cuando pedro se dormio (ACT) (PFV) (B) (SEASP)
@G 03
*I04 por la mañana la rana no habia (STA) (IPFV) (B)
*I04 y no estaba (STA) (IPFV) (B) dentro
@G 04
*I04 estaba buscando (ACT) (IPFVPROG) (F)la rana con su perro

19	*I04	pero no estaba(STA) (IPFV) (B) en la casa
20	*I04	miguel donde estas (STA) (PRES)
21	*I04	pedro no estaba contento (STA) (IPFV) (B)
22	*I04	porque su perro ponia (TEL) (IPFV) (F) su cabeza en la jarra
23	*I04	el perro no habia (STA) (IPFV) (B) contento tampoco
24	@G	05
25	@G	06
26	@G	07
27	@G	08
28	*I04	fui (TEL) (PFV) (F) al bosque con el perro
29	*I04	y era buscando el rana (ACT) (IPFVPROG) (F) (E)
30	*I04	pero el rana no estaba (STA) (IPFV) (B)
31	@G	09
32	*I04	vi (TEL) (PFV) (F) un colmena
33	*I04	y pedro fui (TEL) (PFV) (F) con el perro al colmena
34	@G	10
35	@G	11
36	@G	12
37	*I04	vi (TEL) (PFV0 (F) a su perro corriendo
38	*I04	porque habia (STA) (IPFV) (B) abejas dentro
39	@G	13
40	*I04	fui (TEL) (PFV) (F) mas en el bosque
41	*I04	y vi (TEL) (PFV) (F) una guia (xxx)
42	*I04	el aguila estaba (STA) (IPFV) (B) en el aire
43	*I04	pero no habia (STA) (IPFV) (B) la rana
44	@G	14
45	*I04	pedro subio (TEL) (PFV) (F) la roca
46	*I04	y estaba griyendo (TEL) (IPFVPROG) (B)
47	@G	15
48	*I04	y habia(STA) (IPFV) (B) un ciervo
49	*I04	que se llamaba (STA) (IPFV) (B) bambi
50	*I04	bambi le ayuda (ACT) (PRES)
51	@G	16
52	*I04	pero despues fui (TEL) (PFV) (F) mas al bosque
53	@G	17
54	*I04	y bambi empuje (TEL) (PFV) (F) pedro y el perro tambien en el lago
55	@G	18
56	@G	19
57	*I04	pedro estaba (STA) (IPFV) (B) sentado en el lago con su perro
58	@G	20
59	*I04	di (TEL) (IMPER) a su perro de no hablar
60	@G	21/II
61	*I04	cuando (SIM) su perro no habla (ACT) (PRES)
62	*I04	vi (TEL) (PFV) (F) a su rana
63	*I04	pero estaba (STA) (IPFV) (B) cerca del lago con su novia
64	@G	23
65	*I04	y su novia tenia (STA) (IPFV) (B) chicos y chicas su familia
66	*I04	pedro estaba (STA) (IPFV) (B) contento
67	*I04	porque su rana estaba (STA) (IPFV) (B) contento tambien
68	@G	24
69	*I04	pedro di (TEL) (PFV) (F) adios a su rana
70	*I04	pero tomo (TEL) (PFV) (F) un de los pequitas ranas
71	*I04	y despues las ranas estaban (STA) (IPFV) (B) (xxx)
72	@End	
73		
74		
75		
76		
77		

1 **@Begin**
2 **@Languages es**
3 **@Participants I05**
4 **@ID es/puigplanella**
5 **@Coder kenia puig i planella**
6 **@situation one-way**
7 @G 01
8 *I05 habia una vez habia un chico y un perro en la habitacion
9 *I05 tuvo (STA) (PFV) (B) una rana
10 *I05 se queria guardar (ACT) (IPFV) (B) la rana
11 @G 02
12 *I05 en la noche (TAP) cuando (SIM) estuvo durmiendo (ACT) (PFVPROG) (B)
13 *I05 la rana salio (TEL) (PFV) (F) la habitacion
14 @G 03
15 *I05 por la mañana (TAP) vi (TEL) (PFV) (F)
16 *I05 que la rana haya salido (TEL) (PRESSUBJ) (ANT)
17 @G 04
18 *I05 busco (ACT) (PFV) (F) para la rana
19 *I05 pero no habia (STA) (IPFV) (B)
20 @G 05
21 *I05 vi (TEL) (PFV) (F) a la ventana
22 *I05 fue (TEL) (PFV) (F) el perro a la ventana
23 @G 06
24 @G 07
25 @G 08
26 *I05 fue (TEL) (PFV) (F) a fuera de la casa con el perro
27 *I05 esperando encontrar la rana
28 @G 09
29 *I05 habia (STA) (IPFV) (B) una colmena en la parque
30 @G 10
31 *I05 el perro salto (TEL) (PFV) (F) a una colmena
32 @G 11
33 *I05 la colmena cai (TEL) (PFV) (F) al arbol
34 *I05 fui (TEL) (PFV) (F) en el arbol para esperanza la rana
35 @G 12
36 *I05 el perro corre (ACT) (PRES)
37 @G 13
38 *I05 una (xxx) esta (STA) (PRES) en el cielo
39 @G 14
40 *I05 el chico busco (ACT) (PFV) (F) para la rana
41 @G 15
42 *I05 el chico encontro (TEL) (PFV) (F) un cervizo
43 @G 16
44 @G 17
45 *I05 pero cayo (TEL) (PFV) (F) el chico a la montaña
46 @G 18
47 *I05 cayo (TEL) (PFV) (F) en un rio
48 @G 19
49 *I05 el perro fue(TEL) (PFV) (F) a la cabeza
50 @G 20
51 *I05 se dijo (TEL) (PFV) (F) silecio al perro
52 @G 21
53 *I05 fui (TEL) (PFV) (F) al otro lado del arbol
54 @G 22
55 *I05 encontro (TEL) (PFV) (F) dos ranas
56 @G 23
57 *I05 y entonces habia (STA) (IPFV) (B) mas ranas quiza una familia
58 @G 24
59 *I05 toma (TEL) (PFV) (F) a la rana

*I05 y dijo (TEL) (PFV) (F) adios a las otras ranas con el perro
@End

@Begin
@Languages es
@Participants I06
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way narrative task
@G 01
*I06 habia una vez un chico su rana y su perro
*I06 estaban (STA) (IPFV) (B) en el dormitorio de juan
@G 02
*I06 por la noche (TAP) chico dormio (ACT) (PFV) (B)
*I06 y la rana salio (TEL) (PFV) (F) de la jarra
@G 03
*I06 en la mañana (TAP) juan estuve (STA) (PFV) (F) muy triste
*I06 cuando la rana no estuve (STA) (PFV) (B) en la jarra
@G 04
*I06 no estuvio (STA) (PFV) (B) la rana en el dormitorio
*I06 y juan estuvo (STA) (PFV) (F) muy triste
@G 05
*I06 juan grito (TEL) 9PFV) (F)
@G 06
*I06 el perro cayo (TEL) (PFV) (F) de la ventana
@G 07
*I06 y juan saltio (TEL) (PFV) (F)
*I06 juan estuvo (STA) (PFV) (B) enfadado con el perro
@G 08
*I06 en el bosque juan grito (TEL) (PFV) (F)
*I06 pero la rana no estuvo (STA) (PFV) (B) en el bosque
@G 09/10
*I06 el perro juega (ACT) (PRES) con una colmena
*I06 estuvo (STA) (PFV) (B) en el arbol
*I06 pero la rana no estuve aqui
@G 11
*I06 juan (xxx) y el perro (xxx)
@G 12
*I06 juan vio (TEL) (PFV) (F) a un ave
@G 13
@G 14
*I06 y grito (TEL) (PFV) (F) otra vez por la rana
@G 15
*I06 vio (TEL) (PFV) (F) a un ciervo en el bosque
@G 16
*I06 y el ciervo (xxx) a juan
@G 17
*I06 juan llego (TEL) (PFV) (F) en un lago
@G 18
*I06 y juan y su perro cayo (TEL) (PFV) (F)
@G 19
@G 20
*I96 juan queria (ACT) (IPFV) (B) silencio
@G 21
*I06 y busco (ACT) (PFV) (F) a la rana
@G 22/23
*I06 vio (TEL) (PFV) (F) a la rana con otras rana
*I06 la rana parece (STA) (PRES) muy contento con su familia

*I06 y juan estaba (STA) (IPFV) (B) tambien alegre
@G 24
*I06 y dijo (TEL) (PFV) (F) hasta la vista a la rana y su familia
@End

@Begin
@Languages es
@Participants I07
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way narrative task
@G 01
*I07 habia una vez hay un chico pequeño con su perro y una rana
*I07 vemos nosotros protagonistas en el chambre del chico
@G 02
*I07 era (STA) (IPFV) (B) la noche (TAP)
*I07 el chico pequeño estaba (STA) (IPFV) (B) muy cansado
*I07 fue (TEL) (PFV) (F) al lit
*I07 pero durante la noche (TAD) el rana se escapa (TEL) (PRES) (SEASP) (E) del jarra
@G 03
*I07 y el chico y el perro se levanto (TEL) (PFV) (F) muy pronto (TAD) pero sin rana
@G 04
*I07 buscaban (ACT) (IPFV) (F) por el rana en todas partes sobre la mesa delante la mesa
*I07 sobre la casa delante la casa pero no pusemos (ACT) (PFV) (B) encontrar la rana
@G 05
*I07 buscaban (ACT) (IPFV) (F) sobre la ventana de la casa
*I07 pero no pusemos (ACT) (PFV) (B) encontrar la rana
@G 06
@G 07
*I07 buscaban (ACT) (IPFV) (F) sobre la ventana delante de casa
*I07 pero estaba (STA) (IPFV) (B) imposible ver la rana
@G 08
*I07 decidian (TEL) (IPFV) (F) ir al bosque por encontrar la rana
*I07 el bosque era (STA) (IPFV) (B) muy grande y muy morena con muchos animales y varios tipos de insectos
@G 09/10
*I07 el perro vine (TEL) (PFV) (F) una colmena
*I07 y saltaba (TEL) (IPFV) (F) para la alcanzar
@G 11
*I07 la colmena cae (TEL) (PRES) (E)
@G 11
*I07 habia (STA) (IPFV) (B) una problema un gran problema muy serioso
*I07 habia (STA) (IPFV) (B) muchas abejas
*I07 que no gustia (ACT) (IPFV) (B) el perro
@G 13
@G 14
*I07 el chico pequeño buscaba (ACT) (IPFV) (F) en todas las plazas por la rana
@G 15/16
*I07 en ciervo grande vine (TEL) (PFV) (F)
*I07 pero no para ayudar al chico pequeño
@G 17
*I07 el ciervo empujaba (ACT) (IPFV) (F) el chico

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54  *I07   y sin duda hay (STA) (PRES) (EVA) un gran (xxx) entrre el acantilado
55         y el lago
56  @G     18
57  *I07   (xxx) el chico pequeño en lago con su perro
58  @G     19
59  *I07   pero este dia tenia (xxx) (STA) (IPFV) (B)
60  @G     20/21
61  *I07   empezaban a buscar (TEL) (IPFV) (F) (INC) para el rana
62  'G     2/23
63  *I07   y no encontraban (TEL) (IPFV) (B) solamente un rana pero una familia
64         de rana
65  @G     24
66  *I07   nuestra historia hay (STA) (PRES) (EVA) un final feliz
67  @End
68
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 1  @Begin
 2  @Languages    es
 3  @Participants I08
 4  @ID es/puigplanella
 5  @coder kenia puig i planella
 6  @situation one-way narrative task
 7  @G 01
 8  *I08   habia una vez juan y su perro sentaba al lado de una jarra
 9  *I08   en el jarra estaba (STA) (IPFV) (B) la rana
10  *I08   y era (STA) (IPFV) (B) la noche (TAP)
11  *I08   y juan estaba (STA) (IPFV) (B) muy cansado
12  @G     02
13  *I08   tarde en la noche (TAP) juan dormia (ACT) (IPFV) (B)
14  *I08   y el rana probaba (ACT) (IPFV) (F) escaparse (SEASP) de la jarra
15  @G     03
16  *I08   juan se despertaba (TEL) (IPFV) (F)
17  *I08   y descubria (TEL) (IPFV) (F)
18  *I08   que la rana no estaba (STA) (IPFV) (B) en la jarra
19  @G     04
20  *I08   juan se vestia (TEL) (IPFV) (F)
21  @G     05
22  *I08   y abria (TEL) (IPFV) (F) la ventana
23  *I08   gritaba (TEL) (IPFV) (F)  a la rana
24  *I08   pero no escuchaba (ACT) (IPFV) (B) nada
25  *I08   no oia (TEL) (IPFV) (B) nada
26  *I08   su perro estaba (STA) (IPFV) (B) al lado de el
27  *I08   y su cabeza estaba (STA) (IPFV) (B) en la jarra
28  @G     06
29  *I08   saltaba (TEL) (IPFV) (F) el perro de la ventana
30  *I08   y caia (TEL) (IPFV) (F) al suelo
31  @G     07
32  *I08   juan no estaba (STA) (IPFV) (B) muy contento con el perro
33  *I08   pero el perro no sabia (STA) (IPFV) (B)
34  @G     08
35  *I08   juan y su perro iban (TEL) (IPFV) (F) al bosque
36  *I08   para encontrar su rana
37  *I08   gritaba (TEL) (IPFV) (F) muy alto
38  *I08   pero no habia (STA) (IPFV) (B) el perro cerca de el
39  @G     09/10
40  *I08   vi (TEL) (PFV) (F) el perro una colmena
41  *I08   y probaba (ACT) (IPFV) (F) alcanzar colmena
42  *I08   juan buscaba (ACT) (IPFV) (F) en un agujero
43  *I08   pero la rana no estaba (STA) (IPFV) (B) ahi
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*I08 el perro conseguia (TEL) (IPFV) (F) saltando en el arbol
@G 11
*I08 despues de un rato (TAD) la colmena caia (TEL) (IPFV) (F) en el suelo
*I08 y las abejas no estaban (STA) (IPFV) (B) muy contento con el perro
*I08 probaban (ACT) (IPFV) (B) doler el perro
*I08 porque el perro ha probado (ACT) (PRESPERF) (ANT) (E) doler sus habitaciones
@G 12
*I08 el ave venia (TEL) (IPFV) (F)
*I08 cuando (SIM) veia (TEL) (IPFV) (B) a juan
@G 13
*I08 el ave probaba (ACT) (IPFV) (B) de doler juan
*I08 porque juan ha molestado (ACT) (PRESPERF) (ANT) (E) el ave
@G 14
*I08 pero juan iba (TEL) (IPFV) (F) sobre el roca
@G 15
*I08 de repente (TAC) vi (TEL) (PFV) (F) a un ciervo
*I08 y estaba (STA) (IPFV) (B) sobre su cabeza
*I08 no podia (ACT) (IPFV) (B) escapir
@G 16
*I08 el perro corria (ACT) (IPFV) (F) ayudar juan
*I08 pero no podia (ACT) (IPFV) (B)
@G 17/18
*I08 juan y el perro caian (TEL) (IPFV) (F) del acantilado en el lago
@G 19
*I08 oian (TEL) (IPFV) (F) un ruido al lado del tronca
@G 20
*I08 decia (TEL) (IPFV) (F) al perro quedar en silencio
@G 21
*I08 y iba (TEL) (IPFV) (F) sobre el tronco con precision
@G 22/23
*I08 probaba (ACT) (IPFV) (F) coger el rano
*I08 y tenia (STA) (IPFV) (B) exito
@G 24
*I08 decia (TEL) (IPFV) (F) ciao a la familia del rano
*I08 y todos estaban (STA) (IPFV) (B) contentos
@End

@Begin
@Languages es
@Participants I09
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way narrative task
@G 01
*I09 habia una vez habia un chico raul y su perro en la habitacion
*I09 raul tenia (STA) (IPFV) (B) una rana en una jarra tambien
@G 02
*I09 durante la noche (TAD) la rana se escapo (TEL) (PFV) (F) (SEASP) de la jarra
@G 03
*I09 en la mañana (TAP) raul se levanto (TEL) (PFV) (F)
*I09 y vio (TEL) (PFV) (B) que la rana
*I09 se escapo (TEL) (PFV) (F) (SEASP) (E)
@G 04
*I09 se vestio (TEL) (PFV) (F) inmediatamente (TAC)
*I09 y empezo buscar (TEL) (PFV) (F) (INC) la rana

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@G      05
*I09    raul y su perro buscaron (ACT) (PFV) (F) la rana de la ventana
*I09    que estuvo (STA) (PFV) (B) en la habitacion
@G      06
@G      07
@G      08
*I09    despues un poco tiempo ((TAD) raul y su perro fueron (TEL) (PFV) (F)
        al bosque
*I09    para buscar la rana
@G      09/10
*I09    los dos pasaron (TEL) (PFV) (B) mucho tiempo en el bosque
*I09    el perro encontro (TEL) (PFV) (F) una colmena
*I09    y raul encontro (TEL) (PFV) (F) un animale pequeña
@G      11
*I09    despues raul fue (TEL) (PFV) (F) (xxx) a un arbole
*I09    pero no encontro (TEL) (PFV) (B) la rana
@G      12
*I09    entonces habia (STA) (IPFV) (B) una abeja en el arbole
*I09    y muchas abejas fueron (TEL) (PFV) (F)  detras del perro
*I09    y la abeja fue (TEL) (PFV)  (F) despues raul tambien
@G      13
@G      14
*I09    el chico pequeño subio (TEL) (PFV) (F)  un roche
*I09    para buscar la rana
@G      15
*I09    pero encontro (TEL) (PFV) (F) un animale grande
@G      16
*I09    raul estuvo (STA) (PFV) (B) en la cabeza de este animale
@G      17/18
*I09    despues raul (xxx) de este animale en el lago pequeño
@G      19
*I09    el perro estuvo (STA) (PFV) (B) en su cabeza ahora (TAP)
@G      20
@G      21
*I09    raul subio (TEL) (PFV) (F) un tronco
@G      22
*I09    y despues un poco tiempo (TAD) encontro (TEL) (PFV) (F) la rana
@G      23
*I09    pero la rana estuvo (STA) (PFV) (B) con su familia pequeña con cuatro
        ranas pequeñas
@G      24
*I09    despues un poco tiempo (TAD) raul salio (TEL) (PFV) (F) el lago con
        su propia rana
@End

@Begin
@Languages     es
@Participants  I10
@ID  es/puigplanella
@Coder  kenia puig i planella
@situation  one-way narrative task
@G      01
*I10    habia una vez un niño y un perro miraba (ACT) (IPFV) (F) una jarra
*I10    el niño estaba (STA) (IPFV) (B) feliz
@G      02
*I10    el perro y el niño despertaba (TEL) (IPFV) (F) en  la cama
*I10    la rana escapo (TEL) (PFV) (F) de la jarra
*I10    el niño y el  perro no sabia (STA) (IPFV) (B)
*I10    que la rana escapaba (TEL) (IPFV)  (B) de la jarra
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15	@G	03
16	*I10	en la mañana (TAP) el niño y el perro despertaba (TEL) (IPFV) (F)
17	*I10	y levantaba (TEL) (IPFV) (F) de la cama
18	@G	04
19	*I10	buscaban (ACT) (IPFV) (F) la rana
20	*I10	el niño buscaba (ACT) (IPFV) (F) en toda la habitacion
21	*I10	no encontraba (ACT) (IPFV) (B) la rana
22	*I10	el perro metio (TEL) (PFV) (F) la cabeza en la jarra
23	@G	05
24	*I10	el niño y el perro miraba (ACT) (IPFV) (F)
25	*I10	y gritaba (TEL) (IPFV) (F) por el rana
26	@G	06
27	*I10	el perro salto (TEL) IPFV) (F) de la ventana
28	@G	07
29	*I10	el niño no estaba (STA) (IPFV) (B) contento
30	*I10	pero el perro estaba (STA) (IPFV) (B) contento
31	@G	08
32	*I10	el niño y el perro gritaba (TEL) (IPFV) (F) por la rana
33	*I10	el niño gritaba (TEL) (IPFV) (F) en el bosque
34	*I10	el niño y el perro andaba (ACT) (IPFV) (F) en el bosque
35	@G	09
36	*I10	el perro saltaba (TEL) (IPFV) (F)
37	*I10	y saltaba (TEL) (IPFV) (F)
38	*I10	el perro no alcanzaba (TEL) (IPFV) (F) la colmena despues de la rana
39	@G	10
40	*I10	entonces la rana salo (TEL) (PFV) (F)
41	*I10	y el niño no creia (STA) (IPFV) (B)
42	*I10	la rana salia la colmena (TEL) (IPFV) (F)
43	*I10	la rana se iba (TEL) (IPFV) (F) (SEASP)
44	@G	11
45	*I10	el niño buscaba la rana (ACT) (IPFV) (F)
46	*I10	y el perro se quedaba (STA) (IPFV) (B) en el arbol
47	@G	12
48	*I10	el perro corria (ACT) (IPFV) (F) el niño
49	@G	13
50	*I10	entonces el ave volo (ACT) (PFV) (F)
51	*I10	y el niño estaba (xxx) (STA) (IPFV) (B)
52	@G	14
53	*I10	despues el niño gritaba (TEL) (IPFV) (F) la rana
54	*I10	y el perro buscaba (ACT) (IPFV) (F) la rana debajo las piedras
55	@G	15
56	*I10	entonces un ciervo salio (TEL) (PFV) (F) los arboles
57	*I10	y el niño estaba (STA) (IPFV) (B) en la cabeza
58	@G	16
59	*I10	el ciervo corria (ACT) (IPFV) (F) despues del perro
60	@G	17
61	*I10	el perro y el niño caia (TEL) (IPFV) (F) del acantilado
62	*I10	el ciervo empujaba (TEL) (IPFV) (F) el niño y el perro
63	@G	18
64	*I10	el niño y el perro caia (TEL) (IPFV) (F) en el rio
65	@G	19
66	*I10	no lloria (ACT) (IPFV) (B) el niño
67	*I10	y el perro estaban (STA) (IPFV) (B) muy contentos
68	@G	20
69	*I10	el perro nadaba (ACT) (IPFV) (F) en el rio
70	*I10	el niño estaba (STA) (IPFV) (B) silencio
71	@G	21
72	*I10	el niño y el perro buscaban (ACT) (IPFV) (F) la rana en debajo de
73		tronco

@G 22
*I10 se buscaban (ACT) (IPFV) (F) (E) familia de la rana
@G 23
*I10 se sentaban (TEL) (IPFV) (F) en el tronco
*I10 estaban (STA) (IPFV) (B) (E) muchas ranas cerca del tronco
@G 24
*I10 el niño decia (TEL) (IPFV) (F) adios
*I10 y la familia de ranas quedaban (STA) (IPFV) (B) en el tronco
*I10 la familia estaba (STA) (IPFV) (B) muy contento
@End

@Begin
@Languages es
@Participants I11
@ID es/puigplanella
@Coder kenia puig i planella
@situation one-way narrative task
@G 01
*I11 habia una vez habia (STA) (IPFV) (B) un niño una rana y un perro en una casa muy grande
@G 02
*I11 y una noche (TAP) la rana se escapo (TEL) (PFV) (F) (SEASP) de la jarra
*I11 en que vivo (ACT) (PFV) (B)
@G 03
*I11 en la mañana (TAP) empezaron buscando (TEL) (PFV) (F) (INC) por la rana
@G 04
*I11 pero no la encuentran (TEL) (PRES) (E)
@G 05
*I11 el perro salto (TEL) (PFV) (F) por la ventana
@G 06
@G 07
@G 08
*I11 buscaban (ACT) (IPFV) (B) por la rana en la bosque
@G 09
@G 10
@G 11
@G 11
*I11 huia (ACT) (IPFV) (F) el perro con una colmena
*I11 las abejas corrian (ACT) (IPFV) (F) detras del perro
*I11 habia (STA) (IPFV) (B) un pajaro grande tambien
@G 13
*I11 el pajaro estaba (STA) (IPFV) (B) muy enfadado
@G 14
*I11 el niño busco (TEL) (PFV) (F) por la rana en los arboles
@G 15
*I11 salto (TEL) (PFV) (F) sobre un tronco tambien
@G 16
@G 17
*I11 temieron (ACT) (PFV) (B) cuando (SIM) el ciervo
*I11 los empujo (TEL) (PFV) (F) sobre el acantilado
@G 18
@G 19
@G 20
@G 21
@G 22
*I11 después de horas encuentran (TEL) (PRES) (E) la rana muy cerca en un tronco

@G 23
*I11 pero vio (TEL) (PFV) (F) entonces la familia de ranas
@G 24
*I11 y dijo (TEL) (PFV) (F) el niño adios a la familia de la rana
*I11 ahora (TAP) van a estar (TEL) (INC) (FUT) muy contentos con el niño
y el perro
@End

@Begin
@Languages es
@Participants I12
@ID es/puigplanella
@Coder kenia puig i planella
@situation one-way narrative task
@G 01
*I12 *habia una vez un chico y un perro*
*I12 el chico se llama (STA) (PRES) pedro y el perro spot
*I12 el pedro tenia (STA) (IPFV) (B) una rana
*I12 que estaba viviendo (ACT) (IPFVPROG) (B) en su habitación dentro de
una jarra
@G 0I
*I12 un noche (TAP) cuando (SIM) el pedro y su perro spot estaba
dormiendo (ACT) (IPFVPROG) (B)
*I12 la rana escapada de la jarra
*I12 y fue (TEL) (PFV) (F) dentro de la ventana
@G 03
*I12 a la mañana (TAP) pedro se levantaba (TEL) (IPFV) (F)
*I12 miraba (ACT) (IPFV) (F) que la rana
*I12 no estaba (STA) (IPFV) (B)
@G 04
*I12 y empecio a buscar (TEL) (PFV) (F) (INC) a la rana con spot
*I12 pedro buscaba (ACT) (IPFV) (F) la rana dentro de su vestido
*I12 y spot buscaba (ACT) (IPFV) (F) la rana dentro de la jarra
*I12 spot no puede (ACT) (PRES) (E) salir de la jarra
@G 05
*I12 pedro abrio (TEL) (PFV) (F) la ventana
*I12 y empezaba a gritar (TEL) (IPFV) (F) (INC) para la rana
@G 06
*I12 pero el perro cayo (TEL) (PFV) (F) fuera
@G 07
*I12 y rompio (TEL) (PFV) (F) la jarra
*I12 pedro salio (TEL) (PFV) (F) por la ventana
@G 08
*I12 y empezaba a buscar (TEL) (IPFV) (F) (INC) la rana en el bosque
cerca de la casa
@G 09
*I12 empezaba (TEL) (IPFV) (F) buscando la rana en la tierra
*I12 y el spot buscaba (ACT) (IPFV) (F) la rana en el arbol
@G 10
*I12 pero pedro no encontraba (TEL) (IPFV) (B) solo una rata
*I12 y spot no le encontro (TEL) (PFV) (B) solo una casa de abejas
@G 11
*I12 pedro buscaba (ACT) (IPFV) (F) la rana en un arbol
@G 1I
*I12 y encontre (TEL) (PFV) (F) un buho
*I12 y con el sorpresa cayo (TEL) (PFV) (F) del arbol
*I12 el spot estaba corriendo (ACT) (IPFVPROG) (F) con las abejas detras
@G 13
*I12 el pedro corro (ACT) (PFV) (F) tambien porque

*I12: el búho estaba (STA) (IPFV) (B) enfadada
@G: 14
*I12: y subió (TEL) (PFV) (F) sobre una roca
*I12: empezaba (TEL) (IPFV) (F) a gritar
@G: 15
*I12: pero habia (STA) (IPFV) (B) una ciervo
@G: 16
*I12: y el ciervo empezaba corriendo (TEL) (IPFV) (F) (INC) (E) con el spot detrás
@G: 17
*I12: llegaba (TEL) (IPFV) (F) a un rio
*I12: el ciervo parabió (TEL) (X) muy rápido
@G: 18
*I12: y el pedro cayó (TEL) (PFV) (F) de su cabeza y el spot también hasta el rio
@G: 19
*I12: cuando (SIM) levantaba (TEL) (IPFV) (B) el pedro
*I12: oyó (TEL) (PFV) (F) un sonido
@G: I0
*I12: y decia (TEL) (IPFV) (F) a spot
*I12: que calla (TEL) (IMPER) (E)
@G: I1
*I12: buscaba (ACT) (IPFV) (F) el sonido a la otra lado de un tronco
@G: I1
*I12: y cuando (SIM) subió (TEL) (PFV) (F) el tronco
*I12: encontraba (TEL) (IPFV) (F) con la rana
@G: I3
*I12: pero estaba (STA) (IPFV) (B) con su mujer y su familia
*I12: el pedro y el spot estaban (STA) (IPFV) (B) muy sorprendido
@G: I4
*I12: la rana dició (TEL) (PFV) (F)
*I12: que no puede (ACT) (PRES) (E) ir a casa con pedro
*I12: pero puede ir (ACT) (PRES) (E) con uno de su niños
@End

@Begin
@Languages: es
@Participants: A01
@ID: es/puigplanella
@coder: kenia puig i planella
@situation: one-way narrative task
@G: 01
*A01: érase una vez cuando juanito y su perro pipi estaban en su habitación hablando (ACT) (IPFVPROG) (B) con su amiga nueva una rana
*A01: y la rana estaba (STA) (IPFV) (B) dentro de una jarra
@G: 02
*A01: después de un tiempo (SEQ) juanito estaba (STA) (IPFV) (B) muy cansado
*A01: y fue a dormir (TEL) (PFV) (F) (INC) con el perro en la cama
*A01: pero durante la noche a la una de la mañana (TAP) la rana se escapa (TEL) (PRES) (E) (SEASP) de la jarra
@G: 03
*A01: y en la mañana (TAP) juanito no podia encontrar (ACT) (IPFV) (F) el la rana
@G: 04
*A01: y buscaba (ACT) (IPFV) (F) por toda la habitación, debajo de la cama, encima de los muebles
*A01: pero la rana se escapó (TEL) (PFV) (F) (SEASP)

*A01 cuando (SIM) el perro y juanito no podian encontrar (ACT) (IPFV) (B) a la rana
@G 05
*A01 se buscaban (ACT) (IPFV) (F) (SEASP) (E) dentro de la ventana
@G 06
*A01 pero pipi se cayo (TEL) (PFV) (F) (SEASP)
@G 07
*A01 y juanito tiene que bajar (STA) (PRES) (E) de la ventana
*A01 para rescatarlo
@G 08
*A01 fueron (TEL) (PFV) (F) despues al campo
*A01 y a un bosco bosque para ver
*A01 si la rana estuvo (STA) (PFV) (B) (E) alli
@G 09
*A01 pero pipi se corria (ACT) (IPFV) (F) (SEASP) (E) hasta una colmena
*A01 que estaba (STA) (IPFV) (B) llena de abejas
*A01 pero la rana no estaba (STA) (IPFV) (B) alli
@G 10
*A01 pero una ardilla dijo (TEL) (PFV) (F) a juanito
*A01 que ha visto (TEL) (PRETPERF) ((ANT) la rana dentro del bosque
@G 11
*A01 y por eso juanito fue (TEL) (PFV) (F) al bosque
*A01 para ver
*A01 si estaba (STA) (IPFV) (B) alli
*A01 pero las abejas siguen, siguiendo (GER) pipi y el (xxx)
*A01 porque se va (B) (TEL) (PRES) (E) (SEASP)
*A01 se picaron (TEL) (PFV) (F) (E)
*A01 cuando busco (ACT) (PFV) (B) (SIM) en una (xxx)
*A01 habia (STA) (IPFV) (B) un arbol muy grande
*A01 y juanito buscaba (ACT) (IPFV) (F) dentro del arbol
*A01 y pero tampoco la rana estuvo (STA) (PFV) (B) alli
@G 12
*A01 pero de repente (TAC) algo aparecio (TEL) (PFV) (F) de dentro del arbol
*A01 fue (STA) (PFV) (B) (E) un buho
*A01 pero era (STA) (IPFV) (B) muy antipatico
*A01 y no dijo (TEL) (PFV) (F) nada a juan
@G 13
*A01 y para escapar del buho juanito
*A01 corria (ACT) (IPFV) (F) hasta unas piedras grandes
@G 14
*A01 y se subia (TEL) (IPFV) (F) (SEASP) a las piedras
@G 15
*A01 y en las piedras habia (STA) (IPFV) (B) un ciervo muy grande
*A01 pero era (STA) (IPFV) (B) muy antipatico
*A01 no ayudaba (ACT) (IPFV) (B) a juanito y el perro
@G 16
*A01 y le corria (ACT) (IPFV) (F) con juamto encima
@G 17
*A01 y juanito y el perro se cayo (TEL) (PFV) (F) (SEASP) de un acantilado en un lago pequeño
@G 18
*A01 no se hicieron (ACT) (PFV) (B) daño
*A01 pero estaban (STA) (IPFV) (B) muy flojos
*A01 estaban (STA) (IPFV) (B) muy mojados
@G 19
*A01 pero de repente (TAC) escuchaban (ACT) (IPFV) (F)
*A01 juanito escuchaba (ACT) (IPFV) (F) algo
@G 20

@G: 21
@G: 22I
*A01: debajo de una rama de un árbol en el lago estuvo (STA) (PFV) (B) (E)
las dos ranas
*A01: era (STA) (PFV) (B) la amiga de juanito y el perrito. el perro
*A01: y la rana dijo (TEL) (PFV) (F) a Juanito
*A01: que estaba (STA) (IPFV) (B) (xxx) con su familia
@G: 23
*A01: y es (B) (STA) (PRES) (E) verdad
*A01: que habia (STA) (IPFV) (B) las dos
ranas y cuatro de sus niños ahi
@G: 24
*A01: juanito y el perro pipi se despidieron (TEL) (PFV) (F) de las ranas
@End

@Begin
@Languages: es
@Participants: A02
@ID: es/puigplanella
@coder: kenia puig i planella
@situation: one-way narrative task
@G: 01
*A02: érase una vez un niño que
*A02: estaba (STA) (IPFV) (B) en su cuarto con su perrito y su rana
*A02: y estaban (STA) (IPFV) (B) todos muy contentos
*A02: y estaban a punto de irse (TEL) (IPFV) (B) (INC) a la cama
@G: 01
*A02: y bueno mientras (SIM) estaban durmiendo (ACT) (IPFVPROG) (B)
*A02: la rana que estaba (STA) (IPFV) (B) bueno no muy contento dentro en
su jarra
*A02: salió (TEL) (PFV) (F)
*A02: mientras (SIM) el perrito y el niño estaban durmiendo (ACT)
(IPFVPROG) (B)
@G: 03
*A02: luego cuando (SIM) el niño se despertó (TEL) (PFV) (F) por la
mañana (TAP)
*A02: vio (ACT) (PFV) (F) que su rama
*A02: no estaba (STA) (IPFV) (B) en la jarra
*A02: y se preocupó (ACT) (PFV) (F)
@G: 04
*A02: buscó (ACT) (PFV) (F) en todos sitios por su rama
*A02: y estaba llamando (TEL) (IPFVPROG) (F) por su rama
*A02: rama rama ¿dónde estás tú? (STA) (PRES) (DIR)
*A02: y mientras (SIM) estaba llamando (TEL) (IPFVPROG) (B) por su rama
*A02: su perrito metió (TEL) (PFV) (F) la cabeza dentro de la jarra
@G: 05
*A02: y luego los dos salieron (TEL) (PFV) (F) de la ventana
*A02: para buscar al la rama
@G: 06
*A02: y el perrito cayó (TEL) (PFV) (F)
@G: 06
*A02: y se dolia (ACT) (IPFV) (B) un poco
*A02: porque no sé (STA) (PRES) (EVA)
@G: 08
*A02: y siguieron irse (TEL) (PFV) (F) (ITE) (E)
*A02: y buscar (INF) a la rama
*A02: y se fueron (TEL) (PFV) (F) (SEASP) bueno lejos de la casa hasta
*A02: y iban andando (ACT) (IPFVPROG) (F)
*A02: hasta que encontraron (TEL) (PFV) (B) un bosque

*A02 y allı estaban llamando (TEL) (IPFVPROG) (F) por por la rama
*A02 dıcıendo (GER) rama rama ¿donde estas? (STA) (PRES) (DIR) otra vez (TAC)
@G 09
*A02 y el perrıto encontro (TEL) (PFV) (F) una colmena
*A02 mıentras (SIM) el nıño estaba buscando (ACT) (IPFVPROG) (B) el rama
@G 10
*A02 y se asusto (TEL) (PFV) (F)
*A02 cuando (SIM) un anımal salıo (TEL) (PFV) (F)
@G 11
*A02 y luego encontró (TEL) (PFV) (F) un arbol
*A02 y el nıño empezo a jugar (TEL) (PFV) (F) (INC)
*A02 y olvıdo (TEL) (PFV) (F) del rama
*A02 y el perrıto empezo a jugar (TEL) (PFV) (F) (INC)
*A02 con unas avıspas que estaban (STA) (IPFV) (B) allı dentro de la colmena
@G 12
*A02 bueno otra vez (TAC) el nıño se asusto (TEL) (PFV) (F)
*A02 cuando (SIM) un buho salıo (TEL) (PFV) (F) del arbol
*A02 y el nıño cayo (TEL) (PFV) (F)
@G 13
*A02 y el buho le llevaba (TEL) (IPFV) (F) hasta una roca
*A02 y allı el nıño se acordo (TEL) (PFV) (F) otra vez (TAC) de su rama perdıdo
@G 14
*A02 y empezo a llamar (TEL) (PFV) (F) (INC) por su rama otra vez (TAC)
*A02 mıentras (SIM) el perrıto tenıa (STA) (IPFV) (B) mıedo a causa de las avıspas
@G 15
*A02 y bueno otra vez (TAC) el el nıño se asusto (TEL) (PFV) (F)
*A02 cuando (SIM) encontro (TEL) (PFV) (F) con un cıervo
@G 16
*A02 que le llevo (TEL) (PFV) (F) hasta un acantılado
@G 17
*A02 y desde allı cayeron (TEL) (PFV) (F) en el agua
@G 18
*A02 y estaban (STA) (IPFV) (B) mojados
@G 19
*A02 y el perrıto y el nıño jugaron (ACT) (PFV) (F) juntos
@G I0
*A02 y luego el nıño pensaba (ACT) (IPFV) (B) otra vez (TAC) en su rama
*A02 y en la posıbılıdad que podrıa (ACT) (COND) estar cerca de ellos
*A02 porque encontro (TEL) (PFV) (B) tantos anımales
*A02 que le llevo (TEL) (PFV) (B) a sıtıos
*A02 donde podrıa (ACT) (IPFV) (B) estar
@G I1
@G II
*A02 y el perrıto allı encontro (TEL) (PFV) (F) dos ramas juntas
*A02 y bueno estaban (STA) (IPFV) (B) (E) una mujer rama y un hombre rama
*A02 y parecıo (STA) (PFV) (B)
*A02 que estaban (STA) (IPFV) (B) juntos
@G I3
*A02 y le mostro (TEL) (PFV) (F) al nıño
*A02 que tema (STA) (IPFV) (B) una famılıa con bueno cınco o seıs ramıtas
*A02 y el nıño jugaba (ACT) (IPFV) (F) con el perrıto y con la famılıa de ramas
*A02 y sabıa (STA) (IPFV) (B)

*A02 que una de las ramas era (STA) (IPFV) (B) su rama
*A02 que tenia (STA) (IPFV) (B) dentro de la jarra
*A02 y sabia (STA) (IPFV) (B)
*A02 que la rama era (STA) (IPFV) (B) (E) mucho mas contenta ahi con su familia que dentro de la jarra en su cuarto
@G I4
*A02 y pregunto (TEL) (PFV) (F) a la rama
*A02 si queria volver (ACT) (IPFV) (B) con ello con el
*A02 para jugar un poco
*A02 y luego que volveria (TEL) (COND) a su familia
*A02 y tomo (TEL) (PFV) (F) su rama
*A02 y decia (TEL) (IPFV) (F) adios a la familia
*A02 y que diria (TEL) (COND) (E) a la familia
*A02 que devolveria (TEL) (COND) a la familia la rama dentro de poco
@End

@Begin
@Languages es
@Participants A03
@ID es/puigplanella
@coder kenia puig i planella
@situation one -way recording
@G 01
*A03 habia habia (STA) (IPFV) (B) un chico con su cachorro en su habitacion por la noche
*A03 estaba hablando (ACT) (IPFVPROG) (B) con su cachorro
*A03 y con una rana que estaba (STA) (IPFV) (B) en un tubo
*A03 y estaban (STA) (IPFV) (B) muy contentos como tres amigos
@G 02
*A03 despues (SEQ) se fue (TEL) (PFV) (F) (SEASP) a dormir (INC) el niño con el cachorro en la cama
*A03 y se escapo (TEL) (PFV) (F) (SEASP) la rana del tubo
*A03 creo que se escapo (TEL) (PFV) (F) (SEASP) por la ventana
@G 03
*A03 y cuando (SIM) desperto (TEL) (PFV) (F) el niño con el cachorro
*A03 no estaba (STA) (IPFV) (B) alli
@G 04
*A03 rapidamente se puso (TEL) (PFV) (F) sus ropa
*A03 y estaban buscando (ACT) (IPFVPROG) (F) por todos lados
*A03 donde estaba (STA) (IPFV) (B) la rana
*A03 el cachorro estaba mirando (ACT) (IPFVPROG) (F) en el tubo y todo
*A03 y tiene (STA) (PRES) (E) la cabeza metida en el tubo
@G 05
*A03 gritaron (TEL) (PFV) (F) por la ventana
*A03 para encontrarlo
@G 06
*A03 el perrito se cayo (TEL) (PFV) (F) de la ventana con el tubo puesto
@G 07
*A03 y rompio (TEL) (PFV) (F) el cristal
*A03 pero no paso (TEL) (PFV) (B) nada
*A03 el niño le abrazo (TEL) (PFV) (F)
*A03 y todo estaba (STA) (IPFV) (B) bien
@G 08
*A03 asi salieron (TEL) (PFV) (F) al campo
*A03 y gritaron (TEL) (PFV) (F)
@G 09
*A03 gritaron (TEL) (PFV) (F) para
*A03 que venia (TEL) (IPFV) (B) (E) la rana
*A03 y encontraron (TEL) (PFV) (F) una colmena en un arbol

*A03 y claro el perro empezo a ladrar (TEL) (PFV) (F) (INC) a la colmena
@G 10
*A03 y se escaparon (TEL) (PFV) (F) (SEASP) todas las obejas abejas
*A03 y bueno las abejas se estaban (STA) (IPFV) (B) (E) (SEASP) por todos lados
@G 11
*A03 y el niño se monto (TEL) (PFV) (F) (SEASP) en el arbol
*A03 pero el perro tenia (STA) (IPFV) (B) un miedo de las abejas
@G 12
*A03 y claro las abejas venian (TEL) (IPFV) (F) por ellos
*A03 y se corrian(ACT) (IPFV) (F) (E) por todos lados
*A03 el niño se cayo del arbol (TEL) (F) (PFV) (SEASP)
*A03 donde tambien habia (STA) (IPFV) (B) un buho
*A03 y se cayo (TEL) (PFV) (F)
@G 13
*A03 y se hizo (ACT) (PFV) (B) daño en la cabeza
*A03 no se (STA) (PRES) (EVA)
@G 14
*A03 bueno tenia (STA) (IPFV) (B) mucho miedo mucho panico
*A03 asi se monto (TEL) (PFV) (F) (SEASP) en una roca
*A03 donde vio (TEL) (PFV) (F) un buho
*A03 y tambien empezaron a gritar (TEL) (PFV) (F) (INC) otra vez (TAC)
*A03 gritar (INF) para la rana
*A03 para que volviera (TEL) (IPFVSUBJ) a casa
@G 15
*A03 despues (SEQ) se encontro (TEL) (PFV) (F) con un ciervo
@G 16
*A03 y monto (TEL) (PFV) (F) en el ciervo
@G 17
*A03 pero no fueron (TEL) (PFV) (B) muy lejos
*A03 cuando se cayeron (TEL) (PFV) (F) (SEASP) de no se una montañita o algo
@G 18
*A03 y se cayeron (TEL) (PFV) (F) (SEASP) en un lago y
@G 19
*A03 el perro se monto (TEL) (PFV) (F) (SEASP) en la cabeza del niño
*A03 pero estaban nadando (ACT) (IPFVPROG) (F) en el lago
*A03 no paso (ACT) (PFV) (B) nada
@G 20
*A03 asi salieron (TEL) (PFV) (F) del lago con un tronco
@G 21
*A03 y montaron (TEL) (PFV) (F) en el tronco (xxx)
@G 22
*A03 debajo del tronco encontraron (TEL) (PFV) (F) dos ranas
*A03 y bueno no se (STA) (PRES) (EVA)
*A03 si son (STA) (PRES) (EVA) las mismas ramas
@G 23
*A03 bueno tambien encontraron (TEL) (PFV) (F) una familia de ranas
*A03 asi que estaban (STA) (IPFV) (B) todos contentos
*A03 porque (xxx) la rama y tambien la familia de ranas
@G 24
*A03 asi que volvieron (TEL) (PFV) (F) a casa contentos
*A03 y ya esta (STA) (PRES) (EVA) la historia
*A03 dijeron (TEL) (PFV) (F) adios a la familia
*A03 y se fueron (TEL) (PFV) (F) (SEASP) otra vez (TAC) el perro y las ranas
*A03 no se (STA) (PRES) (EVA)
*A03 si la rana se quedó (STA) (PFV) (B) con el niño
*A03 o se quedo (STA) (PFV) (B) con la familia en el lago

*A03 pero ya esta
@End

@Begin
@Languages es
@Participants A04
@ID es/puigplanella
@coder kenia puig i planella
@situation
@G 01
*A04 antes de (ANT) acostarse (TEL) (INF) (ANT)
*A04 el niño miro (ACT) (PFV) (F) su rana
*A04 mientras (SIM) que el perro tambien miro (ACT) (PFV) (F) la rana en la jarra
@G 02
*A04 pues, mientras (SIM) que durmiera (ACT) (IPFVSUBJ) (E) el niño
*A04 la rana se escapo (TEL) (PFV) (F) (SE) de la jarra
@G 03
*A04 por la mañana (TAP) el niño se desperto (TEL) (PFV) (F)
*A04 y descubrio (TEL) (PFV) (F) que su rana
*A04 se habia escapado (TEL) (PASTPERF) (ANT) (SE)
@G 04
*A04 el niño buscaba (ACT) (IPFV) (B) la rana por todas partes del cuarto, incluso en las botas, incluso en las botas bajo la cama y por todas partes del cuarto
*A04 el perro se puso (TEL) (PFV) (F) la cabeza en la jarra y
@G 05
*A04 el niño y el perro grito (TEL) (PFV) (F) el nombre de la rana por la ventana
@G 06
@G 07
*A04 despues de (POST) sacar (INF) la cabeza de la jarra
@G 08
*A04 el niño y el perro se fueron a buscar (TEL) (PFV) (F) (INC) la rana en el campo
*A04 grito (TEL) (PFV) (F) el nombre de su mascota por todas partes del campo
*A04 y seguieron (ACT) (PFV) (F) el niño y el perro una fila de abejas hasta que
*A04 hasta que vinieron (TEL) (PFV) (F) a una colmena de abejas
@G 09
*A04 mientras(SIM) que el perro ladrara (ACT) (IPFVSUBJ) (E) el colmena de abjeas
*A04 el niño grito (TEL) (PFV) (F) por ¿como se dice? por el agujero de un coñejo conejo
@G 10
*A04 en el perro siguio ladrando (PFV) (F) (ITE) a la colmena de abejas
*A04 y el niño se puso a llorar (TEL) (PFV) (F) (INC)
@G 11
*A04 despues (SEQ) el niño se fue a buscar (TEL) (PFV) (F) (SE) (INC) la rana en el tronco de un arbol grande
*A04 el perro alcanzo destrozar (TEL) (PFV) (F) (COM) la colmena de abejas
*A04 por eso las abejas persiguieron (ACT) (PFV) (F) al al perro
@G 12
*A04 persiguieron (ACT) (PFV) (F) al perro por el bosque
*A04 el mño se cayo (TEL) (PFV) (F) (SE) del arbol
*A04 porque salio (TEL) (PFV) (F) un buho del tronco del arbol
@G 13
*A04 el buho tambien persiguio (ACT) (PFV) (F) al niño

@G 14
*A04 hasta que el niño llegar (INF) (E) a un roque grande
*A04 el niño ascendio (TEL) (PFV) (F) el roque grande
*A04 y puso (TEL) (PFV) (F) las manos en
*A04 lo que parecieron (STA) (PFV) (B) ramas de un arbol
*A04 pero en realidad eran (STA) (IPFV) (B) los cuernos de un ciervo
@G 15
*A04 el niño se cayo (TEL) (PFV) (F) (SE) sobre los cuernos del ciervo
*A04 y el ciervo se se levanto (TEL) (PFV) (F) y ¿como se dice?
@G 16
*A04 y llevo (TEL) (PFV) (F) el niño hasta el precipe de un pendiente pronunciado
@G 17
*A04 el ciervo lanso (TEL) (PFV) (F) el niño sobre sobre el pendiente
@G 18
*A04 y el niño se cayo (TEL) (PFV) (F) en un charco grande
@G 19
*A04 cuando (SIM) el niño se levanto (TEL) (PFV) (F) del charco
*A04 oyo (TEL) (PFV) (F) el ruido de ranas
@G 20
*A04 y el niño el niño anduvo (ACT) (PFV) (F) el tronco de un arbol caido
*A04 y dijo (TEL) (PFV) (F) el perro
*A04 que se calla (TEL) (PRES) (E) el niño
@G 21
@G 22
*A04 el niño encontro (TEL) (PFV) (F) unas ramas bajo el tronco
@G 23
*A04 y una de ellas era (STA) (IPFV) (B) su mascote
@G 24
*A04 y lo trajo (TEL) (PFV) (F) a casa
*A04 ya esta esta es la historia
@End

@Begin
@Languages es
@Participants A05
@ID es/puigplanella
@coder kenia puig i planella
@situation
@G 01
*A05 habia una vez juasito encontro (TEL) (PFV) (F) una rana
*A05 mientras (SIM) andaba (ACT) (IPFV) (B) en un bosque
*A05 queria guardarla (ACT) (IPFV) (B)
*A05 la puso (TEL) (PFV) (F) en una jarra en su propio dormitorio
*A05 la rana le gustaba (ACT) (IPFV) (B) a su cucharro rex tambien
@G 02
*A05 cuando (SIM) estaban durmiendo (ACT) (IPFVPROG) (B) juansito y rex
*A05 la rana salto (TEL) (PFV) (F) la jarra
@G 03
*A05 la mañana siguiente (TAP) la rana no estaba (STA) (IPFV) (B) en el dormitorio de juansito
*A05 juansito era (STA) (IPFV) (B) (E) triste
@G 04
*A05 juansito y su cucharro rex buscaban (ACT) (IPFV) (F) la rana por todas partes
*A05 buscaban (ACT) (IPFV) (F) la rana
@G 05
*A05 juansito llamaba (TEL) (IPFV) (F) la rana
*A05 grito (TEL) (PFV) (F) su nombre

@G 06/07
*A05 rex salto (TEL) (PFV) (F) de la ventana rompiendo la jarra
*A05 pero estaba (STA) (IPFV) (B) bien
@G 08
*A05 los dos iban (TEL) (IPFV) (F) al bosque
*A05 gritaban Juan gritaba (TEL) (IPFV) (F) Juan el nombre de la rana
*A05 pero no estaba (STA) (IPFV) (B)
*A05 no podia encontrarla (ACT) (IPFV) (B)
@G 09
*A05 rex tambien estaba ladrado (ACT) (IPFVPROG) (B)
*A05 los dos buscaban (ACT) (IPFV) (F) la rana por todas partes
@G 10
*A05 en el bosque habia (STA) (IPFV) (B) un topo
*A05 pero el topo no sabia (STA) (IPFV) (B)
*A05 donde estaba (STA) (IPFV) (B) la rana
@G 11
*A05 habia (STA) (IPFV) (B) una colmena en un arbol
*A05 y dentro de esa colmena habia (STA) (IPFV) (B) muchisimas abejas
muchisimas
@G 12/13
*A05 habia (STA) (IPFV) (B) un bujo un buho en el bosque tambien
*A05 pero el buho tampoco no sabia (STA) (IPFV) (B)
*A05 donde estaba (STA) (IPFV) (B) la rana
@G 16
*A05 y ademas habia (STA) (IPFV) (B) un ciervo
*A05 el ciervo no sabia (STA) (IPFV) (B)
*A05 donde estaba (STA) (IPFV) (B) la rana
@G 17/18
*A05 juansito y su cucharro caian (TEL) (IPFV) (F) dentro de un lago
@G 19
*A05 en ese lago habia (STA) (IPFV) (B) un arbol antiguo
@G 20/21
*A05 con cuidado Juansito y su perro seguieron (PFV) (F) buscando (ITE)
la rana detras de ese arbol detras de ese arbol
@G 22
*A05 alli estaba (STA) (IPFV) (B) la rana
@G 23
*A05 pero la rana no estaba (STA) (IPFV) (B) solo
*A05 estaba (STA) (IPFV) (B) con su mujer y sus niños
*A05 y ya esta
@G 24
@End

@Begin
@Languages es
@Participants A06
@ID es/puigplanella
@coder· kenia puig i planella
@situation one-way recording
@G 01
*A06 habia una vez un niño
*A06 que se llamo (STA) (PFV) (B) (E) miguel
*A06 y paso (ACT) (PFV) (B) (E) todas las tardes en su habitacion con su
perrito
*A06 y una rana que vivia (ACT) (IPFV) (B) en una jarra debajo de la cama
@G 02
*A06 una noche (TAP) se fue (TEL) (PFV) (F) (SE) la rana de la jarra
*A06 y escapó (TEL) (PFV) (F) por la ventana
@G 03

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*A06    la mañana siguiente (TAP) miguel y su perrito se despertaron
        (TEL) (PFV) (F)
*A06    encontraron  (TEL) (PFV) (F) la jarra
@G 04
*A06    buscaban (ACT) (IPFV) (F) por todos sitios por todos lados
*A06    pero no encontraron  (TEL)  (PFV) (B) la rana
*A06    miguel iba gritando  (ACT)  (IPFV) (F) por la rana
*A06    y el perrito puso  (TEL) (PFV) (F) su cabeza dentro de la jarra
*A06    y no podia sacarla  (ACT) (IPFV) (B)
@G 05
@G 06
*A06    despues de (SEQ) un rato cayo (TEL) (PFV) (F) el perro de la
        ventana
*A06    y rompio (TEL) (PFV) (F) la jarra
@G 07
@G 08
*A06    poco despues (SEQ) iban los dos en el bosque buscando  (ACT)
        (IPFV) (F) todavia la rana
@G 09
*A06    habia (STA) (IPFV) (B) una colmena en un arbol lleno lleno lleno de
        abejas
@G 10
*A06    y miguel vio (TEL) (PFV) (F) un tope en el suelo
*A06    pero todavia (TAC) no habia  (STA) (IPFV) (B) ningun (xxx)
*A06    no habia (STA) (IPFV) (B) la rana
@G 11
*A06    el perro (xxx) a la colmena
*A06    y despues de un rato  todas las abejas todas las abejas
        le persigaban  (ACT) (IPFV) (F)
*A06    monto (TEL)  (PFV) (F) miguel en un arbol
@G 12
*A06    donde vivia  (ACT) (IPFV) (B) un buho
@G 13
*A06    pero el buho era (STA) (IPFV) (B) muy peligroso
@G 14
*A06    y tuvieron los dos miguel y el perro irse  (STA) (PFV) (B) muy
        rapidamente
@G 15
*A06    finalmente (TAC) encontraban  (TEL) (IPFV) (F) (E) un ciervo
@G 16
*A06    y despues  el ciervo los llevaba (TEL) (IPFV) (F)
        a un acantilado
@G 17
*A06    donde trayaba (TEL) (IPFV) (F) miguel y el perro en un charco un poco
        profundo por lo menos
@G 18
@G 19
@G 20
*A06    al lado del charco habia  (STA) (IPFV) (B) un arbol caido muerto
@G 21
@G 22/23
*A06    y al otro lado de este arbol habia  (STA) (IPFV) (B) una familia de
        ranas
@G 24
*A06    entonces  miguel elegio  (TEL) (PFV) (F) otra rana
*A06    la cogi (TEL) (PFV) (F)
*A06    y se fue (TEL) (PFV) (F)  (SEASP) a su casa con su nueva amiga fin
@End
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@Begin
@Languages es
@Participants A07
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*A07 pues habia una vez un pequeño chico
*A07 que se llamo (STA) (PFV) (B) (E) pablo
*A07 y tenia (STA) (IPFV) (B) una rana en una jarra y un perrito
*A07 una noche (TAP) antes de (ANT) dormir (INF) (ACT)
*A07 puso (TEL) (PFV) (F) a su rana en su jarra
*A07 y ya esta
@G 02
*A07 durante la noche (TAD) mientras (SIM) dormia (ACT) (IPFV) (B) el pequeño
*A07 se escapo (TEL) (PFV) (F) (SEASP) la rana y
*A07 salio (TEL) (PFV) (F) de la habitacion
@G 03
*A07 pues al levantarse (TEL) (SIM) (INF) por la mañana (TAP)
*A07 pablo tenia (STA) (IPFV) (B) (E) el choque
*A07 para ver
*A07 a ver (INF)
*A07 que su rana ya no estaba (STA) (IPFV) (B)
@G 04
*A07 pues se visto (TEL) (PFV) (F) rapidamente
@G 05
*A07 y va llamando (ACT) (PRESPROG) (E) a su rana
@G 06/07
*A07 pues salio (TEL) (PFV) (F) de la ventana a hurtadillas
@G 08
*A07 y va por el campo llamando (ACT) (PRESPROG) (E) a su a su querida rana
@G 09
*A07 pues en un momento veia (TEL) (IPFV) (F) (E) un colmena
*A07 y se escapaban (TEL) (IPFV) (B) (SEASP) un monton de abejas
*A07 pues iba
*A07 continuo buscando (PFV) (F) (ITE) a su rana
@G 10
*A07 y salio (TEL) (PFV) (F) un topo de un agujero
@G 11
*A07 pues ando preocupado (ACT) (PFV) (B) el pobre pablo
*A07 y continuo buscando (PFV) (F) (ITE) a su rana
*A07 entre tiempo las abejas salieron (TEL) (PFV) (F) de su colmena
*A07 y persiguieron (ACT) (PFV) (F) al perro
*A07 entonces (SEQ) subio (TEL) (PFV) (F) en un arbol pablito
@G 12
*A07 y un buho salio (TEL) (PFV) (F)
*A07 y como tenia (STA) (IPFV) (B) mucho miedo
*A07 el pobre pablito se cayo (TEL) (PFV) (F) (SEASP) del arbol
@G 13
*A07 pues el buho perseguia (ACT) (IPFV) (F) a pablito
@G 14
*A07 y de golpe detras de un roca ve (TEL) (PRES) (E) a alguien
*A07 que lleva(STA) (PRES) (E) cuernos
*A07 pues no pasa (ACT) (PRES) (E) nada
*A07 porque era (STA) (IPFV) (B) un ciervo
@G 15
*A07 el ciervo atrapa (TEL) (PRES) (E) a pablito

@G 16
*A07 y lo lleva
*A07 lo llevo (TEL) (PFV) (F) hasta un acantillado
@G 17
*A07 entonces empujo (TEL) (PFV) (F) a pablito y a su perro
@G 18
@G 19
*A07 y los dos se cayeron (TEL) (PFV) (F) (SEASP) hasta hasta un lago
*A07 pero una vez que estaban (STA) (IPFV) (B) en el lago
*A07 se dieron cuenta (TEL) (PFV) (F)
*A07 de que estaban (STA) (IPFV) (B) bien
*A07 y no estaban (STA) (IPFV) (B) heridos
*A07 pues de golpe oyeron (TEL) (PFV) (F) a alguien
*A07 que que llamaba (ACT) (IPFV) (B) a pablito
@G 20
*A07 pues diciendo (GER) a su perro
*A07 que se daba (E) callar calla callarse (INF) (E)
@G 21
*A07 pablo miro (ACT) (PFV) (F) al otro lado del tronco del arbol
*A07 que se hallaba (STA) (IPFV) (B) en el lago
@G 22
*A07 vio (TEL) (PFV) (F) al otro lado
*A07 su rana que estaba (STA) (IPFV) (B) con su mujer
@G 23
*A07 y bueno habia (STA) (IPFV) (B) toda una familia
*A07 y era (STA) (IPFV) (B) entonces que pablo
*A07 entendio (TEL) (PFV) (B)
*A07 lo que era (STA) (IPFV) (B) el (xxx) familiar
*A07 pues pero bueno
*A07 parecia (STA) (IPFV) (B) bastante contento la rana
*A07 para verlo
@G 24
*A07 pero como pablo era (STA) (IPFV) (B) un pequeño macho humano
*A07 no tenia (STA) (IPFV) (B) muchos sentimientos
*A07 pues robo (TEL) (PFV) (F) a una de las ranitas o ranitos
*A07 y se fue (TEL) (PFV) (F) (SEASP)
*A07 y ya esta
@End

@Begin
@Languages es
@Participants A08
@ID: es/puigplanella
@coder kenia puig i planella
@situation one way redording
@G 01
*A08 habia una vez un niño pequeño su perro y su rana
*A08 y el rana el vivia (ACT) (IPFV) (B) en una jarra enfrente de la cama del niño
@G 02
*A08 entonces una noche (TAP) la rana se escapo (TEL) (PFV) (F)
*A08 salto (TEL) (PFV) (F) por la ventana
@G 03
*A08 y pues por la mañana (TAP) cuando (SIM) desperto (TEL) (PFV) (F) el niño
*A08 no podia (ACT) (IPFV) (B) encontrar su rana en ningun sitio
@G 04
*A08 entonces intentó (ACT) (PFV) (F) de encontrar su rana
*A08 pero no le podia (ACT) (IPFV) (B) encontrar

@G 05
@G 06
@G 07
@G 08
*A08 y entonces fue (ACT) (PFV) (F) en el bosque
*A08 que que estaba (STA) (IPFV) (B) situado cerca de su casa
*A08 y allí intentaba (ACT) (IPFV) (B) durante muchas horas (TAD) de encontrar a la rana
*A08 el niño llamo (TEL) (PFV) (F) el nombre de la rana
@G 09/10/11/12
*A08 y el perro tambien intento (ACT) (PFV) (B) de encontrarla
*A08 pero solo podia (ACT) (IPFV) (B) encontrar una colmena
*A08 y unas abejas que no estaban (STA) (IPFV) (B) muy contentas
*A08 cuando el perro le molestaba (ACT) (IPFV) (B)
*A08 y las abejas no se (STA) (PRES) (EVA)
*A08 atacaron (ACT) (PFV) (F) al perro
*A08 entonces mientras (SIM) todo esto estaba pasando (ACT) (IPFVPROG) (B)
*A08 el niño todavia (TAC) estaba buscando (ACT) (IPFVPROG) (F) la rana
*A08 y mientras (SIM) que estaba estaba buscando (ACT) (IPFVPROG) (B)
*A08 habia (STA) (IPFV) (B) muchos animales en el bosque por ejemplo un pajaro grande tambien un ciervo
@G 13
@G 14
@G 15/16
*A08 y el ciervo como las abejas no estaban (STA) (IPFV) (B) muy contentas
*A08 cuando (SIM) el niño y el perro le molestaron (ACT) (PFV) (F)
@G 17
*A08 y le los les echo (TEL) (PFV) (F) en el agua
@G, 18
@G 19
@G 20
*A08 pues cerca del agua del pequeño lago habia (STA) (IPFV) (B) un tronco
@G 21
@G 22/23
*A08 y allí por fin (TAC) el niño encontro (TEL) (PFV) (F) a la rana y a su pequeña familia
*A08 el niño estaba (STA) (IPFV) (B) contento
*A08 porque habia encontrado (TEL) (PASTPERF) (ANT) la rana
*A08 y pues este momento sabia (STA) (IPFV) (B) que si
*A08 la rana estaba (STA) (IPFV) (B) mas contenta allí en el tronco con su familia que en la jarra enfrente de la cama del niño
@G 24
*A08 y entonces el niño se fue (TEL) (PFV) (F) (SEASP) a casa con su perro
*A08 y no se (STA) (PRES) (EVA) que con otra rana pequeña
*A08 y ya esta
@End

@Begin
@Languages es
@Participants A09
@ID es/puigplanella
@coder. kenia puig i planella
@situation one-way recording
@G 01

*A09 habıa una vez un nıño
*A09 que se llamo (STA) (PFV) (B) (E) jose
*A09 y en su cuarto antes de (ANT) dormır (ACT) (INF)
*A09 tenıa (STA) (IPFV) (B) una rana con una jarra
*A09 le encanto (ACT) (PFV) (B) (E) mırarla con su perrıto trıxıe
@G 02
*A09 una noche (TAP) mıentras (SIM) dormıa (ACT) (IPFV) (B)
*A09 la rana se escapo (TEL) (PFV) (F) (SE) de la jarra
@G 03
*A09 y al al (SIM) despertarse (TEL) (INF) el nıño
*A09 encontro (TEL) (PFV) (F) la jarra vacıa
*A09 le sorprendıo (TEL) (PFV) (F) mucho
@G 04
*A09 y se puso (TEL) (PFV) (F) su ropa
*A09 y empezo a buscar (TEL) (PFV) (F) (INC) a la rana por todas partes
@G 05
*A09 le llamo (ACT) (PFV) (F) desde la ventana de su cuarto
*A09 no la encontro (TEL) (PFV) (B)
@G 06
*A09 su perro trıxıe salto (TEL) (PFV) (F) de la ventana
@G 07
*A09 y jose le sıguıo (ACT) (PFV) (F)
*A09 cogıo (TEL) (PFV) (F) el perro en sus brazos
*A09 y empezaron a buscar (TEL) (PFV) (F) (INC) la rana por todos partes fuera
@G 08
*A09 empezaron (TEL) (PFV) (F) por el bosco bosque
@G 09
*A09 y lo buscaron (ACT) (PFV) (B) por todas partes en un hueco en el hueco de un tope tope en el suelo del bosque
@G 10
*A09 y despues en un (xxx) vıeron (TEL) (PFV) (F) una colmena de abejas
*A09 que estaba (STA) (IPFV) (B) en un arbol
*A09 el perro empezaba a ladrar (TEL) (IPFV) (F) (INC)
*A09 y las abejas salıeron (TEL) (PFV) (F) de la colmena
@G 11
*A09 jose estaba buscando (ACT) (IPFVPROG) (B) la rana en el arbol
*A09 estaba buscando (ACT) (IPFVPROG) (B) en la casa de un buho
@G 12
*A09 cuando (SIM) empezaron las abejas a correr (TEL) (PFV) (F) (INC) detras del perro
*A09 jose cayo (TEL) (PFV) (F) del arbol
@G 13
*A09 y el buho le sıguıo (ACT) (PFV) (F)
*A09 jose empezo a correr (TEL) (PFV) (F) (INC)
@G 14
*A09 y se subıo en una roca (TEL) (PFV) (F) (SE)
*A09 que estaba (STA) (IPFV) (B) en el bosque
*A09 estaba llamando (ACT) (IPFVPROG) (B) la rana
@G 15
*A09 cuando (SIM) de repente se levanto (TEL) (PFV) (F) la cabeza de un cıervo
*A09 el cıervo estaba (STA) (IPFV) (B) muy sorprendıdo
@G 16
*A09 y empezo a correr (TEL) (PFV) (F) (INC) con el nıño metıdo en sobre su cabeza
@G 17
*A09 el cıervo llego (TEL) (PFV) (F) a un acantılado
*A09 y de repente se paro (TEL) (PFV) (F)

@G 18
*A09 y el niño cayo (TEL) (PFV) (F)
*A09 el niño y el perro cayo en un rio (TEL) (PFV) (F)
@G 19
*A09 no habian hecho (ACT) (PASTPERF) (ANT) ningun daño
*A09 y el perro se puso (TEL) (PFV) (F) en encima de la cabeza del niño
@G 20
*A09 Jose susurro (ACT) (PFV) (F) al perro que se calle
@G 21
*A09 mientras (SIM) buscaba (ACT) (IPFV) (B) detras de un tronco de un arbol la rana
*A09 estaban (STA) (IPFV) (B) metidos alli
@G 22
*A09 cuando (SIM) de repente vieron (TEL) (PFV) (F) una pareja de ranas detras del tronco
@G 23
*A09 y al lado de la pareja salio (TEL) (PFV) (F) el resto de la familia
*A09 entonces la familia encontraron (TEL) (PFV) (F)
*A09 su jose encontro (TEL) (PFV) (F) su rana
@G 24
*A09 y cogio (TEL) (PFV) (F) la rana en su mano
*A09 y dijo(TEL) (PFV) (F) adios y gracias a la familia
*A09 y volvio (TEL) (PFV) (F) a casa
@End

@Begin
@Languages es
@Participants A10
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*A10 habia una vez
*A10 habia (STA) (IPFV) (B) un chico
*A10 que que se llama (STA) (PRES) (E) tim
*A10 y tenia (STA) (IPFV) (B) un perro
*A10 que se llama (STA) (PRES) (E) (xxx)
*A10 tenia (STA) (IPFV) (B) un regalo para su cumpleaños
*A10 que era (STA) (IPFV) (B) una rana
*A10 y que era (STA) (IPFV) (B) su regalo favorito
@G 02
*A10 esta noche (TAP) el perro se durmio (ACT) (PFV) (F) (SE) en la cama del niño
*A10 pero la rana se escapaba (TEL) (IPFV) (F)
@G 03
*A10 y la proxima mañana (TAP) el niño notaba (TEL) (IPFV) (F)
*A10 que la rana se ha escapado (TEL) (PRETPERF) (E) (ANT) (SE)
*A10 y la jarra no habia no habia (STA) (IPFV) (B) una rana en la jarra
@G 04
*A10 buscaba el niño buscaba (ACT) (IPFV) (F) en toda su habitacion
*A10 para encontrar (INF) la rana
*A10 y el perro ponia (TEL) (IPFV) (F) su cabeza en la jarra de la rana
*A10 y no puede no puede el perro dejar (ACT) (PRES) (E) la jarra
@G 05/06
*A10 despues el el perro se caia (TEL) (IPFV) (F) (SE) de la ventana
*A10 se rompe y la jarra se rompeaba (TEL) (IPFV) (F) (E)
@G 07
*A10 el chico pequeño estaba (STA) (IPFV) (B) muy enfadada con el perro
@G 08

*A10 y despues iban a buscar (TEL) (IPFV) (F) (INC) la rana
*A10 porque era (STA) (IPFV) (B) su regalo favorita favorito
*A10 gritan gritan gritaban (TEL) (IPFV) (F) en toda al bosque para la rana
*A10 pero no habia (STA) (IPFV) (B) nada
@G 09
*A10 el perro notaba (TEL) (IPFV) (F) un colmena
*A10 y cuando (SIM) el niño estaba buscando(ACT) (IPFVPROG) (F) en un hueco en el suelo
*A10 el perro estaba jugando (ACT) (IPFVPROG) (F) con la colmena
@G 10
*A10 un topo veia (TEL) (IPFV) (F) del hueco
*A10 pero no habia (STA) (IPFV) (B) nada de ranas
@G 11
*A10 despues la colmena se cae (TEL) (PRES) (E) (SEASP) del bosque atraves del perro
*A10 y las abejas las abejas seguir seguian (ACT) (IPFV) (F) al perro en la bosque
*A10 el niño buscaba (ACT) (IPFV) (F) en un hueco en un (xxx)
@G 12
*A10 veia venia (TEL) (IPFV) (F) un buho
*A10 venia(TEL) (IPFV) (F) un buho de la bosque
*A10 y el niño se cae (TEL) (PRES) (E) (SEASP) tambien al suelo
@G 13
@G 14
*A10 despues el niño era (STA) (IPFV) (B) (E) en una roca
*A10 pero no veia (TEL) (IPFV) (B) nada de la rana
@G 15
*A10 despues se encontro (TEL) (PFV) (F) con un ciervo que
*A10 y el niño estaba (STA) (IPFV) (B) en la cabeza del ciervo
@G 16
*A10 y el ciervo (xxx)
@G 17
*A10 pero el niño se cae (TEL) (PRES) (E) (SEASP) del acantilado y el perro tambien
@G 18
*A10 caen (TEL) (PRES) (E) en un charco
@G 19
*A10 donde se notaba (TEL) (IPFV) (B) un log
*A10 el chico pequeño estaba (STA) (IPFV) (B) muy contento (xxx) en el charco
*A10 porque habia (STA) (IPFV) (B) una oportunidad
*A10 de que la rana estaba (STA) (IPFV) (B) en el charco
@G 20/21
*A10 el perro y el niño buscaban(ACT) (IPFV) (F) en este log
@G 22
*A10 pero y encontraban (TEL) (IPFV) (F) con una familia de ranas su rana y la mujer de su rana y tambien sus pequeñas ranas sus niños
@G 23
*A10 y el niño estaba (STA) (IPFV) (B) muy contento
*A10 de que su rana estaba (STA) (IPFV) (B) contento y con su familia
@G 24
*A10 pero hablaban (ACT) (IPFV) (B) durante poco tiempo (TAD)
*A10 y despues el chico el chico iba (TEL) (IPFV) (F) {oh ah god} de la del charco
*A10 y la familia de las ranas quedaban (STA) (IPFV) (B) alli
*A10 donde estaban (STA) (IPFV) (B) contentas
@End

1 **@Begin**
2 **@Languages es**
3 **@Participants A11**
4 **@ID es/puigplanella**
5 **@coder kenia puig i planella**
6 **@situation one-way recording**
7 @G 01
8 *A11 erase una vez un niño
9 *A11 habia encontrado (TEL) (PASTPERF) (ANT) una rana en el campo
10 *A11 decidio guardarla (TEL) (PFV) (F) en una jarra
11 @G 02
12 *A11 mientras (SIM) que el niño dormia (ACT) (IPFV) (B)
13 *A11 la rana escapo (TEL) (PFV) (F) de la jarra
14 @G 03
15 *A11 cuando (SIM) el niño desperto (TEL) (PFV) (F) por la mañana
16 *A11 descubrio (TEL) (PFV) (F) que que
17 *A11 la rana habia escapado (TEL) (PASTPERF) (ANT)
18 @G 04
19 *A11 miraba (ACT) (IPFV) (F) por todas partes
20 *A11 pero no la encontraba (TEL) (IPFV) (B)
21 @G 05
22 *A11 miraba (ACT) (IPFV) (F) por la ventana
23 @G 06
24 *A11 por desgracia el perro se cayo (TEL) (PFV) (F) (SE) de la ventana
25 @G 07
26 *A11 el niño salio (TEL) (PFV) (F)
27 *A11 para recuperarlo (INF)
28 @G 08
29 *A11 se fueron (TEL) (PFV) (F) (SEASP) al campo
30 *A11 a ver
31 *A11 si podrian encontrar (ACT) (COND) el la rana
32 @G 09
33 *A11 el niño miraba (ACT) (IPFV) (F) y miraba (IPFV) (REP)
34 *A11 mientras (SIM) que el perro estaba fastidiando (ACT) (IPFVPROG) (B)
35 una colmena
36 @G 10
37 *A11 el niño se sorprendio (TEL) (PFV) (F)
38 *A11 cuando (SIM) descubrio (TEL) (PFV) (F) un conejo
39 @G 11
40 *A11 el niño siguio mirando (PFV) (F) (ITE) en un hueco en un arbol
41 *A11 mientras (SIM) que todas las ovejas abejas habian salido
42 (TEL) (PASTPERF) (ANT) de la colmena
43 @G 12
44 *A11 el perro se puso a correr (TEL) (PFV) (F) (INC)
45 *A11 y el niño se cayo (TEL) (PFV) (F) (SE) del arbol
46 *A11 cuando (SIM) salio (TEL) (PFV) (F) un buho
47 @G 13
48 *A11 el niño tenia (STA) (IPFV) (B) miedo
49 *A11 cuando (SIM) salio (TEL) (PFV) (F) el buho
50 @G 14
51 *A11 se puso a gritar (TEL) (PFV) (F) (INC)
52 *A11 a ver (INF)
53 *A11 si podia encontrar (ACT) (IPFV) (B) la rana
54 @G 15
55 *A11 descubrio (TEL) (PFV) (F) un ciervo
56 *A11 cuando un ciervo le le habia recorrido (TEL) (PASTPERF) (ANT)
57 por los cuernos
58 @G 16
59 *A11 el ciervo y el perro se pusieron a correr (TEL) (PFV) (F) (INC)

@G 17
*A11 el ciervo echo (TEL) (PFV) (F) al niño al agua
@G 18
*A11 el perro y el niño se cayeron (TEL) (PFV) (F) (SE) al agua
*A11 pero no le le caido (TEL) (PFV) (B)
@G 19
*A11 no le hicieron (ACT) (PFV) (B) daño
@G 20
*A11 el niño dijo (TEL) (PFV) (F) al perro
*A11 que callaba (TEL) (PFV) (IPFV) (B) (E)
*A11 que no hiciera (ACT) (IPFVSUBJ) ruido
@G 21
*A11 porque habia pensado (ACT) (PASTPERF) (E) (ANT)
*A11 que la rana estaba (STA) (IPFV) (B) por el otro lado del tronco
@G 22
*A11 encontraron (TEL) (PFV) (F) a la rana por el otro lado del tronco
@G 23
*A11 estaba (STA) (IPFV) (B) con su familia
@G 24
*A11 el niño estaba (STA) (IPFV) (B) feliz
*A11 que habia encontrado (TEL) (PASTPERF) (ANT) la rana
*A11 y y como que ya sabia (STA) (IPFV) (B)
*A11 que tenia (STA) (IPFV) (B) familia
*A11 se desperdieron (TEL) (PFV) (F)
@End

@Begin
@Languages es
@Participants A12
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*A12 habia una vez que un chico
*A12 que se llama (STA) (PRES) (E) juan
*A12 tenia (STA) (IPFV) (B) una rana
*A12 y tambien tenia (STA) (IPFV) (B) un perro
*A12 que se llama (STA) (PRES) (E) sam
*A12 y quiere (STA) (PRES) (E) la rana ademas del perro
@G 02
*A12 una noche (ADV) fue a acostarse (TEL) (PFV) (F) (INC)
*A12 y mientras (SIM) que estaba durmiendo (ACT) (IPFVPROG) (B)
*A12 la rana salto (TEL) (PFV) (F) de la jarra
@G 03
*A12 la siguiente mañana (ADV) cuando (SIM) desperto (TEL) (PFV) (F)
*A12 de repente vio (TEL) (PFV) (F) una jarra vacia
*A12 estaba (STA) (IPFV) (B) asombrado y ademas triste
@G 04
*A12 rapidamente se vistio (TEL) (PFV) (F)
*A12 le pone le pomo (TEL) (PFV) (F) un jersei
*A12 y el perro estaba mirando (ACT) (IPFVPROG) (B) en la jarra
*A12 a ver (INF)
*A12 donde estaba (STA) (IPFV) (B) la rana
*A12 fue (STA) (PFV) (B) (E) como su amigo
*A12 el perro entonces tenia (STA) (IPFV) (B) problemas
*A12 porque la jarra estaba (STA) (IPFV) (B) pegado en su cabeza
*A12 estaba intentando (ACT) (IPFVPROG) (B) ayudar el chico
*A12 encontrar la rana
@G 05

34 *A12 ven (TEL) (PRES) (E) por la ventana
35 *A12 a ver (INF)
36 *A12 para gritar (INF) el nombre de la rana
37 *A12 y a ver (INF)
38 *A12 si la volvera (TEL) (FUT) a casa
39 @G 06
40 *A12 entonces de repente el perro cae (TEL) (PRES) (E) de la ventana
41 con la jarra en su cabeza
42 *A12 pero la jarra rompio(TEL) (PFV) (F)
43 *A12 entonces el chico fue fue (TEL) (PFV) (F) fuera de la casa
44 *A12 y dio (TEL) (PFV) (F) un abrazo al perro
45 @G 08
46 *A12 entonces los dos fue buscando (ACT) (PFVPROG) (F) por todas partes
47 *A12 buscando (GER) la rana
48 *A12 habia (STA) (IPFV) (B) un bosque cerca de la casa
49 *A12 y pensaba (ACT) (IPFV) (B) que a lo mejor
50 *A12 la rana estaba (STA) (IPFV) (B) dentro
51 *A12 entonces fue fueron buscando (ACT) (PFVPROG) (F) en el bosque
52 @G 09
53 *A12 mientras (SIM) que el chico juan buscaba (ACT) (IPFV) (B)
54 *A12 y estaba mirando (ACT) (IPFVPROG) (B) en un (xxx)
55 *A12 el perro estaba jugando (ACT) (IPFVPROG) (F) con otro
56 *A12 que estaba (STA) (IPFV) (B) (xxx) del arbol
57 @G 10
58 *A12 entonces oyen (TEL) (PRES) (E) algo raro
59 *A12 y estaban (STA) (IPFV) (B) las abejas
60 *A12 que estaban(STA) (IPFV) (B) en la colmena (xxx)
61 *A12 estaba (STA) (IPFV) (B) (xxx) del arbol
62 @G 11
63 *A12 no se daban cuenta (TEL) (IPFV) (B)
64 *A12 que algo raro estaba pasando (ACT) (IPFVPROG) (B)
65 *A12 porque ve el (xxx)
66 *A12 estaba mirando (ACT) (IPFVPROG) (B) en un tronco de un arbol
67 *A12 y entonces las abejas salieron (TEL) (PFV) (F) de la colmena
68 @G 12
69 *A12 y siguieron (ACT) (PFV) (F) al perro
70 *A12 que tema (STA) (IPFV) (B) mucho miedo
71 @G 13
72 *A12 el el chico estaba (STA) (IPFV) (B)
73 *A12 entonces al lado de una piedra y habia (STA) (IPFV) (B) un pajaro
74 cerca
75 *A12 tambien el chico salio (TEL) (PFV) (F)
76 @G 14
77 *A12 fue (TEL) (PFV) (F) encima de la piedra
78 *A12 y estaba gritando (TEL) (IPFVPROG) (F) el nombre de la rana
79 @G 15
80 *A12 entonces vino (TEL) (PFV) (F) un ciervo y
81 *A12 cogio (TEL) (PFV) (F) el niño en su cabeza
82 @G 16
83 *A12 y corrio (ACT) (PFV) (F) muy muy deprisa con el perro a su lado
84 @G 17
85 *A12 pero llegaron (TEL) (PFV) (F) a un precipicio
86 @G 18
87 *A12 y cayeron (TEL) (PFV) (F) el chico y el perro
88 *A12 pero estaba(STA) (IPFV) (B) bien
89 *A12 porque habia (STA) (IPFV) (B) un charco debajo de la pricipio
90 precipicio
91 *A12 cuando (SIM) cayeron (TEL) (PFV) (F) en el charco
92 @G 19

*A12 oyeron (TEL) (PFV) (F) ruidos ruidos raros
*A12 y pensaban (ACT) (IPFV) (B) que
*A12 tuvieron (STA) (PFV) (B) suerte
*A12 el chico estaba (STA) (IPFV) (B) muy muy feliz
*A12 porque pensaba (ACT) (IPFV) (B) que a lo mejor
*A12 habia (STA) (IPFV) (B) su rana junto con los demas
@G 20
*A12 dijo (TEL) (PFV) (F) al sam el perro
*A12 cállate (ACT) (IPFVER) (DIR)
*A12 y ten (STA) (PRES) (DIR) cuidado
*A12 porque a lo mejor esta (STA) (PRES) (DIR) nuestra nuestro amigo
@G 21
*A12 cuando (SIM) el perro estaba tranquilo tranquilo buscando (ACT) (IPFVPROG) (F) detras del tronco y (xxx)
@G 22/23
*A12 y entonces que ven (TEL) (PRES) (DIR) (EVA)
*A12 y ven (TEL) (PRES) (DIR) una familia de ranas
*A12 charlando (GER)
*A12 y especialmente una rana estaba hablando (ACT) (IPFVPROG) (B) a las demas
*A12 y estaba hablando (ACT) (IPFVPROG) (B) de su vida con un chico joven
*A12 que estaba estaba (STA) (IPFV) (B) muy muy simpatico
*A12 y que una noche queria ir (ACT) (IPFV) (B) fuera
*A12 a ver
*A12 que viven los demas como viven (ACT) (PRES) los demas
*A12 pero cuando (SEQ) lo hizo (TEL) (PFV) (B)
*A12 entonces se daba cuenta (TEL) (IPFV) (B)
*A12 que su vida con este chico fue (STA) (PFV) (B) mucho mejor
@G 24
*A12 entonces las ranas notaron (TEL) (PFV) (F) la presencia del chico y del perro
*A12 {a} y la rana se noto (TEL) (PFV) (F) juan
*A12 y estaba (STA) (IPFV) (B) muy muy feliz y alegre
*A12 que la ha encontrado (TEL) (PRETPERF) (E) otra vez mas (TAC) su familia
*A12 porque no y no queria volver de volver (ACT) (IPFV) (B) ella sola
*A12 y vivir en el mundo sola sin amigos
@End

@Begin
@Languages es
@Participants NN01
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*NN01 habia una vez un chico
*NN01 que se llamaba (STA) (IPFV) (B) juansito
*NN01 y que tenia (STA) (IPFV) (B) un perro
*NN01 al que llamaba (STA) (IPFV) (B) felix
*NN01 y una rana que guardaba (ACT) (IPFV) (B) en un frasco grande en su dormitorio cerca de su cama
@G 02
*NN01 una noche (TAP) mientras (NNIM) juansito y felix dormian (ACT) (IPFV) (B)
*NN01 la rana se escapo (TEL) (PFV) (F) (NNEANNP) del frasco
@G 03
*NN01 a la siguiente mañana (TAP) cuando (NNIM) juansito y felix se despertaron (TEL) (PFV) (F)

21 *NN01 se dieron (TEL) (PFV) (F) cuenta
22 *NN01 de que la rana no estaba (NNTA) (IPFV) (B) en el frasco
23 @G 04
24 *NN01 juansito se levanto (TEL) (PFV) (F) enseguida
25 *NN01 y se vistio (TEL) (PFV) (F)
26 *NN01 felix se puso (TEL) (PFV) (F) muy furioso
27 *NN01 y husmeo (ACT) (PFV) (F) la parte del suelo alrededor del frasco
28 vacio
29 *NN01 y al final logro meter (TEL) (PFV) (F) (COMP) la cabeza dentro del
30 frasco
31 *NN01 juansito estaba (STA) (IPFV) (B) muy preocupado por la desaparicion
32 de la rana
33 @G 05
34 *NN01 asi que salio (TEL) (PFV) (F) a la ventana
35 *NN01 y empezo a llamarla (TEL) (PFV) (F) (INC)
36 @G 06
37 *NN01 entretanto felix que todavia (TAC) tenia (STA) (IPFV) (B) la
38 cabeza dentro del frasco
39 *NN01 se cayo (TEL) (PFV) (F) (SEASP) de la ventana
40 *NN01 y rompio (TEL) (PFV) (F) el frasco
41 @G 07
42 *NN01 juansito un poco enfadado lo recogió (TEL) (PFV) (F) del suelo
43 @G 08
44 *NN01 y los dos se fueron a buscar (TEL) (PFV) (F) (SEASP) (INC) a la
45 rana perdida
46 *NN01 la buscaron (ACT) (PFV) (F) por todos los sitios
47 @G 09
48 *NN01 juansito primero miro (ACT) (PFV) (F) en un hoyo en el suelo
49 *NN01 mientras tanto (SIM) felix se acerco (TEL) (PFV) (F) a un arbol
50 *NN01 donde habia (STA) (IPFV) (B) una colmena llena de abejas
51 @G 10
52 *NN01 del hoyo donde juansito buscaba (ACT) (IPFV) (B) la rana
53 *NN01 salio (TEL) (PFV) (F) un tope
54 *NN01 y le dijo (TEL) (PFV) (F)
55 *NN01 que no habia visto (B) (TEL) (PASTPERF) (ANT) a la rana
56 *NN01 por otro lado felix muy atraido por las abejas se puso a
57 ladrar (TEL) (PFV) (F) (INC)
58 *NN01 y a saltar al arbol (INC)
59 @G 11
60 *NN01 y por fin logro derrumbar (TEL) (PFV) (F) (COMP) la colmena
61 @G 12
62 *NN01 entonces las abejas muy enfadadas le atacaron (TEL) (PFV) (F)
63 *NN01 y felix tuvo (STA) (PFV) (F) que correr
64 *NN01 para salvarse
65 *NN01 todo este alboroto desperto (TEL) (PFV) (F) a un buho
66 *NN01 que dormia (ACT) (IPFV) (B) en un arbol cerca
67 *NN01 el buho descontento por haber sido despertado
68 @G 13
69 *NN01 ataco a juansito (ACT) (PFV) (F)
70 *NN01 pero despues de un poco (TAD) se calmo (TEL) (PFV) (F)
71 @G 14
72 *NN01 entonces juansito subio (TEL) (PFV) (F) a una piedra grande
73 *NN01 y empezo a llamar (TEL) (PFV) (F) (INC) a su rana
74 @G 15
75 *NN01 pero en vez de la rana encontro (TEL) (PFV) (F) a un ciervo
76 @G 16
77 @G 17
78 *NN01 que lo tiró (TEL) (PFV) (F) de un precipicio
79 @G 18

*NN01 y juansito junto con felix acabo (TEL) (PFV) (F) en un lago
*NN01 que habia (STA) (IPFV) (B) abajo
@G 19
*NN01 juansito y felix estaban (STA) (IPFV) (B) empapados los dos
*NN01 pero contentos de que no se hicieron (ACT) (PFV) (B) ningun daño
*NN01 en la orilla del lago habia (STA) (IPFV) (B) un tronco abandonado
de un viejo arbol
@G 20
*NN01 cuando (SIM) los dos se acercaron (TEL) (PFV) (F) a este tronco
*NN01 oyeron (TEL) (PFV) (F) las voces de unas ranas
@G 21
*NN01 en seguida (TAC) subieron (TEL) (PFV) (F) al tronco
@G 22/23
*NN01 y entonces vieron (TEL) (PFV) (F) al otro lado del tronco
*NN01 dos ranas adultas con un monton de ranas pequeñas que eran
(STA) (IPFV) (B) sus hijos
*NN01 una de las ranas adultas era (STA) (IPFV) (B) la rana de juansito
*NN01 juansito y felix se alegraron (TEL) (PFV) (F) mucho
*NN01 de haberla encontrado
*NN01 juansito comprendio (ACT) (PFV) (F) que
*NN01 la rana queria (ACT) (IPFV) (B) estar con su familia
@G 24
*NN01 asi que la dejo (TEL) (PFV) (F) alli
*NN01 y volvio (TEL) (PFV) (F) a la casa con felix
@End

@Begin
@Languages es
@Participants NN02
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*NN02 una noche (TAP) un niño pequeño con su perro y su rana estaban
(STA) (IPFV) (B) en el cuarto en la habitacion
*NN02 antes de (ANT) dormirse (INF) (SEASP) el niño
*NN02 y el perro parece (B) (STA) (PRES) (EVA) ser amigo de la rana
@G 02
*NN02 y se durmieron (TEL) (PFV) (F) (SEASP) los dos el niño y el
perro en la cama
*NN02 pero se escapo (TEL) (PFV) (F) (SEASP) la rana
@G 03
*NN02 y al despertarse (SIM) (INF) al dia siguiente (TAP) el pobre chico
*NN02 descubrio (TEL) (PFV) (F)
*NN02 que se habia ido (B) (TEL) (PASTPERF) (SEASP) (ANT) la rana
*NN02 y parece (B) (STA) (PRES) (EVA) tambien
*NN02 que el perro estaba (STA) (IPFV) (B) asustado
@G 04
*NN02 entonces el niño se vistio (TEL) (PFV) (F)
*NN02 y el perro intentado encontrar (GER) a la rana
*NN02 puso (TEL) (PFV) (F) la cabeza en la jarra
*NN02 y no pudo (ACT) (PFV) (F) sacar la cabeza la cabeza de la jarra que
horror
@G 05
@G 06
*NN02 luego el perro salto (TEL) (PFV) (F) por la ventana
@G 07
*NN02 y al caerse (SIM) (INF) al suelo
*NN02 se rompio (TEL) (PFV) (F) la jarra

34 *NN02 y el niño estaba (STA) (IPFV) (B) un poco enfadado
35 *NN02 pero a la vez abrazo (TEL) (PFV) (F) al perro
36 *NN02 porque quería (ACT) (IPFV) (B) mucho al perro
37 @G 08
38 *NN02 luego salieron (TEL) (PFV) (F) al campo
39 *NN02 y el niño comenzo a llamar (TEL) (PFV) (F) (INC) a la rana
40 *NN02 y el perro también comenzó a ladrar (TEL) (PFV) (F) (INC) o lo que
41 sea
42 @G 09
43 *NN02 y el niño descubrio (TEL) (PFV) (F) un agujero en el suelo
44 *NN02 y el perro descubrio (TEL) (PFV) (F) una colmena
45 @G 10
46 *NN02 y el niño mientras (SIM) estaba llamando (ACT) (IPFVPROG) (B) a la
47 rana
48 *NN02 aparecio (TEL) (PFV) (F) un topo
49 @G 11
50 *NN02 pero las abejas se escaparon (TEL) (PFV) (F) (SEASP) de la colmena
51 *NN02 y el niño subio (TEL) (PFV) (F) a un arbol
52 *NN02 buscando (GER) todavia a la rana
53 @G 12
54 *NN02 pero el perro habia molestado (B) (ACT) (PASTPERF) (ANT) mucho a
55 las abejas
56 *NN02 y mientras (SIM) intento (ACT) (PFV) (F) escaparse
57 *NN02 las abejas le siguieron (ACT) (PFV) (F)
58 *NN02 luego aparecio (TEL) (PFV) (F) un buho
59 @G 13
60 *NN02 y no se (B) (ACT) (PRES) (EVA) exactamente
61 *NN02 que hizo (ACT) (PFV) (F) el buho
62 *NN02 el niño parece (B) (STA) (PRES) (EVA) tener miedo
63 @G 14
64 *NN02 pero el niño subio (TEL) (PFV) (F) a una piedra
65 *NN02 y agarro (TEL) (PFV) (F) unas ramas
66 *NN02 que pensaba (ACT) (IPFV) (B)
67 *NN02 que eran (STA) (IPFV) (B) las ramas de un arbol
68 @G 15
69 *NN02 pero en realidad es (B) (STA) (PRES) (EVA) un ciervo
70 *NN02 y es que esta montado (B) (ACT) (PRESPROG) (EVA) al ciervo
71 @G 16
72 *NN02 y el ciervo porque tenia (STA) (IPFV) (B) miedo
73 *NN02 supongo (B) (ACT) (PRES) (EVA)
74 *NN02 comenzo a correr (TEL) (PFV) (F) (INC) muy rapido y el perro también
75 @G 17
76 @G 18
77 *NN02 y el niño y el perro se cayeron (TEL) (PFV) (F) (SEASP) en un
78 estanque
79 @G 19
80 *NN02 pero no es (B) (STA) (PRES) (EVA) un estanque hondo (xxx)
81 *NN02 luego comenzaron a nadar (TEL) (PFV) (F) (INC)
82 @G 20
83 *NN02 y encontraron (TEL) (PFV) (F) un tronco seco
84 @G 21
85 @G 22/23
86 *NN02 y al lado del tronco vieron (TEL) (PFV) (F) las ranas
87 *NN02 la rana que se escapo (TEL) (PFV) (F) (SEASP) y su novia y las
88 criaturas pequeñas siete hasta siete criaturas pequeñas
89 *NN02 pues entonces el niño decidio (TEL) (PFV) (F) dejarlos en paz
90 *NN02 porque esta contento (B) (STA) (PRES) (EVA)
91 *NN02 porque se dio cuenta (TEL) (PFV) (F)
92 *NN02 de que la pobre rana necesitaba (ACT) (IPFV) (B) una familia un

compañero una compañera y su familia su propia familia
*NN02 y parece tambien
*NN02 que el perro estaba (STA) (IPFV) (B) muy contento
@G 24
*NN02 pero parece (B) (STA) (PRES) (EVA) que en la mano del niño
*NN02 hay (B) (STA) (PRES) (EVA) una rana muy pequeña
*NN02 no se (B) (ACT) (PRES) (EVA)
*NN02 si es (B) (STA) (PRES) (EVA) su rana o no
*NN02 pero parece (B) (STA) (PRES) (EVA) muy contento el mño
*NN02 y ya esta termina bien el cuento
@End

@Begin
@Languages es
@Participants NN03
@ID es/puigplanella
@Coder kenia puig i planella
@Situation one-way recording
@G 01
*NN03 era una vez un chiquito
*NN03 llamado juanito gris
*NN03 tenia (STA) (IPFV) (B) dos animales domesticos uno normal un perro
*NN03 y el otro era (STA) (IPFV) (B) una rana
*NN03 y juan solia guardar (IPFV) (B) (ITE) la rana en una jarra en su dormitorio
@G 02
*NN03 entonces una noche (TAP) mientras (SIM) juanito dormia (ACT) (IPFV) (B) en la cama
*NN03 la rana se escapo (TEL) (PFV) (F) (SEASP) de la jarra
@G 03
*NN03 luego por la mañana (TAP) juanito se dio (TEL) (PFV) (F) cuenta
*NN03 de que la rana se habia escapado (B) (TEL) (PASTPERF) (SEASP) (ANT)
@G 04
*S03 y con su perro empezaron a buscar (TEL) (PFV) (F) (INC) la rana
*NN03 buscaron (ACT) (PFV) (F) por todas partes del dormitorio
*NN03 pero de la rana no habia (STA) (IPFV) (B) señales de vida
@G 05
*NN03 abrieron (TEL) (PFV) (F) la ventana
*NN03 y buscaron (ACT) (PFV) (F) fuera sin exito
@G 06
*NN03 luego el perro de juanito salto (TEL) (PFV) (F) por la ventana al jardin
@G 07
@G 08
*NN03 y los dos se pusieron a buscar (TEL) (PFV) (F) (INC) la rana en un bosque cerca de la casa de los padres de juan
*NN03 se fueron (TEL) (PFV) (F) (SEASP) al bosque
*NN03 y buscaron (ACT) (PFV) (F) la rana
@G 09
*NN03 en el bosque tropezaron (TEL) (PFV) (F) con una colmena
*NN03 y el perro se divertio (ACT) (PFV) (F) jugando con las abejas
@G 10
@G 11
*NN03 pero todavia (ADV) ninguna señal de la rana fueron (TEL) (PFV) (F) un poco mas lejos
@G 12
*NN03 y tropezaron (TEL) (PFV) (F) con una lechuga
@G 13
*NN03 en compañia de la lechuga juanito y el perro fueron (TEL) (PFV)

(F) hacia dentro del bosque
@G 14
@G 15
*NN03 y encontraron (TEL) (PFV) (F) un ciervo
@G 16
*NN03 por desgracia juanito y el perro que estaban corriendo
(ACT) (IPFVPROG) (B) con el ciervo
@G 17/18
*NN03 cayeron (TEL) (PFV) (F) al rio
*NN03 pues era (STA) (IPFV) (B) muy peligroso
@G 19
*NN03 al salir (SIM) (INF) del rio
*NN03 encontraron (TEL) (PFV) (F) el tronco de un arbol
@G 20
*NN03 se quedaron (STA) (PFV) (F) alli algunos muinutos
*NN03 para descansar
@G 21
*NN03 luego despues de diez minutos miraron (TAD) (TEL) (PFV) (F) por
debajo del arbol
@G 22
*NN03 y vieron (TEL) (PFV) (F) la rana
@G 23
*NN03 entonces la rana estaba (STA) (IPFV) (B) con su familia
*NN03 contentisimo de estar con ellos
@G 24
*NN03 pero juanito y el perro quisieron (ACT) (PFV) (F)
*NN03 que la rana volviese (B) (TEL) (IPFVSUBJ) a casa con ellos
*NN03 y asi pues la cogieron (TEL) (PFV) (F)
*NN03 y juanito y el perro se despidieron (TEL) (PFV) (F) de la familia de
la rana
*NN03 y los tres volvieron (TEL) (PFV) (F) a casa contentisimos nada mas
@End

@Begin
@Languages es
@Participants NN04
@ID es/puigplanella
@Coder kenia puig i planella
@Situation one-way recording
@G 01
*NN04 erase una vez un niño
*NN04 que tenia (STA) (IPFV) (B) una rana en un jarro y un perrito pequeño
@G 02
*NN04 una noche (TAP) cuando (SIM) estuvo durmiendo (ACT) (PFVPROG) (B)
*NN04 se le escapo (TEL) (PFV) (F) (SEASP) la rana del jarro
@G 03
*NN04 y cuando (SIM) se desperto (TEL) (PFV) (F) y el perro tambien
*NN04 que estaba (STA) (IPFV) (B) en la cama con el
*NN04 vio (TEL) (PFV) (F)
*NN04 que ya (TAC) no tenia (STA) (IPFV) (B) rana
@G 04
*NN04 busco (TEL) (PFV) (F) por todas partes de su habitacion
*NN04 y el perro le ayudo (TEL) (PFV) (F) buscando (GER) en la ropa
*NN04 buscando en la bueno parece (B) (STA) (PRES) (EVA)
*NN04 que es (B) (STA) (PRES) (EVA) una camisa
@G 05
*NN04 vieron (TEL) (PFV) (F) por la ventana con el perro
*NN04 que todavía (TAC) tenía (STA) (IPFV) (B) el jarro en la cara
*NN04 que es (B) (STA) (PRES) (EVA) muy gracioso

@G 06
*NN04 y lo que le paso (ACT) (PFV) (F) de repente
*NN04 fue (STA) (PFV) (F) que el perro
*NN04 cayo (TEL) (PFV) (F) al suelo pobrecito
@G 07
*NN04 el niño salio (TEL) (PFV) (F) tambien de la ventana
*NN04 y abrazo (TEL) (PFV) (F) al perro
@G 08
*NN04 con el jarro ya (TAC) roto (xxx) pues los dos fueron (TEL) (PFV) (F)
al bosque
*NN04 llamando a la rana
*NN04 el perro ladrando (GER) ladrando (GER) (REP)
*NN04 el niño llamando (GER) llamando (GER) (REP)
*NN04 buscaron (ACT) (PFV) (F) por todos los sitios
@G 09
*NN04 el perro busco (ACT) (PFV) (F) en una colmena
*NN04 y asusto (TEL) (PFV) (F) a las abejas
*NN04 el niño busco (ACT) (PFV) (F) en un hueco en el suelo
@G 10
*NN04 y encontro (TEL) (PFV) (F) un topo
@G 11
*NN04 luego el niño fue a buscar (TEL) (PFV) (F) (INC) en un arbol
*NN04 mientras (SIM) el perro seguia (ACT) (IPFV) (B) con la colmena
*NN04 que cayo (TEL) (PFV) (F) al suelo
*NN04 y salieron (TEL) (PFV) (F) muy enfadadas las abejas
@G 12
*NN04 el perro huyo (ACT) (PFV) (F)
*NN04 y entretanto (SIM) el niño cayo (TEL) (PFV) (F) del arbol
*NN04 de donde salio (TEL) (PFV) (F) un buho
@G 13
*NN04 que le sorprendio (TEL) (PFV) (B)
*NN04 y le dio (TEL) (PFV) (B) muchisimo miedo
@G 14
*NN04 los dos siguen buscando (F) (PRES) (ITE) (E)
*NN04 el perro que ahora (TAP) era (STA) (IPFV) (B) mas miedoso
*NN04 y el niño encima de una roca llamando (GER)
*NN04 y seguia llamando (IPFV) (F) (ITE)
@G 15
*NN04 y con esto cayo (TEL) (PFV) (F) encima de una animal
*NN04 de un ciervo que habia (STA) (IPFV) (B) por alli
@G 16
*NN04 el ciervo corrio (TEL) (PFV) (F) detras del niño y del perro
@G 17
*NN04 y los dos caian (TEL) (IPFV) (F) de un acantilado
@G 18
*NN04 y cayeron (TEL) (PFV) (F) al lago
@G 19
*NN04 y se quedaron (STA) (PFV) (B) mojados el perro encima de la cabeza
del niño
@G 20
*NN04 luego de repente el niño se dio (TEL) (PFV) (F) cuenta
*NN04 de (xxx) dijo (TEL) (PFV) (F) sush al perro
@G 21
*NN04 y vieron (F) (TEL) (PFV) (F) por otro lado de un arbol viejo
*NN04 que habia (STA) (IPFV) (B) ahi al lado del rio
@G 22/23
*NN04 y encontraron (TEL) (PFV) (F) la rana con una amiga y una familia
@G 24
*NN04 cogio (TEL) (PFV) (F) a su rana

*NN04 despidiose (TEL) (PFV) (F) SEASP) de la familia de ranas
*NN04 y el perro y el volvieron (TEL) (PFV) (F) a casa
*NN04 y se acabo
@End

@Begin
@Languages es
@Participants NN05
@ID es/puigplanella
@Coder kenia puig i planella
@Situation one-way recording
@G 01
*NN05 habia una vez un niño un perro y una rana
*NN05 los tres vivian (ACT) (IPFV) (B) felices en un bosque muy misterioso
*NN05 el perro era (STA) (IPFV) (B) muy travieso
*NN05 y siempre (TAQ) queria (ACT) (IPFV) (B) jugar con la rana
@G 02
*NN05 una noche (TAP) mientras (SIM) el niño y el perro dormian (ACT) (IPFV) (B)
*NN05 la rana se escapo (TEL) (PFV) (F) (SEASP)
@G 03
*NN05 al dia siguiente (TAP) al despertarse (SIM) (ANT) (INF)
*NN05 el niño se dio cuenta (TEL) (PFV) (F)
*NN05 de que la rana se habia desaparecido (B) (TEL) (PASTPERF) (PFV) (SEASP) (E)
@G 04
*NN05 empezo a buscarla por toda la habitacion (TEL) (PFV) (F) (INC)
*NN05 pero no la encontro (TEL) (PFV) (F)
*NN05 el perro le ayudo (ACT) (PFV) (F)
@G 05
*NN05 empezo a gritar (TEL) (PFV) (F) (INC) por la ventana
*NN05 porque estaba (STA) (IPFV) (B) muy triste
*NN05 la rana era (STA) (IPFV) (B) su amiga
@G 06
*NN05 de repente (TAC) el perro travieso como siempre (TAQ) se cayo (TEL) (PFV) (F) (SEASP) de la ventana
@G 07
*NN05 el niño salto (TEL) (PFV) (F) de la ventana
*NN05 y salvo (TEL) (PFV) (F) al perro
*NN05 pero el perro estaba (STA) (IPFV) (B) (xxx)
@G 08
*NN05 los dos entraron (TEL) (PFV) (F) en el bosque
*NN05 y empezaron a buscar (TEL) (PFV) (F) (INC) a la rana
*NN05 estaban (STA) (IPFV) (B) muy tristes
@G 09
*NN05 el niño miraba miraba (ACT) (IPFV) (F) (REP) por todas partes por todo el bosque
*NN05 pero no encontraba (TEL) (IPFV) (B) la rana
*NN05 el perro travieso como siempre (TAQ se puso a jugar (TEL) (PFV) (F) (INC) con unas abejas
*NN05 las abejas claro se enfadaron (TEL) (PFV) (F)
*NN05 porque no les gustaba (ACT) (IPFV) (B)
*NN05 que el perro jugara (B) (ACT) (IPFVSUBJ) con ellas
@G 10
*NN05 el niño le dijo (TEL) (PFV) (F) al perro
*NN05 que dejara de jugar (B) (TEL) (IPFVSUBJ) (COMP) con las abejas
*NN05 pero no le hizo (ACT) (PFV) (F) caso
@G 11
*NN05 el niño se subio (TEL) (PFV) (F) (SEASP) a un arbol

55 *NN05 y pregunto (TEL) (PFV) (F) a todos los otros animales por el bosque
56 *NN05 si habian visto (B) (TEL) (PASTPERF) (ANT) a la rana
57 *NN05 pero no habia visto (B) (TEL) (PASTPERF) (ANT) nada ninguno
58 *NN05 el perro seguia jugando (IPFV) (F) (ITE) con las abejas
59 @G 12
60 *NN05 de repente se enfadaron todas (TEL) (PFV) (F)
61 *NN05 y empezaron a ir (TEL) (PFV) (F) (INC) tras el perro
62 *NN05 y lo atacaron (TEL) (PFV) (F)
63 *NN05 el perro se fugo (TEL) (PFV) (F)
64 *NN05 pobre niño se cayo(TEL) (PFV) (F) (SEASP) al suelo
65 *NN05 y estaba (STA) (IPFV) (B) asustado
66 *NN05 de repente (TAC) le ataco (ACT) (PFV) (F) tambien un buho
67 @G 13
68 *NN05 claro estaba asustado (STA) (IPFV) (B)
69 *NN05 porque las abejas atacaban (ACT) (IPFV) (B) a todo el mundo
70 @G 14
71 *NN05 el niño se subio (TEL) (PFV) (F) (SEANNP) a la roca
72 *NN05 empezo a gritar (TEL) (PFV) (F) (INC)
73 *NN05 y a gritar para (xxx) a su amiga la rana
74 *NN05 el perro ya (TAC) estaba (STA) (IPFV) (B) harto
75 *NN05 y estaba dormido (ACT) (IPFV) (B)
76 @G 15
77 *NN05 de repente (TAC) los arboles y los arbustos empezaron a moverse
78 (TEL) (PFV) (F) (INC)
79 *NN05 el niño pensaba (ACT) (PFV) (B)
80 *NN05 que se habia subido (B) (TEL) (PASTPERF) (ANT) (SEASP) a un arbol
81 *NN05 pero era (STA) (IPFV) (B) un ciervo
82 @G 16
83 *NN05 el ciervo asustado se echo a correr (TEL) (PFV) (F) (INC) (SEASP)
84 *NN05 estaba (STA) (IPFV) (B) enfadadisimo
85 *NN05 el niño estaba (STA) (IPFV) (B) encima de el
86 *NN05 el perro se desperto (TEL) (PFV) (F)
87 *NN05 y empezo a correr (TEL) (PFV) (F) (INC) tras el ciervo y el pobre
88 niño
89 @G 17
90 *NN05 el ciervo enfadado tiro (TEL) (PFV) (F) al niño por un barranco
91 *NN05 el perro lo siguio (ACT) (PFV) (F)
92 @G 18
93 *NN05 los dos se cayeron (TEL) (PFV) (F) (SEASP) a un rio
94 @G 19
95 *NN05 suerte que el rio era (STA) (IPFV) (B) poca cosa
96 *NN05 y no se ahogaron (TEL) (PFV) (F)
97 *NN05 el niño y el perro se salvaron (TEL) (PFV) (F)
98 @G 20
99 *NN05 y de repente (TAC) el niño oyo (TEL) (PFV) (F) algo
100 *NN05 parecia (STA) (IPFV) (B) que
101 *NN05 oia (TEL) (IPFV) (B) a su amiga la rana
102 *NN05 pero no estaba (STA) (IPFV) (B) seguro
103 @G 20
104 *NN05 le dijo (TEL) (PFV) (F) al perro
105 *NN05 que no dijera (B) (TEL) (IPFVSUBJ) nada
106 @G 21
107 *NN05 miro (ACT) (PFV) (F)
108 *NN05 y de repente (TAC) la vio (TEL) (PFV) (F)
109 @G 22
110 *NN05 estaba (STA) (IPFV) (B) detras de un arbol
111 @G 23
112 *NN05 y estaba (STA) (IPFV) (B) con otras ranas
113 *NN05 habia (STA) (IPFV) (B) unas ranas pequeñitas unas ranitas

*NN05 y habia (STA) (IPFV) (B) muchas
*NN05 el niño y el perro se sorprendieron (TEL) (PFV) (F)
*NN05 nunca habian visto (B) (TEL) (PASTPERF) (ANT) tantas ranas juntas
*NN05 hablaron (ACT) (PFV) (F) un rato con su amiga la rana
*NN05 la rana les dijo (TEL) (PFV) (F)
*NN05 que habia conocido (B) (TEL) (PASTPERF) (ANT) a otra rana
*NN05 se habia enamorado (B) (TEL) (PASTPERF) (ANT)
*NN05 pero tenia (STA) (IPFV) (B) verguenza
*NN05 no se lo habia dicho (B) (TEL) (PASTPERF) (ANT) al niño y al perro
*NN05 porque no queria (ACT) (IPFV) (B) que
*NN05 ellos se enfadaran (TEL) (PFV) (B) con el
*NN05 tenia (STA) (IPFV) (B) verguenza
*NN05 dijo (TEL) (PFV) (F)
*NN05 que la habia conocido (B) (TEL) (PASTPERF) (ANT) el año pasado (TAP)
*NN05 y que estaban (STA) (IPFV) (B) muy contentas
*NN05 y que queria (ACT) (IPFV) (B) seguir ahi en el rio con su familia
*NN05 el niño y el perro le dijeron (TEL) (PFV) (F) que si
*NN05 que no habia (STA) (IPFV) (B) ningun problema
*NN05 y que fueran a visitarlos (TEL) (PFV) (B) de vez en cuando (TAQ)
*NN05 todos se quedaron (STA) (PFV) (B) muy contentos
@G 24
*NN05 al final de un dia (TAP) muy largo el niño y el perro se
despidieron (TEL) (PFV) (F) de la rana y su familia
*NN05 y volvieron(TEL) (PFV) (F) a casa contentos
*NN05 y todos volvieron (TEL) (PFV) (F) felices para siempre
@End

@Begin
@Languages es
@Participants NN06
@ID es/puigplanella
@Coder kenia puig i planella
@Situation one-way recording
@G 01
*NN06 habia una vez un niño
*NN06 que tenia (STA) (IPFV) (B) un perro y una rana
@G 02
*NN06 una noche (TAP) mientras (SIM) el niño y el perro dormian (ACT)
(IPFV) (B) mucho
*NN06 la rana salio (TEL) (PFV) (F) a escondidas de la habitacion
@G 03
*NN06 cuando (SIM) se despertleron (TEL) (PFV) (F) el niño y el perro a la
mañana siguiente (TAP)
*NN06 descubrieron (TEL) (PFV) (F) que la rana
*NN06 no estaba (STA) (IPFV) (B)
@G 04
*NN06 buscaban (ACT) (IPFV) (F) por toda la casa debajo de la cama encima
de la cama por todas partes
@G 05
*NN06 y luego miraron (ACT) (PFV) (F) por la ventana
*NN06 a ver si
*NN06 podian (ACT) (IPFV) (B) ver a la rana
*NN06 pero no no habia (STA) (IPFV) (B) ni rana ni nada
@G 06
*NN06 mientras (SIM) miraban (ACT) (IPFV) (B) por la ventana
*NN06 el perro se cayo (TEL) (PFV) (F) (SEASP)
*NN06 y se hizo (ACT) (PFV) (F) mucho daño el pobre
@G 07
*NN06 luego despues de (POST) consolarle (INF) al perro

@G 08
*NN06 el niño y el perro salieron (TEL) (PFV) (F) a dar una vuelta por el bosque
*NN06 a ver si podian (ACT) (IPFV) (B) encontrar la rana
@G 09/10
*NN06 buscaron (ACT) (PFV) (F) por todas partes en un colmena en un agujero de un topo por todas partes
*NN06 el perro miraba (ACT) (IPFV) (F) en la colmena
*NN06 mientras (SIM) el perro miraba (ACT) (IPFV) (B) en la colmena
*NN06 las abejas se pusieron (TEL) (PFV) (F) muy enfadados
@G 11
*NN06 porque se cayo(TEL) (PFV) (F) (SEASP) la colmena encima del suelo
@G 12
*NN06 y las abejas fueron (TEL) (PFV) (F) detras del perro con mucha ira
@G 13/14
*NN06 mientras tanto (SIM) el niño tenia (STA) (IPFV) (B) sus aventuras tambien
*NN06 el buscaba (ACT) (IPFV) (F) la rana encima de una roca
*NN06 y pensaba (ACT) (IPFV) (B)
*NN06 que habia (STA) (IPFV) (B) un arbol detras de la roca pero no
@G 15
*NN06 no fue (STA) (PFV) (B) (E) un arbol sino un ciervo
*NN06 y mientas (SIM) el niño buscaba (ACT) (IPFV) (B) la rana
*NN06 el niño buscaba (ACT) (IPFV) (F) otro ciervo
*NN06 de repente (TAC) el niño se encontro (TEL) (PFV) (F) encima del ciervo como encima de un caballo
@G 16
*NN06 y el ciervo se dio (ACT) (PFV) (F) un susto
*NN06 y empezo a encontrarse (TEL) (PFV) (F) (INC) encima de un rio
@G 17
*NN06 se paro (TEL) (PFV) (F) (SEASP)
@G 18
*NN06 y el niño y el perro se cayeron (TEL) (PFV) (F) (SEASP) al agua
@G 19
*NN06 al darse (SIM) (INF) con el agua
*NN06 el niño penso (ACT) (PFV) (F) oir algo
@G 20
*NN06 y hizo (ACT) (PFV) (F) callar al perro
@G 21
*NN06 para ver por encima de un tronco de un arbol
*NN06 lo que se encontraba alli (TEL) (IPFV) (B)
@G 22
*NN06 y que sorpresa alli habia (STA) (IPFV) (B) dos ranas
@G 23
*NN06 y en vez de tener solo una rana
*NN06 el niño habia encontrado (B) (TEL) (PASTPERF) (ANT) dos y mas todavia (TAC) dos ranas con una familia de ranitas casi cinco o seis ranitas
*NN06 y en vez de dejarles solitos alli
*NN06 el niño encontro (TEL) (PFV) (F) su propia rana y toda la familia con abuelos y todos
@G 24
*NN06 y les dejaron (TEL) (PFV) (F) alli
*NN06 para vivir para siempre muy felices
*NN06 y comieron perdices
@End

@Begin
@Languages es

@Participants NN07
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*NN07 habia una vez un niño
*NN07 que se llamaba (STA) (IPFV) (B) pepe
*NN07 tenia (STA) (IPFV) (B) un perro
*NN07 que se llamaba (STA) (IPFV) (B) benito
*NN07 y un dia (TAP) como le encantaban (ACT) (IPFV) (B) los animales
*NN07 se cogio (TEL) (PFV) (F) (SEASP) (E) una rana
*NN07 la daba (TEL) (IPFV) (B) el nombre de jose
*NN07 se puso (TEL) (PFV) (F) (SEASP) (SE) la rana jose en una jarra de cristal
*NN07 se queda (B) (STA) (PRES) (E) con benito el perro mirandola todo el dia y toda la noche (TAD)
@G 02
*NN07 pues el mismo dia (TAP) que cogio (TEL) (PFV) (B) la rana
*NN07 se escapo (TEL) (PFV) (F) (SEASP)
*NN07 cuando (SIM) pepe estaba durmiendo (ACT) (IPFVPROG) (B) y benito tambien
@G 03
*NN07 cuando (SIM) se despertó (TEL) (PFV) (F) pepe y benito
*NN07 y descubrieron (TEL) (PFV) (F) que
*NN07 jose se habia ido (B) (TEL) (PASTPERF) (SEASP) (ANT)
*NN07 pues se quedaron (STA) (PFV) (B) boquiabiertos
@G 04
*NN07 buscaba (ACT) (IPFV) (F) la rana por debajo de la cama por todos los sitios
*NN07 hasta que benito se quedo (STA) (PFV) (F) con la cabeza cogida en la jarra
@G 05
*NN07 despues de (POST) buscar (INF) jose la rana por toda la habitacion
*NN07 pues se pusieron a buscar (TEL) (PFV) (F) (INC) por fuera
*NN07 abrieron (TEL) (PFV) (F) la ventana
*NN07 y pepe se puso a gritar (TEL) (PFV) (F) (INC)
*NN07 jose jose donde estas (B) (STA) (PRES) (DIR)
@G 06
*NN07 y despues benito que estaba mirando (ACT) (IPFVPROG) (B) tambien por la ventana
*NN07 se cayo (TEL) PFV) (F) (SEASP)
@G 07
*NN07 al caerse (SIM) (INF)
*NN07 se rompio (TEL) (PFV) (F) el cristal
*NN07 que tenia (STA) (IPFV) (B) la cabeza metida en la jarra
*NN07 pues pepe estaba (STA) (IPFV) (B) bastante enfadado con benito
*NN07 por haber caido (ANT)
*NN07 y le daba (ACT) (IPFV) (B) miedo
@G 08
*NN07 se pusieron a buscar (TEL) (PFV) (F) (INC) a jose fuera en el jardin
*NN07 y benito estaba buscandole (ACT) (IPFVPROG) (F)
*NN07 y se acercaban (ACT) (IPFV) (F) a un bosque
@G 09
*NN07 pepe miraba (ACT) (IPFV) (F) por un agujero
*NN07 mientras (SIM) benito miraba (ACT) (IPFV) (B) en una columna
@G 10
*NN07 a benito le picaba (TEL) (IPFV) (F) la nariz
@G 11

62 *NN07 y cuando (SIM) se cayo (TEL) (PFV) (F) (SEASP) la colmena
63 @G 12
64 *NN07 benito se puso a correr (TEL) (PFV) (F) (INC)
65 *NN07 estaba corriendo corriendo (ACT) (IPFVPROG) (F) (REP) a dentro del
66 bosque
67 *NN07 y como pepe se habia caido (B) (TEL) (PASTPERF) (SEASP) (ANT)
68 *NN07 se perdieron (TEL) (PFV) (F)
69 @G 13
70 *NN07 jose estaba buscando (ACT) (IPFVPROG) (B) por todas las partes a
71 benito
72 *NN07 veia (TEL) (IPFV) (F) hasta un buho en el (xxx)
73 *NN07 se puso a gritar (TEL) (PFV) (F) (INC)
74 *NN07 a llamar a benito (INC)
75 *NN07 y benito vino (TEL) (PFV) (F) despues de (POST) un rato
76 @G 14
77 *NN07 habia (STA) (IPFV) (B) una roca muy muy grande
78 *NN07 y como pepe se fue a buscar (TEL) (PFV) (F) (SEASP) (INC) a benito
79 *NN07 que estaba (STA) (IPFV) (B) detras de el
80 *NN07 se cayo (TEL) (PFV) (F) (SEASP)
81 @G 15
82 *NN07 y vino (TEL) (PFV) (F) un ciervo
83 *NN07 pepe se quedo (STA) (PFV) (F) cogido en las (xxx) del ciervo
84 @G 16
85 *NN07 y el ciervo se fue corriendo (TEL) (PFV) (F) (SEASP)
86 *NN07 pepe cogido y benito corriendo detras
87 *NN07 estaban corriendo (ACT) (IPFVPROG) (F) muy muy rapido
88 @G 17
89 *NN07 y el ciervo se paro (TEL) (PFV) (F) (SEASP) de repente (TAC)
90 @G 18
91 *NN07 se cayo (TEL) (PFV) (F) (SEASP) en el rio el pobre pepe y benito
92 @G 19
93 *NN07 aunque estaba (STA) (IPFV) (B) muy muy mojado
94 *NN07 pepe estaba (STA) (IPFV) (B) super contento
95 *NN07 porque por fin (TAC) estaba (STA) (IPFV) (B) junto con benito
96 *NN07 tuvo (STA) (PFV) (F) una idea pepe
97 @G 20
98 *NN07 le dijo (TEL) (PFV) (F) a benito
99 *NN07 de callarse
100 *NN07 de no hacer ningun ruido
101 @G 21
102 *NN07 y se fue buscando (TEL) (PFV) (F) (SESAP) por encima de un troco a
103 jose
104 *NN07 la rana que estaba buscando (ACT) (IPFVPROG) (B) al principio
105 @G 22
106 *NN07 se encontro (TEL) (PFV) (F) (SEASP) a dos
107 *NN07 y de (xxx) como habia (STA) (IPFV) (B) ahora dos ranas
108 @G 23
109 *NN07 jose se habia enamorado (B) (TEL) (PANNTPERF) (ANT) con otra
110 *NN07 y ahora tenia (STA) (IPFV) (B) un monton de mini ranas bueno de niños
111 @G 24
112 *NN07 pues cogio (TEL) (PFV) (F) una
113 *NN07 y se fue (TEL) (PFV) (F) (SEASP)
114 *NN07 despidio (TEL) (PFV) (F) a jose y su nueva mujer y a los hermanos del
115 nuevo (xxx)
116 @End
117
1 **@Begin**
2 **@Languages es**
3 **@Participants: NN08**

@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*NN08 habia una vez un chico
*NN08 que se llamaba (STA) (IPFV) (B) juan
*NN08 tenia (STA) (IPFV) (B) dos animales domesticos un perro y una rana
*NN08 cada noche (TAP) pasaba (ACT) (IPFV) (B) horas jugando con la rana
*NN08 y mirando la rana
*NN08 que tenia (STA) (IPFV) (B) dentro de una jarra grande
@G 02
*NN08 una noche (TAP) la rana salio (TEL) (PFV) (F) de la jarra
*NN08 y se escapo (TEL) (PFV) (F) (SEASP)
@G 03
*NN08 el dia siguiente (TAP) cuando (SIM) juan se desperto (TEL) (PFV) (F)
*NN08 se dio (TEL) (PFV) (F) cuenta que
*NN08 la rana ya (TAC) no estaba (STA) (IPFV) (B)
@G 04
*NN08 busco (TEL) (PFV) (F) por todos lados detras de la cama encima de la cama por todos lados
*NN08 pero no encontraba (TEL) (IPFV) (B) la rana
@G 05
*NN08 empezo a gritar (TEL) (PFV) (F) (INC) por la ventana
@G 06
*NN08 el perro que estaba (STA) (IPFV) (B) a su lado
*NN08 se cayo (TEL) (PFV) (F) (SEASP)
@G 07
*NN08 pero no se hizo (ACT) (PFV) (B) daño
@G 08
*NN08 juan y el perro salieron (TEL) (PFV) (F) por el bosque
*NN08 juan empezo a gritar (TEL) (PFV) (F) (INC)
*NN08 a llamar a la rana (INC)
@G 09/10
*NN08 buscaba (ACT) (IPFV) (B) por todas partes en el bosque
*NN08 mientras (SIM) buscaba (ACT) (IPFV) (B)
*NN08 el perro jugaba (ACT) (IPFV) (F) con una colmena
*NN08 que estaba (STA) (IPFV) (B) al lado
*NN08 en el bosque juan encontraba (TEL) (IPFV) (B) de todo otros animales del bosque
@G 11
*NN08 tambien buscaba (ACT) (IPFV) (F) dentro de los arboles
*NN08 al final (TAC) con tanto jugar la colmena se cayo (TEL) (PFV) (F) (SEASP) del arbol
*NN08 y salieron (TEL) (PFV) (F) las abejas
*NN08 de repente (TAC) aparecio (TEL) (PFV) (F) un buho
@G 12
*NN08 y dio (TEL) (PFV) (F) un susto muy grande a juan
@G 13
@G 14
*NN08 pero juan seguia buscando (IPFV) (F) (ITE)
@G 15
*NN08 despues de (TAD) un rato aparecio (TEL) (PFV) (F) un ciervo un ciervo grande
*NN08 que no estaba (STA) (IPFV) (B) nada contento con juan
@G 16
*NN08 y el ciervo se lo llevo (TEL) (PFV) (F) (SEASP) hasta un acantilado
@G 17
@G 18
*NN08 juan se cayo (TEL) (PFV) (F) (SEASP) con el perro dentro de un lago

@G 19
*NN08 dentro del lago habia (STA) (IPFV) (B) un tronco
@G 20
*NN08 juan sabia (ACT) (IPFV) (B)
*NN08 que la rana iba a estar (TEL) (IPFV) (B) (INC) dentro del tronco
@G 21
*NN08 buscaron (ACT) (PFV) (F) los dos
*NN08 el perro y juan buscaron (ACT) (PFV) (F) detras del tronco y por dentro
@G 22
*NN08 y al final (TAC) en una esquina encontraron (TEL) (PFV) (F) la rana
*NN08 la rana que tenia (STA) (IPFV) (B) antes (ADV) como animal domestico
@G 23
*NN08 pero esa vez la rana no estaba (STA) (IPFV) (B) sola
*NN08 estaba (STA) (IPFV) (B) con otra rana y con una familia grande
*NN08 juan estaba (STA) (IPFV) (B) muy contento de haberlo encontrado
*NN08 y reconocio (TEL) (PFV) (F) su rana
@G 24
*NN08 y saludo (TEL) (PFV) (F) a las otras ranas
*NN08 y se fue (TEL) (PFV) (F) (SEASP)
*NN08 volvio (TEL) (PFV) (F) a casa con el perro y la rana
@End

@Begin
@Languages es
@Participants NN09
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*NN09 habia una vez un chico llamado pedro
*NN09 y tenia (STA) (IPFV) (B) un perro llamado rex
*NN09 y una rana llamada juanita
*NN09 juanita la rana vivia (ACT) (IPFV) (B) en una jarra de cristal
*NN09 todas las noches (TAP) antes de ir a dormir (ANT) (INF)
*NN09 pedro y su perro miraban (ACT) (IPFV) (B) a la rana
@G 02
*NN09 pero una noche (TAP) mientras (SIM) pedro y el perro dormian (ACT) (IPFV) (B)
*NN09 la rana salio (TEL) (PFV) (F) de la jarra
@G 03
*NN09 por la mañana (TAP) cuando (SIM) pedro y rex se despertaron (TEL) (PFV) (F)
*NN09 descubrieron (TEL) (PFV) (F) que la rana
*NN09 ya (TAC) no estaba (STA) (IPFV) (B) en la jarra
@G 04
*NN09 entonces los dos empezaron a buscarla (TEL) (PFV) (F) (INC) por toda la habitacion
*NN09 como no la encontraban (TEL) (IPFV) (B) por ningun lado
@G 05
*NN09 pedro abrio (TEL) (PFV) (F) la ventana
*NN09 para llamar a la rana
*NN09 pero el perro tenia (STA) (IPFV) (B) la cabeza dentro de la jarra
*NN09 y no podia sacarla (ACT) (IPFV) (B)
@G 06
*NN09 y con el peso de la jarra se cayo (TEL) (PFV) (F) (SEASP) por la ventana
@G 07
*NN09 pedro salio (TEL) (PFV) (F) al jardin

37 *NN09 y abrazo (TEL) (PFV) (F) al perro
38 *NN09 que por suerte no se habia hecho (B) (STA) (PASTPERF) (ANT) daño
39 @G 08
40 *NN09 entoces decidieron (TEL) (PFV) (F) ir al bosque
41 *NN09 a ver
42 *NN09 si alli estaba (STA) (IPFV) (B) juanita la rana
43 @G 09
44 *NN09 mientras pedro buscaba (ACT) (IPFV) (B) en un agujero
45 *NN09 rex jugaba (ACT) (IPFV) (F) con una colmena de abejas
46 @G 10
47 *NN09 y al final (TAC) salio (TEL) (PFV) (F) un topo del agujero
48 *NN09 pero no sabia (ACT) (IPFV) (B)
49 *NN09 donde estaba (STA) (IPFV) (B) la rana
50 @G 11
51 *NN09 entonces pedro subio (TEL) (PFV) (F) a un arbol
52 *NN09 y llamaba (TEL) (IPFV) (F) a juanita
53 *NN09 mientras (SIM) la colmena se habia caido (B) (TEL) (PANNTPERF) (ANT)
54 @G 12
55 *NN09 y todas las abjeas salieron (TEL) (PFV) (F)
56 *NN09 y perseguian (ACT) (IPFV) (F) al perro
57 *NN09 que corria (ACT) (IPFV) (B) asustado
58 *NN09 del arbol salio (TEL) (PFV) (F) un buho
59 @G 13
60 *NN09 que persiguio (ACT) (PFV) (F) al niño
61 @G 14
62 *NN09 y pedro se subio (TEL) (PFV) (F) (SEASP) a una roca
63 *NN09 y continuo llamando (PFV) (F) (ITE) a la rana
64 *NN09 y para no caer
65 *NN09 se cogio (TEL) (PFV) (F) (SEASP) a unas ramas
66 @G 15
67 *NN09 pero no eran (STA) (IPFV) (B) unas ramas
68 *NN09 eran (STA) (IPFV) (B) los cuervos de un ciervo
69 *NN09 y pedro se quedo (STA) (PFV) (F) colgado de los cuernos
70 @G 16
71 *NN09 entonces el ciervo empezo a correr (TEL) (PFV) (F) (INC) con pedro
72 encima
73 @G 17
74 *NN09 y llego (TEL) (PFV) (F) a un acantilado
75 *NN09 entonces freno (TEL) (PFV) (F) de repente (TAC)
76 @G 18
77 *NN09 y pedro y rex se cayeron (TEL) (PFV) (F) (SEASP) al agua
78 *NN09 porque debajo del acantilado habia (STA) (IPFV) (B) un rio
79 *NN09 por suerte estaban(STA) (IPFV) (B) bien solo un poco mojados
80 @G 19
81 *NN09 y entonces pedro oyo (TEL) (PFV) (F) un ruido
82 @G 20
83 *NN09 y le dijo (TEL) (PFV) (F) a su perro
84 *NN09 que se callara (B) (TEL) (IPFVSUBJ)
85 @G 21
86 *NN09 y miro (ACT) (PFV) (F) detras de un tronco
87 *NN09 que habia (STA) (IPFV) (B) en el rio
88 @G 22
89 *NN09 y alli vio que habia(STA) (IPFV) (B) dos ranas
90 *NN09 y las saludo (TEL) (PFV) (F)
91 @G 23
92 *NN09 y las ranas tenian (STA) (IPFV) (B) una familia
93 *NN09 y con ellas estaba (STA) (IPFV) (B) juamta
94 *NN09 que se había perdido (B) (TEL) (PASTPERF) (ANT) en bosque
95 *NN09 y juanita le dijo (TEL) (PFV) (F) a pedro

*NN09 que queria volver (ACT) (IPFV) (B) a la casa con ellos
@G 24
*NN09 y todos dijeron (TEL) (PFV) (F) adios a la familia de ranas
*NN09 y el cuento acaba con todos felices
@End

@Begin
@Languages es
@Participants NN10
@ID es/puigplane
@coder kenia puig i planella
@situation one-way recording
@G 01
*NN10 habia una vez un niño un perro y una rana
*NN10 y los tres vivian (ACT) (IPFV) (B) en una casa en el bosque
*NN10 y eran (STA) (IPFV) (B) muy amigos
@G 02
*NN10 una noche (TAP) mientras (SIM) el niño y el perro dormian (ACT) (IPFV) (B)
*NN10 la rana que era (STA) (IPFV) (B) un poco traviesa
*NN10 se escapo (TEL) (PFV) (F) por la ventana
@G 03
*NN10 y entonces por la mañana (TAP) cuando (SIM) el niño y el perro se despertaron (TEL) (PFV) (F)
*NN10 vieron (TEL) (PFV) (F) que la jarra de la rana
*NN10 estaba (STA) (IPFV) (B) vacia
@G 04
*NN10 entonces se pusieron a buscar (TEL) (PFV) (F) (INC) a la rana
*NN10 pero no estaba (STA) (IPFV) (B) en ningun lado
@G 05
*NN10 tambien llamaban (TEL) (IPFV) (F) en el jardin
*NN10 pero no la encontraban (TEL) (IPFV) (B)
@G 06
*NN10 entonces el perro que tenia (NNTA) (IPFV) (B) la cabeza en la jarra
*NN10 se cayo (TEL) (PFV) (F) (SEASP) de la ventana
@G 07
*NN10 y asi se rompio (TEL) (PFV) (F) la jarra
*NN10 entonces el perro se puso (TEL) (PFV) (F) contento
*NN10 pero el niño estaba (STA) (IPFV) (B) enfadado
*NN10 porque se habia roto (B) (TEL) (PASTPERF) (ANT) la jarra de la rana
@G 08
*NN10 y se fueron (TEL) (PFV) (F) (SEASP) al bosque cerca de su casa
*NN10 y el nino llamaba (TEL) (IPFV) (F) y llamaba (REP) a la rana
*NN10 pero no aparecia (TEL) (IPFV) (B)
@G 09
*NN10 tambien miro (ACT) (PFV) (F) en un agujero
*NN10 y el perro buscaba (ACT) (IPFV) (F) a la rana en el panal de unas abejas
*NN10 pero nadie encontraba (TEL) (IPFV) (B) a la rana
@G 10
*NN10 el agujero era (STA) (IPFV) (B) la casa de un conejo
*NN10 y cuando (SIM) salio (TEL) (PFV) (F) el niño
*NN10 se dio (TEL) (PFV) (F) un susto
@G 11
*NN10 entonces se fue a mirar (TEL) (PFV) (F) (SEASP) (INC) en un arbol
*NN10 que habia (STA) (IPFV) (B) cerca
*NN10 y se subio (TEL) (PFV) (F) (SEASP) al arbol
*NN10 y llamo (TEL) (PFV) (F) a la rana
*NN10 mientras (SIM) las abejas salieron (TEL) (PFV) (F) de la colmena

@G 12
*NN10 y perseguian (ACT) (IPFV) (F) al perro
*NN10 porque estaban (STA) (IPFV) (B) enfadadas
*NN10 y tambien del arbol salio (TEL) (PFV) (F) un buho
*NN10 y el niño se cayo (TEL) (PFV) (F) (SEASP)
@G 13
*NN10 entonces el buho perseguia (ACT) (IPFV) (F) al niño
@G 14
*NN10 y finalmente el niño se subio (TEL) (PFV) (F) (SEASP) a unas rocas
*NN10 y continuaba llamando (IPFV) (F) (ITE) a su rana
@G 15
*NN10 entonces se dio (TEL) (PFV) (F) cuenta
*NN10 que las ramas eran (STA) (IPFV) (B) los cuernos de un ciervo
@G 16
*NN10 y el ciervo se puso a correr (TEL) (PFV) (F) (INC)
@G 17
*NN10 y cuando (SIM) llego (TEL) (PFV) (F) a un acantilado
*NN10 tiro (TEL) (PFV) (F) al niño y al perro al agua
@G 18
*NN10 y se cayeron (TEL) (PFV) (F) (SEASP) al agua
*NN10 pero no paso (ACT) (PFV) (B) nada
@G 19
*NN10 el perro estaba (STA) (IPFV) (B) en la cabeza del niño
*NN10 porque no sabia (ACT) (IPFV) (B) nadar mucho
*NN10 entonces el niño penso (ACT) (PFV) (B)
*NN10 que oia (TEL) (IPFV) (F) un ruido
@G 20
*NN10 y le dijo (TEL) (PFV) (F) al perro silencio perrito
@G 21
*NN10 y los dos subieron (TEL) (PFV) (F) a un tronco viejo
*NN10 que habia (STA) (IPFV) (B) en el rio
@G 22/23
*NN10 y vieron (TEL) (PFV) (F) que en el otro lado
*NN10 habia (STA) (IPFV) (B) una familia de ranas el papa la mama y los hijitos
*NN10 entonces les pregunto (TEL) (PFV) (F)
*NN10 si su rana estaba (STA) (IPFV) (B) alli (ADV)
*NN10 y dijeron (TEL) (PFV) (F) que si
@G 24
*NN10 y el niño cogio (TEL) (PFV) (F) a su rana
*NN10 y dijeron (TEL) (PFV) (F) adios a las ranas
*NN10 y se fueron (TEL) (PFV) (F) (SEASP) a casa contentos
*NN10 y comieron perdices
@End

@Begin
@Languages es
@Participants NN11
@ID es/puigplane
@coder kenia puig i planella
@situation one-way recording
@G 01
*NN11 habia una vez un niño que se llamaba (STA) (IPFV) (B) juan
*NN11 y tenia (STA) (IPFV) (B) un perro que se llamaba bobby
*NN11 y tenia (STA) (IPFV) (B) una rana
*NN11 que guardaba (ACT) (IPFV) (B) en una jarra en su dormitorio
@G 02
*NN11 una noche (TAP) cuando (SIM) juan y bobby estaban durmiendo (ACT) (IPFVPROG) (B)

*NN11: la rana se escapó (TEL) (PFV) (F) (SEASP) de la jarra
*NN11: y salió (TEL) (PFV) (F) por la ventana
@G: 03
*NN11: a la mañana siguiente (TAP) cuando (SIM) juan y bobby se despertaron (TEL) (PFV) (F)
*NN11: vieron (TEL) (PFV) (F)
*NN11: que la rana no estaba (STA) (IPFV) (B)
@G: 04
*NN11: entonces empezaron a buscarla (TEL) (PFV) (F) (INC) por todas partes
*NN11: pero no aparecia (TEL) (IPFV) (B)
@G: 05
*NN11: asi que salió (TEL) (PFV) (F) por la ventana
*NN11: y empezó a llamarla (TEL) (PFV) (F) (INC)
*NN11: y el perrito bobby tenía (STA) (IPFV) (B) la cabeza dentro de la jarra
@G: 06
*NN11: para la sorpresa del niño bobby saltó (TEL) (PFV) (F) por la ventana
@G: 07
*NN11: y la jarra se rompió (TEL) (PFV) (F)
*NN11: entonces el niño también saltó (TEL) (PFV) (F)
*NN11: y abrazó (TEL) (PFV) (F) al perrito
*NN11: que estaba (STA) (IPFV) (B) asustado
@G: 08
*NN11: luego fueron (TEL) (PFV) (F) al bosque
*NN11: para ver si alli estaba (STA) (IPFV) (B) la rana
@G: 09
*NN11: y en el bosque vieron (TEL) (PFV) (F) una colmena
*NN11: y bobby empezó a jugar (TEL) (PFV) (F) (INC) con ella
*NN11: mientras (SIM) el niño buscaba (ACT) (IPFV) (B) a la rana en un agujero
@G: 10
*NN11: entonces una ardilla salió (TEL) (PFV) (F) de su agujero
*NN11: pero no sabia (NNTA) (IPFV) (B)
*NN11: donde estaba (STA) (IPFV) (B) la rana
@G: 11
*NN11: entonces el niño subió (TEL) (PFV) (F) a un árbol
*NN11: para buscar a la rana
*NN11: pero la colmena se cayó (TEL) (PFV) (F) (SEASP)
*NN11: y las abejas empezaron a salir (TEL) (PFV) (F) (INC)
@G: 12
*NN11: y perseguian (ACT) (IPFV) (F) al perro
*NN11: entonces un búho salió (TEL) (PFV) (F) del árbol
*NN11: y el niño se cayó (TEL) (PFV) (F) (SEASP)
@G: 13
*NN11: el búho perseguia (ACT) (IPFV) (F) al niño
@G: 14
*NN11: entonces el niño subió(TEL) (PFV) (F) a una roca
*NN11: y llamó TEL) (PFV) (F) (a la rana otra vez (TAC)
*NN11: pero no aparecía(TEL) (IPFV) (B) por ningún lado
@G: 15
*NN11: detrás de la roca habia (STA) (IPFV) (B) un ciervo
*NN11: y juan se cayó (TEL) (PFV) (F) (SEASP) encima del ciervo
@G: 16
*NN11: el ciervo enfadado empezó a correr (TEL) (PFV) (F) (INC) con juan encima
*NN11: y el perro también corria (ACT) (IPFV) (F) detras del ciervo
@G: 17
*NN11: entonces el ciervo tiró (TEL) (PFV) (F) a juan

@G 18
*NN11 y juan y bobby cayeron (TEL) (PFV) (F) en un rio
@G 19
*NN11 y cuando (SIM) estaban (STA) (IPFV) (B) en el rio
*NN11 juan oyo (TEL) (PFV) (F) un ruido
@G 20
*NN11 y le dijo (TEL) (PFV) (F) a bobby
*NN11 que no hiciera (B) (ACT) (IPFVSUBJ) ruido
@G 21
*NN11 entonces miraron (ACT) (PFV) (F) detras de un troco
*NN11 que habia (STA) (IPFV) (B) en el rio
@G 22/23
*NN11 y alla vieron (TEL) (PFV) (F)
*NN11 que habia (STA) (IPFV) (B) dos ranas
*NN11 que tenian (STA) (IPFV) (B) muchos hijitos
@G 24
*NN11 y una de las ranas era (STA) (IPFV) (B) su ranita
*NN11 que se habia escapado (B) (TEL) (PASTPERF) (SEASP)
*NN11 pero ella queria (ACT) (IPFV) (B) quedarse en el rio con su familia
*NN11 y juan y el perrito bobby jugaron (ACT) (PFV) (F) con las ranitas
un rato
*NN11 y luego volvieron (TEL) (PFV) (F) a su casa muy contentos
@End

@Begin
@Languages es
@Participants NN12
@ID es/puigplane
@coder *kenia puig i planella*
@situation one-way recording
@G 01
*S12 habia una vez un niño que se llamaba (STA) (IPFV) (B) pepe
*NN12 tenia (STA) (IPFV) (B) un perro
*NN12 que se llamaba (STA) (IPFV) (B) rex
*NN12 y una rana que se llamaba (STA) (IPFV) (B) doris
*NN12 cada noche (TAP) antes de (ANT) ir a dormir
*NN12 guardaba (TEL) (IPFV) (B) a doris en una jarra
@G 02
*NN12 una noche (TAP) mientras (SIM) pepe y rex dormian (ACT) (IPFV) (B)
*NN12 doris salio (TEL) (PFV) (F) de la jarra
*NN12 y se fue(TEL) (PFV) (F) (SEASP)
@G 03
*NN12 a la mañana siguiente(TAP) pepe se dio cuenta (TEL) (PFV) (F)
*NN12 de que la rana se habia escapado (B) (TEL) (PASTPERF) (SEASP)
*NN12 y se preocupo (TEL) (PFV) (F)
@G 04
*NN12 entonces se vestio (TEL) (PFV) (F) rapidamente
*NN12 y empezo a buscar (TEL) (PFV) (F) (INC) a doris
*NN12 y rex le ayudaba (ACT) (IPFV) (B)
@G 05
*NN12 abrio (TEL) (PFV) (F) la ventana
*NN12 para ver
*NN12 si doris estaba (STA) (IPFV) (B) en el jardin
*NN12 y grito (TEL) (PFV) (F) doris doris
@G 06
*NN12 entoces rex salto (TEL) (PFV) (F) por la ventana con la jarra en la
cabeza
@G 07
*NN12 y la jarra se rompio (TEL) (PFV) (F)

36 *NN12 y pepe se enfado (TEL) (PFV) (F) con el perro
37 *NN12 porque la jarra era (STA) (IPFV) (B) la casa de doris
38 @G 08
39 *NN12 los dos fueron (TEL) (PFV) (F) al bosque
40 *NN12 que habia (STA) (IPFV) (B) cerca de la cas
41 *NN12 y pepe llamaba (TEL) (IPFV) (F) otra vez (TAC) a la rana doris
42 @G 09
43 *NN12 en el bosque pepe encontro (TEL) (PFV) (F) un agujero
44 *NN12 y penso (ACT) (PFV) (B) que
45 *NN12 doris podia (ACT) (IPFV) (B) estar alli
46 *NN12 y rex se puso a jugar (TEL) (PFV) (F) (INC) con una colmena de
47 abejas
48 *NN12 que habia (STA) (IPFV) (B) en un arbol
49 @G 10
50 *NN12 del agujero salio (TEL) (PFV) (F) un conejo
51 *NN12 y pepe estaba (STA) (IPFV) (B) triste
52 *NN12 porque alli no estaba (STA) (IPFV) (B) su rana
53 @G 11
54 *NN12 entonces subio (TEL) (PFV) (F) a un árbol muy grande
55 *NN12 donde habia (STA) (IPFV) (B) otro agujero
56 *NN12 y miro (TEL) (PFV) (F)
57 *NN12 para ver si doris
58 *NN12 se habia escondido (B) (TEL) (PASTPERF) alli
59 @G 12
60 *NN12 pero el agujero era (STA) (IPFV) (B) la casa de un buho
61 *NN12 que salio (TEL) (PFV) (F) volando
62 *NN12 y tiro (TEL) (PFV) (F) a pepe del arbol
63 *NN12 mientras (SIM) rex corria (ACT) (IPFV) (B)
64 *NN12 porque todas las abejas le perseguian (ACT) (IPFV) (B)
65 *NN12 porque habia tirado (B) (TEL) (PASTPERF) su colmena
66 @G 13
67 @G 14
68 *NN12 luego pepe subio (TEL) (PFV) (F) a una roca
69 *NN12 y se cogio (TEL) (PFV) (F) a unas ramas
70 *NN12 y volvio a llamar (PFV) (F) (ITE) a su rana
71 @G 15
72 *NN12 pero las ramas no eran (STA) (IPFV) (B) unas ramas
73 *NN12 eran (STA) (IPFV) (B) los cuernos de un ciervo muy grande
74 @G 16
75 *NN12 y el ciervo se lo llevo (TEL) (PFV) (F) (SEASP) hasta un acantilado
76 @G 17
77 *NN12 y alli tiro (TEL) (PFV) (F) al pobre pepe y a rex a un rio
78 *NN12 que habia (STA) (IPFV) (B) debajo
79 @G 18
80 *NN12 pero por suerte el rio no era (STA) (IPFV) (B) muy profundo
81 *NN12 y no se hicieron (ACT) (PFV) (B) daño
82 @G 19
83 *NN12 como a rex no le gustaba (ACT) (IPFV) (B) el agua
84 *NN12 subio (TEL) (PFV) (F) a la cabeza de pepe
85 *NN12 y de repente (TAC) los dos oyeron (TEL) (PFV) (F) un ruido
86 @G 20
87 *NN12 y pensaron (ACT) (PFV) (B) que
88 *NN12 podia (ACT) (IPFV) (B) ser su rana doris
89 *NN12 y pepe le dijo (TEL) (PFV) (F) a rex
90 *NN12 que estuviera (B) (STA) (IPFVSUBJ) callado
91 @G 21
92 *NN12 miraron (ACT) (PFV) (F) detras de un tronco
93 @G 22
94 *NN12 alli habia (STA) (IPFV) (B) dos ranas juntas un papa y una mama

@G 23
*NN12 y tenian (STA) (IPFV) (B) muchas ranitas pequeñas
*NN12 que eran (STA) (IPFV) (B) sus hijitos
*NN12 y doris estaba (STA) (IPFV) (B) con ellos
*NN12 porque eran (STA) (IPFV) (B) sus amigos
*NN12 y habia ido (B) (TEL) (PASTPERF) a visitarlos
*NN12 y no sabia (ACT) (IPFV) (B)
*NN12 como volver a casa
@G 24
*NN12 entonces pepe cogio (TEL) (PFV) (F) a doris
*NN12 y muy contentos dijeron (TEL) (PFV) (F) adios a las ranas
*NN12 y volvieron (TEL) (PFV) (F) a casa
@End

@Begin
@Languages es
@Participants N01
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*N01 habia una vez un niño
*N01 que se llamaba (ACT) (B) (IPFV) Pepito
*N01 pepito tenia (STA) (B) (IPFV) dos amigos un perro y una ranita
@G 02
*N01 una noche (TAP) pepito se fue a dormir (TEL) (F) (PFV) (INC) (SEASP)
*N01 pero no se acordo (TEL) (B) (PFV) de cerrar bien la ventana
*N01 y la ranita aprovecho (ACT) (F) (PFV) para saltar pluck por la ventana
@G 03
*N01 por la mañana (TAP) cuando (SIM) Pepito se levanto (TEL) (F) (PFV)
*N01 oh se dio (TEL) (F) (PFV) cuenta que
*N01 no estaba (STA) (F) (IPFV) su ranita
@G 04
@G 05
@G 06
@G 07
@G 08
*N01 asi que con su perro y el se fueron (TEL) (F) (PFV) (SEASP) en busca de la ranita
*N01 fueron (TEL) (F) (PFV) al bosque
*N01 y pensaron (ACT) (F) (PFV) que
*N01 alli se podia (ACT) (B) (IPFV) (SEASP) haber escondido (ANT)
@G 09
*N01 y en el bosque se encontraron (TEL) (F) (PFV) con un nido de abejas
*N01 pepito vio (TEL) (F) (PFV) un agujero
*N01 y llamo (TEL) (F) (PFV)
*N01 ranita ranita que estas (STA) (B) (PRES) (DIR) aqui
@G 10
*N01 pero no del agujero le salio (TEL) (F) (PFV) un topo
*N01 el perro vio (TEL) (F) (PFV) el nido de abejas
*N01 y empezo a jugar (TEL) (F) (PFV) (INC) con ellas
@G 11
*N01 al final (TAC) el nido se cayo (TEL) (F) (PFV) (SEASP)
*N01 y las abejas salieron corriendo (TEL) (F) (PFV) (REP) corriendo persiguiendo al pobre perro
*N01 pepito mientras (SIM) tanto se habia subido (TEL) (B) (PASTPERF) (SEASP) (ANT) a un arbol
*N01 del árbol también había (STA) (B) (IPFV) un agujero
@G 12

*N01 y del agujero uh uh uh salio (TEL) (F) (PFV) un buho
*N01 pepito se dio (TEL) (F) (PFV) un susto
@G 13
*N01 oi, oi, oi dijo (TEL) (F) (PFV) el buho
*N01 no me molestes (ACT) (B) (PRES) (DIR)
*N01 que yo estoy durmiendo (ACT) (B) (PRESPROG) (DIR)
@G 14
*N01 asi que pepito continuo buscando (F) (PFV) (ITE)
*N01 ranita ranita donde estas (STA) (B) (PRES) (DIR)
@G 15
*N01 detras de unas piedras muy altas muy altas pepito vio (TEL) (F) (PFV) unas ramas
*N01 y se subio (TEL) (F) (PFV) (SEASP) a las piedras
*N01 y se cogio (TEL) (F) (PFV) a las ramas
*N01 y seguia gritando (F) (IPFV) (ITE)
*N01 ranita ranita donde estas (STA) (B) (PRES) (DIR)
*N01 pero la ranita nada de repente (TAC) las ramas empezaron a moverse (TEL) (F) (PFV) (INC)
*N01 y pepito se dio (TEL) (F) (PFV) cuenta de que
*N01 no eran unas ramas (STA) (B) (IPFV)
*N01 sino que eran (STA) (B) (IPFV) los cuernos de un ciervo
@G 16
*N01 el ciervo salio (TEL) (F) (PFV) corriendo
@G 17
*N01 y tiro (TEL) (F) (PFV) a pepito y a su perro al agua chof
*N01 oh dijo (TEL) (B) (PFV) pepito
*N01 oh dijo (TEL) (B) (PFV) su perro
*N01 asi que continuaron buscando (F) (PFV) (ITE) por alli
*N01 ranita ramta donde estas (STA) (B) (PRES) (DIR)
@G 18
@G 19
*N01 oh de repente pepito oyo (TEL) (F) (PFV) un ruido
@G 20
*N01 croc croc croc sss le dijo (TEL) (F) (PFV) a su perro
*N01 no chilles (TEL) (B) (PRES) (DIR)
*N01 no hagas ruido (ACT) (B) (PRES) (DIR)
*N01 me parece (STA) (B) (PRES) (DIR)
*N01 que aqui detras hay (STA) (B) (PRES) (DIR) algo
@G 21
*N01 miraron (ACT) (F) (PFV) detras de un tronco
@G 22/23
*N01 y en efecto alli encontraron (TEL) (F) (PFV) a un papa rana y a una mama rana y a las ranitas hijitos
*N01 oh mira (ACT) (B) (PRES) (DIR)
*N01 es (STA) (B) (PRES) (DIR) mi ranita hola hola ranita
*N01 como estas (STA) (B) (PRES) (DIR)
*N01 te habia perdido (TEL) (B) (PASTPERF) (ANT) (DIR)
*N01 oh gracias ranitas por cuidar a mi ranita eh muchas gracias
@G 24
*N01 ahora (TAP) me la llevo (TEL) (B) (PRES) (DIR) a casa
*N01 otro dia (TAP) os vendra (TEL) (B) (FUT) (DIR) a ver vale
*N01 que contento estoy (STA) (B) (PRES) (DIR)
*N01 hasta luego ranitas adios y colorin colorado este cuento se ha acabado
@End

@Begin
@Languages. es
@Participants N02
@ID es/puigplanella

@coder kenia puig i planella
@situation one-way recording
@G 01
*N02 habia una vez carlos y el pequeño perrito boby
*N02 estaban mirando (ACT) (B) (IPFVPROG) esa ranita verde
*N02 que habian cazado (TEL) (B) (PASTPERF) (ANT) aquella misma noche (TAP)
*N02 se disponian a irse (ACT) (B) (IPFV) (SEASP) (INC) a la cama
*N02 pero estuvieron rato y rato mirando (ACT) (B) (PFVPROG) esa ranita verde
*N02 la pusieron (TEL) (F) (PFV) en una especie de pecera
*N02 en la que ellos consideraron (ACT) (B) (PFV) que
*N02 estaria (STA) (B) (COND) confortable aquella noche (TAP)
@G 02
*N02 mientras (SIM) carlos y el pequeño perrito estaban durmiendo (ACT) (B) (IPFVPROG) profundamente
*N02 de hecho incluso estaban soñando (ACT) (B) (IPFVPROG)
*N02 con lo que harian (ACT) (B) (COND) al dia siguiente (TAP) con esa ranita
*N02 ella se desperto (TEL) (F) (PFV)
*N02 y salio de la pecera (TEL) (F) (PFV)
*N02 salto por la ventana (TEL) (F) (PFV)
*N02 que quedo (TEL) (B) (PFV) entreabieta en aquella noche de verano (TAP)
@G 03
*N02 a la mañana siguiente (TAP) carlitos miro (ACT) (F) (PFV) la pecera
*N02 y vio (TEL) (F) (PFV) que
*N02 la ranita no estaba (STA) (F) (IPFV)
@G 04
*N02 boby husmeo (TEL) (F) (PFV) (REP) e husmeo
*N02 pero la cabeza se le quedo (TEL) (F) (PFV) dentro de la pecera
*N02 mientras (SIM) carhtos se vestia (TEL) (B) (IPFV)rapidamente
*N02 y se limpiaba (ACT) (B) (IPFV) la cara y los dientes
*N02 despues de (POST) haber comido alguna cosita pequeña
@G 05
*N02 y se disponia (ACT) (B) (IPFV) (B) (INC)
*N02 a ir a buscar a la ranita verde
*N02 el pequeño perrito que se habia quedado (TEL) (F) (PASTPERF) (ANT) con la cabeza dentro de la pecera
@G 06
*N02 salto (TEL) (F) (PFV) por la ventana
@G 07
*N02 con cual disgusto que cayendo (GER)
*N02 se rompio (TEL) (F) (PFV) (SEASP) la pecera
*N02 el disgusto fue (STA) (B) (PFV) para carhtos
*N02 que esa pecera se la habia regalado (ACT) (B) (PASTPERF) (ANT) su madre
*N02 pero bien contento estaba (STA) (B) (IPFV) el perrito boby
*N02 que no paro de lamerle (TEL) (F) (PFV) (COMP) la cara a carlos
@G 08
*N02 empezaron a buscar (TEL) (F) (PFV) (INC) a la ranita verde por el bosque
*N02 ranita verde ranita verde donde estas (STA) (B) (PRES) (DIR)
*N02 pero nadie respondio (TEL) (F) (PFV)
@G 09
*N02 empezaron a buscar (TEL) (F) (PFV) (INC) por todos los nidos de los topos
*N02 que habia (STA) (B) (IPFV) por todo el bosque
@G 10
*N02 a carlos le saltó (TEL) (F) (PFV) un topo
*N02 le dio (TEL) (F) (PFV) un buen susto

*N02 el perrito boby empezo a zarandear (TEL) (F) (PFV) (INC) cada uno de
los arboles
*N02 que encontraba (TEL) (B) (IPFV)
@G 11
*N02 en aquello que un arbol tenia (STA) (B) (IPFV) un panal de abejas
*N02 lo zarandeo (ACT) (F) (PFV) tanto que el panal
*N02 cayo (TEL) (F) (PFV)
*N02 y las abejas comenzaron a perseguir (TEL) (F) (PFV) (INC) a boby el
perrito
*N02 que desesperadamente se iba (TEL) (B) (IPFV) (SEASP) de un lado a otro
*N02 dando (GER) vueltas por todo el bosque
*N02 intentando deshacerse (GER) de las mas que molestas abejas
*N02 entre ello carlitos se subio (TEL) (F) (PFV) (SEASP) a un arbol
*N02 miro (ACT) (F) (PFV)
*N02 que habia (STA) (B) (IPFV) dentro de un agujero
@G 12
*N02 pero era (STA) (B) (IPFV) un nido de un buho
*N02 carlos cayo (TEL) (F) (PFV) asustado
@G 13
*N02 el buho se fue (TEL) (F) (PFV) (SEASP) volando
@G 14
*N02 y entre esto carlos subio (TEL) (F) (PFV) a una montaña
*N02 donde habia (STA) (B) (IPFV) varios arbustos
*N02 y entre estos arbustos se encontraban (STA) (B) (IPFV) los cuernos de
un alce
@G 15
*N02 carlitos sin darse (INF) cuenta
*N02 se subio (TEL) (F) (PFV) (SEASP) a la cabeza del alce
@G 16
*N02 el alce cogio (TEL) (F) (PFV)
*N02 y empezo a correr (TEL) (F) (PFV) (INC) con carhtos entre los dos
cuernos
*N02 carlitos todo asustado pensaba (ACT) (B) (IPFV)
*N02 que de esa no saldria (TEL) (B) (COND)
*N02 el perrito boby se habia desecho (ACT) (B) (PASTPERF) (ANT) de las
abejas
*N02 que le habian perseguido (ACT) (B) (PASTPERF) (ANT) durante minutos y
minutos horas y horas (TAD)
*N02 entre esto que el perrito boby consiguio alcanzar (TEL) (F) (PFV)
(COMP) al alce y a carlitos
*N02 pero el alce se encontro (TEL) (F) (PFV) en un barranco
@G 17
*N02 freno (TEL) (F) (PFV)
*N02 y carlitos cayo (TEL) (F) (PFV) barranco abajo con boby detras
*N02 suerte tuvieron (STA) (B) (PFV)
*N02 que debajo de ese pequeño barranco habia (STA) (B) (IPFV) una charca
llena de agua
@G 18
*N02 cayeron (TEL) (F) (PFV) en el agua
@G 19
*N02 y todo acabo (TEL) (F) (PFV) en un susto
@G 20
*N02 entre esto que carhtos le hizo callar (ACT) (F) (PFV) a boby
*N02 porque habia oido (TEL) (B) (PASTPERF) (ANT) de ranitas
@G 21
*N02 miro (ACT) (F) (PFV) detras de un tronco
@G 22
*N02 y ahi estaban (STA) (B) (IPFV) dos ranitas
*N02 una era (STA) (B) (IPFV) la ranita verde

*N02 que habian cogido (TEL) (B) (PASTPERF) (ANT) la noche anterior (TAP)
@G 23
*N02 y alrededor se encontraban (STA) (B) (IPFV) todas las ranitas
pequeñitas toda la familia
*N02 era (STA) (B) (IPFV) su hogar natural
*N02 alli se encontraban (STA) (B) (IPFV) las dos ranitas y las ranitas
pequeñitas felices
*N02 y alli se quedaron (TEL) (B) (PFV) para toda la vida (TAD)
@G 24
*N02 carlitos y boby volvieron (TEL) (F) (PFV)
*N02 despues de (POST) jugar (INF) un ratito con las ranitas pequeñitas
*N02 volvieron (TEL) (F) (PFV) a su casa
*N02 y colorin colorado este cuento se ha acabado
@End

@Begin
@Languages es
@Participants N03
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*N03 habia una vez un niño
*N03 que le regalaron (ACT) (B) (PFV) una ranita
@G 02
*N03 despues una noche (TAP) la ranita cuando (SIM) el niño estaba
durmiendo (ACT) (B) (IPFVPROG)
*N03 se fue (TEL) (F) (PFV) (SEASP)
*N03 y se escapo (TEL) (F) (PFV) (SEASP)
@G 03
*N03 a la mañana (TAP) siguiente el niño buscaba (ACT) (F) (IPFV)
*N03 ranita ranita donde estas (STA) (B) (PRES) (DIR) la ranita
*N03 porque en el pote donde la tenia (STA) (B) (IPFV) guardada
*N03 pues no estaba (STA) (F) (IPFV)
@G 04
*N03 entonces remeno (ACT) (F) (PFV) (REP) y remeno
*N03 desordeno (ACT) F) (PFV) (su habitacion
*N03 buscandola (GER)
@G 05
*N03 y salio (TEL) (F) (PFV) por la ventana
*N03 con su perrito diciendo (GER)
*N03 ranita ranita donde estas (STA) (B) (PRES) (DIR) ranita ranita
@G 06
@G 07
*N03 entonces salio (TEL) (F) (PFV) de la ventana
*N03 y dijo (TEL) (F) (PFV)
*N03 sabes (STA) (B) (PRES) (DIR) que
*N03 lo que haremos (ACT) (B) (FUT) (DIR)
*N03 buscaremos a la ranita (ACT) (B) (FUT) (DIR)
*N03 entonces le dijo (TEL) (F) (PFV) a su perro
*N03 vamos a buscar (TEL) (B) (PRES) (DIR) (INC) a la ranita
@G 08
*N03 entoces (SEC) empezaron a gritar (TEL) (F) (PFV) (INC) por el jardin
*N03 ranita ranita donde estas (STA) (B) (PRES) (DIR) ranita ranita
@g 09
*N03 asi que busco (ACT) (F) (PFV) (REP)
*N03 y busco y busco por todo el jardin
@G 10
*N03 pero el perro entonces vió (TEL) (F) (PFV) un panal de abejas

*N03 y entonces las abejas salieron (TEL) (F) (PFV) ante los gritos del niño de ranita ranita
*N03 salieron (TEL) (F) (PFV)
*N03 y entonces empezaron a perseguir (TEL) (F) (PFV) (INC) al niño
*N03 y ai que me pica (TEL) (B) (PRES) (DIR) una abeja
*N03 que me pica (TEL) (B) (PRES) (DIR) una abeja
@G 11
@G 12
*N03 entonces el perro ui corrio (ACT) (F) (PFV) (REP)
*N03 corrio corrio
*N03 porque todas las abejas perseguian (ACT) (B) (IPFV) al perro
@G 13
@G 14
*N03 entonces el niño continuaba buscando (IPFV) (F) (ITE)
*N03 ranita ranita donde estas (STA) (B) (PRES) (DIR) ranita
*N03 y se cogio (TEL) (F) (PFV) a unas ramas
@G 15
*N03 pero ai estas ramas no eran (STA) (B) (IPFV) ramas
*N03 eran (STA) (B) (IPFV) un ciervo
@G 16
@G 17
*N03 y entonces el ciervo enfadado porque el niño habia confundido (TEL) (B) (PASTPERF) (ANT) sus cuernos con unas ramas
*N03 lo tiro (TEL) (F) (PFV) al agua
@G 18
*N03 al tirarle (INF) (SIM) al agua
@G1 19
*N03 ui sorpresa empezo a oir (TEL) (F) (PFV) (INC) cruac cruac cruac
*N03 y el niño y el perro se dieron (TEL) (F) (PFV) cuenta
*N03 que habian encontrado (TEL) (B) (PASTPERF) (ANT) su ranita
@G 20
*N03 entonces el niño le dijo (TEL) (F) (PFV) al perro
*N03 sss que me parece (STA) (B) (PRES) (DIR)
*N03 que he encontrado (TEL) (B) (PRESPERF) (DIR) a la ranita
@G 21
@G 22
*N03 y ui sorpresa detras de un tronco habia (STA) (B) (IPFV) una ranita
@G 23
*N03 pero cual fue (STA) (B) (PFV) la sopresa
*N03 que la ranita tenia (STA) (B) (IPFV) tres hijitos y un xxx
*N03 entonces la ranita le dijo (TEL) (F) (PFV)
*N03 mira (ACT) (B) (PRES) (DIR)
*N03 es (STA) (B) (PRES) (DIR) que
*N03 yo soy (STA) (B) (PRES) (DIR) una mama
*N03 y tengo (STA) (B) (PRES) (DIR) tres hijitos
*N03 y entonces tu no me puedes guardar (ACT) (B) (PRES) (DIR)
*N03 porque yo tengo (STA) (B) (PRES) (DIR) que cuidar a los hijitos
*N03 y el niño pues entendio (TEL) (B) (PFV) (B)
*N03 que no se podia quedar (ACT) (B) (IPFV) (B) con la ranita
@G 24
*N03 pero entonces dijeron (TEL) (B) (PFV) (F)
*N03 bueno no te preocupes (ACT) (B) (PRES) (DIR)
*N03 yo cuidare de ti (ACT) (B) (FUT) (DIR)
*N03 entonces colorin colorado este cuento se ha acabado
@End

@Begin
@Languages: es

@Participants: N04
@ID: es/puigplanella
@coder: kenia puig i planella
@situation:one-way recording
@G: 01
*N04: había una vez un niño
*N04: que le regalaron (ACT) (B) (PFV) una ranita
@G: 02
*N04: y mientras (SIM) dormía (ACT) (B) (IPFV)
*N04: la ranita se escapó (TEL) (F) (PFV) (SEASP)
@G: 03
@G: 04
*N04: y el con su perro venga a buscar (PRES) (ITE) la ranita
@G: 05
@G: 06
@G: 07
@G: 08
*N04: salieron (TEL) (F) (PFV) al bosque
*N04: y llamaron (TEL) (F) (PFV) ranita ranita
@G: 09
*N04: y vio (TEL) (F) (PFV) un agujerito
*N04: y pensó (ACT) (F) (PFV)
*N04: allí está (STA) (B) (PRES) (DIR) la ranita
@G: 10
*N04: miró (ACT) (F) (PFV)
*N04: pero en vez de una ranita le salió (TEL) (F) (PFV) un topo
*N04: y el perrito también vió (TEL) (F) (PFV) en un árbol una cosa
*N04: se pensaba (ACT) (B) (IPFV) (SEASP)
*N04: que podia estar (ACT) (B) (IPFV) la ranita
*N04: pero era (STA) (B) (IPFV) un nido de abejas uuh
@G: 11
*N04: y tuvieron (STA) (PFV) (F) que correr y correr (REP) muchisimo
@G: 12
*N04: y tuvieron (STA) (F) (PFV) un susto muy grande con un mochuelo
*N04: que les salió (TEL) (F) (PFV) de un árbol
@G: 13
@G: 14
*N04: y para ver (INF) si
*N04: veian (TEL) (B) (IPFV) más cosas
*N04: el niño se subió (TEL) (F) (PFV) (SEASP) encima de una piedra
*N04: y se agarró (TEL) (F) (PFV) a una rama
*N04: porque estaba a punto de caer (TEL) (B) (IPFV) (INC)
@G: 15
*N04: pero oh no era (STA) (B) (IPFV) una rama
*N04: eran (STA) (B) (IPFV) los cuernos de un ciervo
*N04: y se quedó (TEL) (F) (PFV) colgado del cuello
@G: 16
*N04: y el ciervo empezó a correr (TEL) (F) (PFV) (INC) a correr (REP) y el perro detrás
*N04: hasta que llegaron (TEL) (F) (PFV) a un precipicio
@G: 17
*N04: y entonces el ciervo se paró (TEL) (F) (PFV) (SEASP)
*N04: y el niño y el perro se cayeron (TEL) (F) (PFV) (SEASP) por el precipicio
@G: 18
*N04: pero había un rio abajo (STA) (B) (IPFV)
*N04: y cuando (SIM) llegaron (TEL) (F) (PFV) xxx chof todos mojados
@G: 19
*N04: y entonces de golpe el niño oyó (TEL) (F) (PFV) un ruidito

*N04 y dijo (TEL) (F) (PFV)
*N04 que es esto (STA) (B) (PRES) (DIR)
@G 20
*N04 le dijo al perro (TEL) (F) (PFV)
*N04 callate perro (TEL) (B) (IMPER) (DIR)
*N04 callate (REP)
*N04 que me parece (STA) (B) (PRES) (DIR)
*N04 que aqui oigo un ruidito (TEL) (B) (PRES) (DIR)
@G 21
*N04 y fueron buscando (TEL) (F) (PFV) (INC) buscando (REP)
@G 22
@G 23
*N04 oh y encontraron (TEL) (F) (PFV) a un papa y una mama ranita con todo
de ranitas
*N04 y entonces la mama ranita le dijo (TEL) (F) (PFV)
*N04 ten (STA) (B) (IMPER) (DIR)
*N04 esta es (STA) (B) (PRES) (DIR) tu ranita
@G 24
*N04 y el niño estuvo (STA) (B) (PFV) muy contento muy contento
*N04 porque habia encontrado (TEL) (B) (PASTPERF) (ANT) la ranita
@End

@Begin
@Languages es
@Participants N05
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*N05 habia una vez un niño y su perrito
*N05 estaban (STA) (B) (IPFV) en una habitacion
*N05 y miraban (ACT) (B) (IPFV) a su ranita
*N05 los dos estaban (STA) (B) (IPFV) muy contentos
@G 02
*N05 pero decidieron (TEL) (F) (PFV) (SEASP) irse a dormir
*N05 durmiendo (GER) (SIM) el niño y el perrito tranquilamente
*N05 la ranita salio (TEL) (F) (PFV) del potecito
*N05 donde estaba (STA) (B) (IPFV) guardada
*N05 y esto hizo (ACT) (B) (PFV) que
*N05 se escapara (TEL) (B) (IPFVSUBJ) (SEASP) de su casita
@G 03
*N05 a media noche (TAP) el niño y el perrito se despertaron (TEL) (F)
(PFV)
*N05 y vieron (TEL) (F) (PFV) que
*N05 la ranita ya (TAC) no estaba (STA) (F) (IPFV) dentro del potecito
*N05 se extrañaron (TEL) (F) (PFV)
*N05 y no entendieron (TEL) (F) (PFV) porque
*N05 se habia escapado (TEL) (B) (PASTPERF) (ANT)
@G 04
*N05 empezaron a buscar (TEL) (F) (PFV) (INC) por toda la habitacion
*N05 la revolvieron (ACT) (F) (PFV) de arriba a abajo
*N05 pero la ranita no salio (TEL) (F) (PFV)
@G 05
*N05 abrieron (TEL) (F) (PFV) la ventana
*N05 el perro y el niño exclamaron (TEL) (F) (PFV)
*N05 dónde estas (STA) (B) (PRES) (DIR) (REP) ranita
*N05 dónde estás
*N05 y no la encontraron (TEL) (F) (PFV)
@G 06

*N05 esto hizo (ACT) (B) (PFV) que
*N05 el perrito se metiera (TEL) (F) (IPFVSUBJ) (SEASP) el potecito en la cabeza
*N05 y sin querer (INF)
*N05 saltara (TEL) (F) (IPFVSUBJ) de la ventana hasta el jardin de casa
@G 07
*N05 el niño se asusto (TEL) (F) (PFV)
*N05 y acto seguido fue a buscar (TEL) (F) (PFV) (INC) al perrito
*N05 y le dijo (TEL) (F) (PFV)
*N05 pero que has hecho (ACT) (B) (PRETPERF) (DIR)
*N05 has roto (TEL) (B) (PRETPERF) (DIR) el potecito la casita de la ranita
*N05 y ya esta (STA) (B) (PRES) (DIR) bien
*N05 el niño dijo (TEL) (F) (PFV)
*N05 dirigiendose (GER) de forma enfadada al perrito
@G 08
*N05 salieron (TEL) (F) (PFV) en busca de la ranita
*N05 se dirigieron (ACT) (F) (PFV) al bosque
*N05 empezaron a exclamar (TEL) (F) (PFV) (INC)
*N05 ranita ranita donde estas (STA) (B) (PRES) (DIR) (REP)
*N05 donde estas
*N05 el perro tambien aullaba (ACT) (B) (IPFV)
*N05 pero no habia (STA) (B) (IPFV) manera de que
*N05 la ranita apareciera (TEL) (B) (IPFVSUBJ)
@G 09
*N05 de repente (ADV) se acercaron (TEL) (F) (PFV) a un arbol
*N05 donde habia (STA) (B) (IPFV) un panal de abejas
*N05 el niño tambien exclamaba (TEL) (F) (IPFV)
*N05 ranita ranita buscandola (GER) (SIM) dentro de un agujero
*N05 seguramente un agujero hecho (PART) por un topo
@G 10
*N05 un topo que acto seguido aparecio (TEL) (F) (PFV)
*N05 y les dio (TEL) (F) (PFV) un buen susto xxx
*N05 mientras (SIM) tanto el perrito viendo (GER) el panal
*N05 moviendo (GER)el arbol
*N05 donde estaba (STA) (B) (IPFV) el panal
*N05 provoco (ACT) (F) (PFV) que
*N05 las abejas salieran (TEL) (F) (IPFVSUBJ) de ella
*N05 el perrito y el niño continuaron (ACT) (F) (PFV) por el bosque en busca de la ranita
*N05 pero esta no aparecia (TEL) (B) (IPFV)
@G 11
*N05 se subieron (TEL) (F) (PFV) (SEASP) encima de un arbol
*N05 miraron (ACT) (F) (PFV) por los agujeros
*N05 el panal finalmente (TAC) cayo (TEL) (F) (PFV)
*N05 y las abejas salieron (TEL) (F) (PFV)
*N05 esto provoco (ACT) (F) (PFV)
*N05 que el perrito se asustara (TEL) (F) (IPFVSUBJ)
*N05 empezara a correr (TEL) (F) (IPFVSUBJ) (INC)
*N05 y todas las abejas persguieran al perrito (ACT) (F) (IPFVSUBJ)
*N05 pansando (GER) por delante del chico
@G 12
*N05 la busqueda continuaba (ACT) (F) (IPFV)
*N05 siguieron (ACT) (F) PFV) por el bosque
*N05 y acto seguido se encontraron (TEL) (F) (PFV) con un buho
@G 13
*N05 un buho que les pasaba (ACT) (F) (IPFV) por encima
*N05 y asustaba (TEL) (F) (IPFV) al niño y al perrito
@G 14
*N05 y subieron (TEL) (F) (PFV) encima de las piedras

*N05 y exclamaban (TEL) (F) (IPFV)
*N05 ranita ranita donde estás (STA) (B) (PRES) (DIR)
*N05 pero seguia (ACT) (B) (IPFV) sin aparecer
@G 15
*N05 se subieron (TEL) (F) (PFV) (SEASP) a un arbol
*N05 pero no era (STA) (B) (IPFV) tal arbol
*N05 sino que era (STA) (B) (IPFV) un ciervo
*N05 era (STA) (B) (IPFV) un ciervo muy grande
@G 16
*N05 y esto hizo (ACT) (F) (PFV)
*N05 que se llevara (TEL) (F) (IPFVSUBJ) (SEASP) montado encima suyo al chico y al perrito al lado suyo
*N05 exclamando (GER) (SIM)
*N05 dejeme (TEL) (B) (IMPER) (DIR) (REP)
*N05 dejeme a mi amo
@G 17
*N05 el ciervo solto (TEL) (F) (PFV) al niño
*N05 y solto (TEL) (F) (PFV) al perrito por un acantilado
@G 18
*N05 se cayeron (TEL) (F) (PFV) (SEASP) justo encima de un pequeño riachuelo
*N05 y se mojaron (TEL) (F) (PFV) tanto el perrito como el niño
@G 19
*N05 los dos ya (TAC) empezaron a sonreir (TEL) (F) (PFV) (INC)
*N05 diciendo (GER) (SIM)
*N05 que aventura vaya aventura que estamos viviendo (ACT) (B) (PRESPROG) (DIR)
*N05 buscando (GER) (SIM) la ranita
*N05 pero la busqueda continuaba (ACT) (F) (IPFV)
@G 20
*N05 el niño hizo (ACT) (F) (PFV) callar al perrito
*N05 pensando (GER)
*N05 que habia encontrado (TEL) (B) (PASTPERF) (ANT) la ranita
@G 21
*N05 dieron (TEL) (F) (PFV) la vuelta a un tronco
@G 22
@G 23
*N05 y ahi debajo del tronco se encontraron (TEL) (F) (PFV) dos ranitas dos ranitas y muchas muchas muchas ramtas pequeñitas
*N05 los dos se pusieron (TEL) (F) (PFV) muy contentos
*N05 y dijeron (TEL) (F) (PFV)
*N05 por fin (TAC) creo (ACT) (B) (PRES) (DIR) que
*N05 hemos encontrado (TEL) (B) (PRETPERF) (DIR) nuestra ranita y a toda su familia
@G 24
*N05 el niño y el perrito contentos uno y otro se fueron (TEL) (F) (PFV) (SEASP) para casa con su ranita
*N05 despidiendose (GER) de la familia entera
*N05 y diciendole (GER) adios adios
*N05 muchas gracias por haber encontrado (ANT) la ramta gracias gracias
@End

@Begin
@Languages es
@Participants N06
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording

7 @G 01
8 *N06 habia una vez un niño
9 *N06 que vivia (ACT) (B) (IPFV) en un pueblo muy pequeño en medio del
10 campo
11 *N06 el niño siempre (TAD) estaba (STA) (B) (IPFV) solo
12 *N06 pero tenia (STA) (B) (IPFV) un perro como mejor amigo
13 *N06 aparte del perro el niño tambien tenia (STA) (B) (IPFV) una ranita
14 *N06 que guardaba (ACT) (B) (IPFV) en un envase de cristal en su
15 habitacion
16 *N06 la ranita habia sido (STA) (B) (PASTPERF) (ANT) un regalo de su mama
17 *N06 ya que ella sabia (STA) (B) (IPFV)
18 *N06 que su hijo amaba (ACT) (B) (IPFV) los animales
19 @G 02
20 *N06 una noche (TAP) el niño se acosto (TEL) (F) (PFV) despues de un largo
21 dia de juego con su perro
22 *N06 aquella noche sobre las dos de la mañana (TAP) la ranita salto (TEL)
23 (F) (PFV) del envase de cristal
24 *N06 y se fugo (TEL) (F) (PFV) por la ventana
25 @G 03
26 *N06 al dia siguiente (TAP) el niño se levanto (TEL) (F) (PFV) muy
27 temprano a las ocho de la mañana (TAP) con su perro
28 *N06 inmediatamante fue a mirar (TEL) (F) (PFV) (INC) su ranita
29 *N06 pero la ranita no estaba (STA) (F) (IPFV)
30 @G 04
31 *N06 el niño empezo a llamar (TEL) (F) (PFV) (INC) a la ranita
32 *N06 a mirar (INC) por todas partes de
33 la habitacion debajo de la cama dentro del armario
34 *N06 pero no habia (STA) (B) (IPFV) manera
35 *N06 no la encontraba (TEL) (F) (IPFV)
36 @G 05
37 *N06 grito (TEL) (F) (PFV) (REP) y grito
38 *N06 abrio la ventana (TEL) (F) (PFV)
39 *N06 y la llamo (TEL) (F) (PFV) por su nombre
40 *N06 ya que la ranita tenia (STA) (B) (IPFV) un nombre
41 *N06 se llamaba paula (STA) (B) (IPFV)
42 @G 06
43 *N06 siguieron buscando (PFV) (F) (ITE)
44 *N06 y el perro se cayo (TEL) (F) (PFV) (SEASP) por la ventana
45 *N06 al caerse (INF) (SIM)
46 *N06 se rompio (TEL) (F) (PFV) (SEASP) el envase de cristal
47 *N06 en el que habia quedado (STA) (B) (PASTPERF) (ANT) su cabeza
48 encajada
49 @G 07
50 *N06 el niño inmediatamente (TAC) salto (TEL) (F) (PFV) por el balcon
51 *N06 y recogio (TEL) (F) (PFV) a su perro
52 @G 08
53 *N06 una hora mas tarde (TAD) los dos salieron al bosque a buscar (TEL)
54 (F) (PFV) (INC) a la ranita
55 *N06 paula paula llamaba (ACT) (F) (IPFV) el niño
56 *N06 y el perro tambien (xxx) (xxx) una hora (TAD) caminando (GER)
57 *N06 y gritando (GER) paula paula
58 @G 09
59 *N06 llegaron (TEL) (F) (PFV) a un claro en el campo
60 *N06 donde habia (STA) (B) (IPFV) un arbol y una colmena
61 @G 10
62 *N06 el perro empezo a ladrar (TEL) (F) (PFV) (INC)
63 *N06 y queria saber (ACT) (B) (IPFV)
64 *N06 si las abejas habian visto (TEL) (B) (PASTPERF) (ANT) a paula
65 *N06 tambien el niño llamo (TEL) (F) (PFV) a la ardilla

*N06 y le pregunto (TEL) (F) (PFV)
*N06 si habia visto (TEL) (B) (PASTPERF) (ANT) a al ranita paula
*N06 pero no tuvieron (STA) (F) (PFV) exito
*N06 la ranita no aparecia (TEL) (F) (IPFV)
@G 11
*N06 a las abejas no les parecio (STA) (F) (PFV) bien
*N06 que el perro las molestara (ACT) (F) (IPFVSUBJ) durante su siesta
*N06 y entonces se enfurecieron (TEL) (F) (PFV) (SEASP)
*N06 tampoco tuvo (STA) (F) (PFV) el niño buena suerte
*N06 ya que el buho a quien el niño habia preguntado (TEL) (B) (PASTPERF)
(ANT) por el paradero de la ranita
*N06 estaba tambien durmiendo (ACT) (B) (IPFVPROG)
@G 12
*N06 y salio de repente (TAC) de su madriguera (TEL) (F) (PFV)
*N06 y golpeo (TEL) (F) (PFV) con sus alas la cabeza del niño
*N06 con lo que el niño cayo (TEL) (F) (PFV) al suelo
@G 13
*N06 no vuelvas (TEL) (B) (PRES) (DIR) por aqui
*N06 le dijo (TEL) (F) (PFV) el buho
*N06 el niño recibio (TEL) (B) (PFV) su leccion
*N06 y se fue (TEL) (F) (PFV) (SEASP)
@G 14
*N06 pero el continuo llamando (PFV) (F) (ITE) a la ranita paula paula
@G 15/16
*N06 el proximo encuentro que tuvo (STA) (F) (PFV)
*N06 fue (TEL) (F) (PFV) con un ciervo un ciervo de largos cuernos
*N06 el ciervo tampoco era (STA) (B) (IPFV) un animal muy agradable
*N06 y lo echo (TEL) (F) (PFV) de su territorio
@G 17
*N06 lanzandolo (GER) al rio
@G 18
*N06 al niño y al perro sin embargo tampoco les importo (ACT) (F) (PFV)
*N06 ya que era (STA) (B) (IPFV) verano
*N06 y un poco de agua fresquita no les venia (TEL) (B) (IPFV) mal
@G 19
*N06 y entonces ocurrio (ACT) (F) (PFV) el milagro
*N06 de repente (TAC) oyeron (TEL) (F) (PFV) el croar de las ranas
@G 20
*N06 sss le dijo (TEL) (F) (PFV) el niño a su perro
*N06 creo (ACT) (B) (PRES) (DIR)
*N06 que oigo (TEL) (B) (PRES) (DIR) el croar de paula
@G 21
*N06 y efectivamente despues de un gran tronco que habia (STA) (B) (IPFV)
en medio del rio
@G 22/23
*N06 alli estaba (STA) (F) (IPFV) paula con su amante y otras tres o
cuatro ranitas
*N06 que como no eran (STA) (B) (IPFV) sus hijos
@G 24
*N06 el niño y su perro estaban (STA) (B) (IPFV) tan felices
*N06 al fin (TAC) habian encontrado (TEL) (B) (PASTPERF) (ANT) a paula
*N06 y comprobaron (TEL) (F) (PFV)
*N06 que estaba (STA) (B) (IPFV) sana y salva y con una maravillosa
familia a su lado
@End

@Begin
@Languages es
@Participants N07

@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*N07 erase una vez un niño
*N07 que se llamaba (STA) (B) (IPFV) pablito
*N07 y vivia (ACT) (B) (IPFV) con sus padres y sus hermanos en una casa en el campo
*N07 le gustaban (ACT) (B) (IPFV) mucho los animales
*N07 y entre ellos tenia (STA) (B) (IPFV) un perro y una rana
*N07 jugaba (ACT) (B) (IPFV) con ellos todos los dias (TAP)
*N07 y por las noches (TAP) en su habitacion les decia (TEL) (B) (IPFV) buenas noches
*N07 un dia ya (TAC) por la noche (TAP) antes de irse a acostar (ANT) (INF) (INC)
*N07 ya como siempre estaba (STA) (B) (IPFV) con el perro y la rana en su habitacion
*N07 y despues de haber jugado un rato (POST) (INF)
*N07 ya (TAC) decidio (TEL) (F) (PFV) ponerse el pijama
*N07 y irse (SEASP) a la cama
@G 02
*N07 durmio (ACT) (F) (PFV) toda la noche
*N07 y mientras tanto (SIM) la rana que estaba (STA) (B) (IPFV) inquieta
*N07 intento (TEL) (F) (PFV) salir de su tarro del frasco
*N07 donde vivia (ACT) (B) (IPFV) normalmente
*N07 y se escapo (TEL) (F) (PFV) (SEASP)
@G 03
*N07 por la mañana (TAP) cuando pablito se desperto (TEL) (F) (PFV) (SEASP)
*N07 se dio cuenta (TEL) (F) (PFV)
*N07 de que la rana no estaba (STA) (F) (IPFV)
*N07 y claro estaba (STA) (B) (IPFV) un poco triste
*N07 porque era (STA) (B) (IPFV) su rana preferida
@G 24
*N07 entonces se vistio (TEL) (F) (PFV) rapidamente
*N07 y llamo al perro (TEL) (F) (PFV)
*N07 para comunicarle la mala noticia
*N07 el perro ya (TAC) en la habitacion metio (TEL) (F) PFV) la cabeza dentro del tarro
*N07 que habia sido (STA) (B) (PASTPERF) (ANT) la casa
*N07 donde vivia (ACT) (B) (IPFV) la rana
*N07 y se le quedo (STA) (F) (PFV) (la cabeza dentro
*N07 no la podia sacar (ACT) (B) (IPFV)
*N07 sin embargo los dos pablito y el perro empezaron (TEL) (F) (PFV) la busqueda de la rana
@G 05
*N07 primero desde la ventana gritaron (TEL) (F) (PFV) (REP) y gritaron

*N07 para ver
*N07 si la rana aparecia (TEL) (B) (IPFV)
*N07 pero nada no la rana no estaba (STA) (B) (IPFV) por ningun sitio
@G 06
*N07 despues de unos minutos (TAD) el perro se resbalo (TEL) (F) (PFV) (SEASP)
*N07 se cayo (TEL) (F) (PFV) (SEASP) por la ventana
*N07 y fue a dar al suelo (TEL) (F) (PFV) (INC)
@G 07
*N07 pero aunque se dio (TEL) (F) (PFV) un buen golpe
*N07 hizo (ACT) (F) (PFV) que

63 *N07 el tarro se rompiera (TEL) (F) (IPFVSUBJ)
64 *N07 y asi la cabeza quedo (TEL) (F) (PFV) liberada del tarro
65 *N07 en ese momento los dos amigos pablito y el perro se abrazaron
66 (ACT) (F) (PFV) uno al otro
67 *N07 porque claro pablito ya habia perdido (TEL) (B) (PASTPERF) (ANT) un
68 amigo
69 *N07 y no queria (ACT) (B) (IPFV) perder al perro tambien
70 @G 08
71 *N07 pues la busqueda continuo (ACT) (F) (PFV)
72 *N07 ya (TAC) fuera de la casa fueron (TEL) (F) (PFV) hacia el campo
73 lejos de la casa
74 *N07 para ver
75 *N07 si encontraban (TEL) (B) (IPFV) a la rana
76 *N07 gritaron (TEL) (F) (PFV) (REP) y gritaron
77 *N07 pero no encontraban (TEL) (B) (IPFV) a la rana
78 *N07 no estaba (STA) (B) (IPFV) por ningun sitio
79 @G 09
80 *N07 llegaron (TEL) (F) (PFV) a un arbol
81 *N07 y cerca pablito descubrio (TEL) (F) (PFV) un agujero
82 *N07 y se quedo (STA) (F) (PFV) mirándolo
83 *N07 mientras tanto (SIM) el perro estaba (STA) (B) (IPFV) un poco
84 divertido con unas abejas
85 *N07 que habia (STA) (B) (IPFV)
86 *N07 y empezo a mover (TEL) (F) (PFV) (INC) el arbol
87 @G 10
88 *N07 pablito sin embargo vio (TEL) (F) (PFV)
89 *N07 que habia una rana (STA) (B) (IPFV)
90 *N07 pero su sorpresa fue (TEL) (F) (PFV)
91 *N07 que no era su amiga (STA) (B) (IPFV)
92 *N07 entonces empezo a llorar (TEL) (F) (PFV) (INC) (REP) y llorar
93 *N07 pero eso le hizo (ACT) (F) (PFV) pensar
94 *N07 que quiza su amiga estaria (STA) (B) (COND) cerca
95 @G 11/12/13
96 *N07 con esto siguieron buscando (PFV) (F) (ITE) tanto el perro como
97 pablito por el bosque los arboles
98 *N07 y claro de vez en cuando (TAQ) cuando (SIM) pablito se subia (TEL)
99 (F) (IPFV) (SEASP) a los arboles
100 *N07 pues se caia (TEL) (F) (IPFV) (SEASP)
101 *N07 y pero no le importaba (ACT) (B) (IPFV)
102 *N07 se caia (TEL) (F) (IPFV) (SEASP)
103 *N07 y se levantaba (TEL) (F) (IPFV)
104 *N07 y mientras tanto (SIM) el perro que habia provocado (TEL) (B)
105 (PASTPERF) (ANT) a las abejas de alguna manera
106 *N07 vinieron (TEL) (F) (PFV) todas en masa
107 *N07 y le persiguieron (TEL) (F) (PFV)
108 @G 14
109 *N07 despues siguieron caminando (PFV) (F) (ITE) por el campo
110 *N07 y llegaron (TEL) (F) (PFV) a un monticulo
111 *N07 desde donde pablito siguio gritando (PFV) (F) (ITE) (REP) y gritando
112 *N07 para ver
113 *N07 si encontraba (TEL) (B) (IPFV) su ranita
114 @G 15
115 *N07 pero detras del monticulo habia (STA) (B) (IPFV) un ciervo
116 *N07 que le hizo (ACT) (F) (PFV) de transporte
117 @G 16
118 *N07 y le llevo (TEL) (F) (PFV) muy deprisa
119 *N07 para poder seguir buscando (ITE) la ranita
120 *N07 de repente (TAC) iban corriendo (TEL) (F) (IPFV) pablito encima del
121 ciervo y el perro a su lado

*N07 y llegaron (TEL) (F) (PFV) a un precipicio
@G 17
*N07 y entonces pablito salio (TEL) (F) (PFV) despedido y el perro
tambien
@G 18
*N07 a consecuencia de esto cayeron (TEL) (F) (PFV) a un rio
*N07 y los dos claro estaban (STA) (B) (IPFV) mojados hasta los huesos
@G 19
*N07 el perro intento (TEL) (F) (PFV)
*N07 como no sabia (ACT) (B) (IPFV) nadar muy bien
*N07 ponerse encima de pablito
*N07 para no ahogarse
@G 20
*N07 por fin los dos lograron (TEL) (F) (PFV) (COMP) llegar a tierra
*N07 salieron del agua (TEL) (F) (PFV)
@G 21
*N07 y al lado habia (STA) (B) (IPFV) un tronco de arbol
@G 22
*N07 entonces ya (TAC) cuando estaban (STA) (B) (IPFV) fuera
*N07 se dieron cuenta (TEL) (F) (PFV)
*N07 de que al lado del tronco habia (STA) (B) (IPFV) unas ranas
*N07 entonces se alegraron mucho (TEL) (F) (PFV)
*N07 porque pensaron (ACT) (F) (PFV)
*N07 que quiza su amiga estaria (STA) (B) (COND) alli
@G 23
*N07 poco despues vieron (TEL) (F) (PFV) a la familia de las ranas
*N07 porque primero simplemente habian visto (TEL) (B) (PASTPERF) (ANT)
una pareja
*N07 y ahora (TAP) vieron (TEL) (F) (PFV) a toda la familia
*N07 entre ellas estaba (STA) (B) (IPFV) la rana
*N07 que habia vivido (ACT) (B) (PASTPERF) (ANT) con pablito su amiga
*N07 y por eso pablito estaba (STA) (B) (IPFV) muy contento
*N07 porque habia logrado encontrar (TEL) (B) (PASTPERF) (ANT) (COMP) a
su rana
@G 24
*N07 despues ya (TAC) con la rana se despidio (TEL) (F) (PFV) de la
familia de la rana
*N07 y tanto el como el perro se dirigieron (TEL) (F) (PFV) hacia la
casa
*N07 ya (TAC) muy contentos porque volvian (TEL) (F) (IPFV) los tres
juntos
@End

@Begin
@Languages es
@Participants N08
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*N08 juan era (STA) (B) (IPFV) un niño
*N08 al que le gustaban (ACT) (B) (IPFV) mucho los animales
*N08 especialmente le gustaban (ACT) (B) (IPFV) los perros y las ranas
*N08 y por eso su madre le habia comprado (TEL) (B) (PASTPERF) (ANT) un
pequeño perrito y una rana
*N08 a la que adoraba (ACT) (B) (IPFV)
*N08 la tenia (STA) (B) (IPFV) dentro de un frasco de cristal
@G 02
*N08 una noche (TAP) cuando (SIM) se fue a dormir Juan (TEL) (F) (PFV)

17		(INC) (SEASP) con su perrito
18	*N08	la pequeña rana que estaba (STA) (B) (IPFV) cansada
19	*N08	de estar dentro del frasco de cristal
20	*N08	salio (TEL) (F) (PFV)
21	*N08	y salto (TEL) (F) (PFV) por la ventana
22	@G	03
23	*N08	por la mañana (TAP) juan descubrio (TEL) (F) (PFV) sorprendido
24	*N08	que no estaba (STA) (F) (IPFV) su rana
25	@G	04
26	*N08	y empezo a buscar (TEL) (F) (PFV) (INC) por toda la habitacion
27	*N08	la llamaba (TEL) (F) (IPFV) (REP) y la llamaba
28	*N08	porque su ranita tenia (STA) (B) (IPFV) el nombre de margarita
29	@G	05
30	*N08	juan miro (ACT) (F) (PFV) por la ventana pero nada
31	*N08	no habia (STA) (B) (IPFV) rastro de su ranita
32	@G	06
33	@G	07
34	@G	08
35	*N08	entonces decidio (TEL) (F) (PFV) ir al bosque
36	*N08	a buscar a su rana con su perrito
37	*N08	gritaba (TEL) (F) (IPFV) por todos sitios entre los arboles
38	*N08	y no podia (ACT) (B) (IPFV) encontrarla
39	@G	09
40	*N08	el perrito de juan vio (TEL) (F) (PFV) una colmena
41	*N08	no sabia (STA) (B) (IPFV)
42	*N08	lo que era (STA) (B) (IPFV)
43	*N08	y pensaba (ACT) (F) (IPFV) que tal vez
44	*N08	la ranita margarita podria (ACT) (B) (COND) estar alli dentro
45	@G	10
46	*N08	asi que empezo a mover (TEL) (F) (PFV) (INC) el arbol
47	*N08	del que colgaba (ACT) (B) (IPFV) la colmena
48	@G	11
49	*N08	y la colmena cayo (TEL) (F) (PFV)
50	*N08	pero todas las abejas salieron (TEL) (F) (PFV)
51	@G	12
52	*N08	y persiguieron (ACT) (F) (PFV) al perro
53	@G	13
54	*N08	mientras tanto (SIM) juan buscaba (ACT) (B) (IPFV) por otros sitios
55		entre unas piedras
56	@G	14
57	*N08	se agarro (TEL) (F) (PFV) a unas ramas
58	*N08	para gritar mas fuerte
59	*N08	y buscar a su ranita
60	@G	15
61	*N08	pero resulta (STA) (B) (PRES)
62	*N08	que las ramas eran (STA) (B) (IPFV) los cuernos de un ciervo de un
63		ciervo enorme
64	*N08	y quedo enganchado (TEL) (F) (PFV) en los cuervos de este ciervo
65	@G	16
66	*N08	el cirervo les empujo (TEL) (F) (PFV)
67	@G	17
68	*N08	y los tiro (TEL) (F) (PFV) por un pequeño acantilado
69	@G	18
70	*N08	y cayeron (TEL) (F) (PFV) en el agua
71	@G	19
72	*N08	afortunadamente no se hicieron (ACT) (B) (PFV) daño
73	*N08	entonces juan se dio cuenta (TEL) (F) (PFV)
74	*N08	que habia (STA) (B) (IPFV) unas ranas en la charca de agua
75	*N08	reconocio (TEL) (F) (PFV) a su rana margarita

*N08: entonces el perro que se puso (TEL) (F) (PFV) muy contento
*N08: empezó a ladrar (TEL) (F) (PFV) (INC)
@G: 20
*N08: y le pidió (TEL) (F) (PFV)
*N08: que se mantuviera (ACT) (B) (IPFVSUBJ) en silencio
@G: 21
@G: 22/23
*N08: juan se puso (TEL) (F) (PFV) contentisimo
*N08: vio (TEL) (F) (PFV) a su ranita entre otras ranas
*N08: de las que se habia hecho (ACT) (B) (PASTPERF) (ANT) amiga
*N08: su rana margarita se puso (TEL) (F) (PFV) muy contenta
*N08: de ver a juan
*N08: porque a pesar de que tenia (STA) (B) (IPFV) ganas
*N08: de tener una aventura en el bosque
*N08: le gustaba mucho (ACT) (B) (IPFV)
*N08: jugar con juan
@G: 24
*N08: asi que todos se fueron (TEL) (F) (PFV) (SEASP) muy contentos y felices a su casa
*N08: y dijeron (TEL) (F) (PFV) adiós a las ranas
*N08: promtiéndoles (GER) volver al bosque para visitarlas
@End
@Begin
@Languages: es
@Participants: N09
@ID: es/puigplanella
@coder: kenia puig i planella
@situation one-way recording
@G: 01
*N09: habia una vez un niño
*N09: que se llamaba (STA) (B) (IPFV) pepe
*N09: y una noche (TAP) estaba (STA) (B) (IPFV) en su cuarto jugando con su perro y con su ranita
*N09: que se llamaba (STA) (B) (IPFV) juliana
*N09: la ranita vivia (ACT) (B) (IPFV) en un frasco de cristal
*N09: después de un rato pepe se cansó (TEL) (F) (PFV)
*N09: y se acostó (TEL) (F) (PFV)
*N09: con él se acostó (TEL) (F) (PFV) su perrito
@G: 02
*N09: mientras (SIM) pepe y el perrito dormian (ACT) (B) (IPFV)
*N09: la ranita decidió (TEL) (F) (PFV) explorar un poco
*N09: y se salió (TEL) (F) (PFV) (SEASP) de su frasco de cristal
@G: 03
*N09: el niño durmió (ACT) (F) (PFV) muy bien toda la noche (TAP)
*N09: y al despertarse (SIM) (INF) por la mañana (TAP)
*N09: lo primero que hizo (ACT) (F) (PFV)
*N09: fue (TEL) (F) (PFV) buscar a la rana
*N09: pero la rana se habia ido (TEL) (B) (PASTPERF) (ANT) (SEASP)
*N09: no habia (STA) (B) (IPFV) rana por ninguna parte
@G: 04
*N09: revolvió (ACT) (F) (PFV) toda la habitación
*N09: lo puso (TEL) (F) (PFV) todo patas arriba
*N09: buscó (TEL) (F) (PFV) entre su ropa
*N09: buscó (TEL) (F) (PFV) debajo de la cama
*N09: el perro le ayudaba (ACT) (B) (IPFV)
*N09: y metió (TEL) (F) (PFV) la cabeza en el frasco
*N09: para ver si en algún rincón de él encontraba (TEL) (B) (IPFV) la ranita
*N09: pero no hubo (STA) (F) (PFV) suerte

38 @G 05
39 *N09 abrio (TEL) (F) (PFV) la ventana pepe
40 *N09 y empezo (TEL) (F) (PFV) a dar gritos
41 *N09 a ver si juliana
42 *N09 le escuchaba (ACT) (B) (IPFV)
43 *N09 y venia (TEL) (B) (IPFV) corriendo
44 *N09 por la ventana tambien se asomo (TEL) (F) (PFV) su perrito con la
45 escafandra de cristal
46 @G 06
47 *N09 como el frasco de cristal le pesaba (ACT) (B) (IPFV) demasiado
48 *N09 se cayo (TEL) (F) (PFV) (SEASP) al jardin
49 @G 07
50 *N09 y se rompio (TEL) (F) (PFV) (SEASP) el frasco
51 *N09 el niño se alegro (TEL) (F) (PFV) mucho
52 *N09 de que no le hubiera ocurrido (ACT) (B) (PASTPERFSUBJ) (ANT) nada al
53 perro
54 *N09 pero se enfado con el (TEL) (F) (PFV)
55 *N09 por ser tan travieso
56 *N09 en su jardin no estaba (STA) (B) (IPFV) la rana
57 @G 08
58 *N09 por lo tanto el perro y el niño se fueron (TEL) (F) (PFV) (SEASP) al
59 bosque cercano
60 *N09 para ver
61 *N09 si la podian (ACT) (B) (IPFV) encontrar por algun sitio
62 @G 09
63 *N09 mientras (SIM) el niño daba (TEL) (B) (IPFV) gritos llamando a
64 juliana
65 *N09 juliana juliana donde estas (STA) (B) (PRES) (DIR) juliana
66 *N09 el perrito se distrajo (ACT) (F) (PFV) viendo a un enjambre de
67 abejas
68 *N09 que volvian (TEL) (B) (IPFV) a su panal
69 *N09 y decidio (TEL) (F) (PFV) seguirlas
70 @G 10
71 *N09 el niño mientras tanto (SIM) empezo (TEL) (F) (PFV) a dar voces en un
72 agujero
73 *N09 pensando (GER) que a lo mejor la rana
74 *N09 se habia ido (TEL) (B) (PASTPERF) a esconder alli
75 *N09 pero lo que salio (TEL) (F) (PFV) del agujero
76 *N09 fue un topo (STA) (F) (PFV)
77 *N09 y no habia (STA) (B) (IPFV) rana por ningun lado
78 *N09 mientras tanto (SIM) el perrito que era (STA) (B) (IPFV) muy
79 travieso
80 *N09 empezo a mover (TEL) (F) (PFV) (INC) el tronco del arbol
81 *N09 y esto hizo (ACT) (F) (PFV)
82 *N09 que se cayera (TEL) (F) (IPFVSUBJ) la vivienda de las abejas al
83 suelo
84 *N09 y que todas las abejas furiosas se pusieran a perseguirlo
85 (TEL) (F) (IPFVSUBJ) (INC)
86 @G 11
87 *N09 cuando (SIM) las abejas perseguian (ACT) (B) (IPFV) al perro
88 *N09 el niño se subio (TEL) (F) (PFV) (SEASP) a un arbol
89 *N09 y viendo (GER) un agujero en el arbol
90 *N09 tambien asomo (TEL) (F) (PFV) la cabeza
91 *N09 para ver
92 *N09 si por alli aparecia (TEL) (B) (COND) la ranita juliana
93 *N09 pero no aparecio (TEL) (F) (PFV) la ranita juliana
94 @G 12
95 *N09 lo que aparecio (TEL) (F) (PFV)
96 *N09 fue (STA) (F) (PFV) un buho

97 @G 13
98 *N09 un buho que estaba (STA) (B) (IPFV) irritadisimo
99 *N09 y que ataco (TEL) (F) (PFV) al niño
100 *N09 y le araño (TEL) (F) (PFV) la cabeza
101 @G 14
102 *N09 pobrecito niño estaba (STA) (B) (IPFV) desesperado
103 *N09 no sabia (STA) (B) (IPFV) que hacer
104 *N09 se subio (TEL) (F) (PFV) (SEASP) a una roca
105 *N09 se apoyo (TEL) (F) (PFV) en una rama
106 *N09 y siguio gritando (PFV) (F) (ITE) juliana juliana por favor
107 juliana
108 *N09 donde te has ido (TEL) (B) (PRETPERF) (DIR)
109 *N09 juliana vuelve (TEL) (B) (PRES) (DIR) ni señales de juliana
110 @G 15
111 *N09 de repente (TAC) la ramas en las que se habia apoyado (TEL) (B)
112 (PASTPERF) (ANT) el niño
113 *N09 comenzaron a moverse (TEL) (F) (PFV) (INC)
114 *N09 se quedo totalmente asustado (STA) (F) (PFV)
115 *N09 el perro le siguio (ACT) (F) (PFV)
116 *N09 y salto (TEL) (F) (PFV) detras de el
117 @G 16
118 *N09 pero el arbol no era (STA) (B) (IPFV) tal arbol
119 *N09 era (STA) (B) (IPFV) un ciervo enorme enorme
120 *N09 al que no le hizo (ACT) (F) (PFV) ninguna gracia llevar una carga
121 @G 17
122 *N09 meneo (TEL) (F) (PFV) la cornamenta justo al lado de un precipicio
123 *N09 y el niño cayo (TEL) (F) (PFV)
124 *N09 seguido por el perro a un estanque
125 @G 18
126 *N09 menos mal que en el estanque no habia (STA) (B) (IPFV) mucha agua
127 *N09 y lo unico que consiguio (TEL) (F) (PFV) el niño
128 *N09 fue bañarse (TEL) (F) (PFV)
129 *N09 pero no ahogarse
130 @G 19
131 *N09 como estaba (STA) (B) (IPFV) en el estanque
132 *N09 se le ocurrio (TEL) (F) (PFV) que a lo mejor juliana
133 *N09 habia ido (TEL) (B) (PASTPERF) a darse un baño
134 *N09 o a visitar a sus amistades
135 *N09 empezo a llamarla (TEL) (F) (PFV) (INC) de nuevo
136 *N09 sin tener exito
137 @G 20
138 @G 21
139 *N09 pero el perro salto (TEL) (F) (PFV) por encima de un gran tronco
140 *N09 y el niño le siguio (ACT) (F) (PFV)
141 @G 22/23
142 *N09 y entonces alli encontro (TEL) (F) (PFV)
143 *N09 lo que buscaba (ACT) (B) (IPFV)
144 *N09 alli habia (STA) (B) (IPFV) una familia de ranas
145 *N09 una mama rana un papa rano y un monton de ranitas y entre ellas
146 estaba (STA) (F) (IPFV) juliana
147 *N09 juliana habia venido (TEL) (B) (PASTPERF) (ANT) a visitar a sus
148 antiguas amigas
149 @G 24
150 *N09 y cuando (SIM) el niño le pregunto (TEL) (F) (PFV)
151 *N09 si queria (ACT) (B) (IPFV) volver a casa
152 *N09 ella acepto (TEL) (F) (PFV) muy contenta
153 *N09 a condicion de que volviera a dejarle (IPFVSUBJ) (ITE) venir a
154 visitar a sus amistades de vez en cuando (TAQ)
155 *N09 y colorin colorado este cuento se ha acabado

@End

@Begin
@Languages: es
@Participants: N10
@ID: es/puigplanella
@coder: kenia puig i planella
@situation:one-way recording
@G: 01
*N10: habia una vez un niño
*N10: que estaba (STA) (B) (IPFV) en su cuarto con su perrito y una
*N10: rana metida en una jarra
*N10: era (STA) (B) (IPFV) de noche (TAP) y el perro y el niño estaban
contemplando (ACT) (B) (IPFVPROG) la jarra
*N10: después de (POST) un rato se fueron a dormir (TEL) (F) (PFV)
(SEASP) (INC)
@G: 02
*N10: y mientras tanto (SIM) la rana aprovechó (ACT) (F) (PFV)
*N10: para escaparse sigilosamente de la jarra
@G: 03
*N10: a la mañana siguiente (TAP) cuando (SIM) el niño y el perro se
despertaron (TEL) (F) (PFV) (SEASP)
*N10: estuvieron (STA) (F) (PFV) muy sorprendidos
*N10: porque no se veia (TEL) (F) (IPFV) la rana por ningún lugar
*N10: y la jarra estaba (STA) (B) (IPFV) vacía
@G: 04
*N10: empezaron a buscarla (TEL) (F) (PFV) (INC) por todas partes
*N10: pero no la encontraron (TEL) (F) (PFV)
*N10: el perro metió (TEL) (F) (PFV) la cabeza dentro de la jarra
*N10: y después no pudo (ACT) (F) (PFV) sacarla
@G: 05
*N10: se asomaron (TEL) (F) (PFV) los dos a la ventana
*N10: y empezaron a llamar (TEL) (F) (PFV) (INC) a la rana
@G: 06
*N10: entonces el perrito se cayó (TEL) (F) (PFV) (SEASP)
@G: 07
*N10: y rompió (TEL) (F) (PFV) la jarra
*N10: y el niño no estuvo (STA) (B) (PFV) muy contento
@G: 08
*N10: después decidieron (TEL) (F) (PFV) ir al bosque
*N10: para seguir buscándola
@G: 09
*N10: una vez (TAP) en el bosque el niño empezó a buscar (TEL) (F) (PFV)
(INC) por algunos agujeros
*N10: que habia (STA) (B) (IPFV) en el suelo
*N10: y el perro se distrajo (ACT) (F) (PFV) con una colmena llena de
abejas
@G: 10
*N10: del agujero salió (TEL) (B) (PFV) un topo
*N10: y el niño se llevó (TEL) (B) (PFV) un buen susto
*N10: mientras (SIM) el perro iba ladrando (TEL) (B) (IPFV) a la colmena
*N10: de la cual salian (TEL) (B) (IPFV) las abejas
@G: 11
*N10: prosiguió (ACT) (F) (PFV) la búsqueda
*N10: y el niño buscaba (ACT) (F) (IPFV) dentro de los árboles
*N10: y la colmena se cayó (TEL) (F) (PFV) (SEASP) al suelo
*N10: por lo cual las abejas empezaron a perseguir (TEL) (F) (PFV) (INC)
al perrito
@G: 12

*N10 mientras (SIM) que un buho salio (TEL) (F) (PFV) del tronco del arbol
*N10 que estaba (STA) (B) (IPFV) inspeccionando el niño
*N10 con lo cual el niño se llevo (TEL) (F) (PFV) un buen susto
*N10 y se cayo (TEL) (F) (PFV) (SEASP) al suelo de espaldas
@G 13
*N10 el buho empezo a perseguir (TEL) (F) (PFV) (INC) al niño
*N10 que se protegio (TEL) (F) (PFV)
@G 14
*N10 y se subio (TEL) (F) (PFV) (SEASP) a una roca
*N10 desde la cual empezo a llamar (TEL) (F) (PFV) (INC) a la rana
@G 15
*N10 se apoyo (TEL) (F) (PFV) a una especie de ramas
@G 16
*N10 que resultaron (STA) (B) (PFV) ser los cuernos de un ciervo
@G 16
*N10 que se llevo (TEL) (F) (PFV) (SEASP) al niño en la cabeza
*N10 y se dirigio (TEL) (F) (PFV) hacia un acantilado
@G 17
*N10 al llegar (SIM) (INF) al acantilado
*N10 el ciervo tiro (TEL) (F) (PFV) al niño
*N10 y el perrito tambien cayo (TEL) (F) (PFV)
*N10 que habia ido siguiendolos (TEL) (B) (PASTPERF)
@G 18
*N10 se cayeron (TEL) (F) (PFV) (SEASP) a una especie de estanque
*N10 que no estaba (STA) (B) (IPFV) a una gran distancia del pequeño acantilado
@G 19
*N10 y entonces el niño oyo (TEL) (F) (PFV) algo
*N10 por lo cual empezo a prestar (TEL) (F) (PFV) (INC) atencion al ruido
*N10 que se oia (TEL) (B) (IPFV) proveniente de un tronco cercano
@G 20
*N10 le dijo (TEL) (F) (PFV) al perrito
*N10 que se callara (TEL) (F) (IPFVSUBJ) el niño
@G 21
*N10 y entonces se dirigio (TEL) (F) (PFV) al tronco
*N10 se subio (TEL) (F) (PFV) (SEASP) al tronco
@G 22
*N10 y al otro lado vio (TEL) (F) (PFV)
*N10 que habia (STA) (B) (IPFV) una pareja de ranas
*N10 una era (STA) (B) (IPFV) rani y la otra su compañera
@G 23
*N10 cuando (SIM) bajo (TEL) (F) (PFV) del tronco
*N10 el niño vio (TEL) (F) (PFV)
*N10 que habia (STA) (B) (IPFV) un monton de ranitas
*N10 que formaban (ACT) (B) (IPFV) el resto de la familia de rani
*N10 estuvo jugando (ACT) (F) (PFVPROG) con ellas un rato
@G 24
*N10 y al final (TAC) decidio (TEL) (F) (PFV) llevarse una de las ranitas pequeñas
*N10 y dejar a rani con el resto de su familia en el tronco
*N10 y prometio (TEL) (F) (PFV) que
*N10 iria a visitarles (TEL) (B) (COND) (INC) con frecuencia (TAQ)
*N10 y traeria (TEL) (B) (COND) su hijo pequeño
*N10 para que viera (TEL) (B) (IPFVSUBJ) la familia
*N10 y colorin colorado este cuento se ha acabado
@End

@Begin

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@Languages es
@Participants N11
@ID es/puigplanella
@coder kenia puig i planella
@situation one-way recording
@G 01
*N11 habia una vez un niño
*N11 que se llamaba (STA) (B) (IPFV) pedro
*N11 y tenia (STA) (B) (IPFV) un perro y una rana
*N11 el perro se llamaba (STA) (B) (IPFV) pecas
*N11 y la rana se llamaba (STA) (B) (IPFV) margarita
*N11 margarita vivia (ACT) (B) (IPFV) en una jarra de cristal
@G 02
*N11 pero una noche (TAP) mientras (SIM) pedro y pecas dormian (ACT) (B)
(IPFV)
*N11 margarita decidio (TEL) (F) (PFV) (SEASP) escaparse de la jarra
@G 03
*N11 por la mañana (TAP) cuando (SIM) pedro y su perro se despertaron
(TEL) (F) (PFV) (SEASP)
*N11 descubrieron (TEL) (F) (PFV) que
*N11 la rana se habia escapado (TEL) (F) (PASTPERF) (SEASP) (ANT)
@G 04
*N11 buscaron (ACT) (F) (PFV) por todas partes de la habitacion
*N11 pero no encontraban (TEL) (F) (IPFV) a margarita por ningun lado
*N11 mientras (SIM) buscaba (ACT) (B) (IPFV)
*N11 pecas metio (TEL) (F) (PFV) la cabeza dentro de la jarra de
margarita
*N11 y luego no la podia (ACT) (B) (IPFV) sacar
@G 05
*N11 pedro abrio (TEL) (F) (PFV) la ventana
*N11 para buscar a la rana
@G 06
*N11 y pecas se cayo (TEL) (F) (PFV) (SEASP) por la ventana
@G 07
*N11 la jarra se rompió (TEL) (F) (PFV) (SEASP)
*N11 y por suerte pecas no se hizo daño (ACT) (F) (PFV)
@G 08
*N11 los dos se fueron (TEL) (F) (PFV) (SEASP) al bosque en busca de la
rana
@G 09
*N11 y pedro gritaba (TEL) (F) (IPFV) (REP) y gritaba margarita
margarita
*N11 pero margarita no aparecia (TEL) (F) (IPFV) por ningun lado
@G 10
*N11 pedro miro (ACT) (F) (PFV) dentro de un hoyo
*N11 y volvio a llamar (PFV) (F) (ITE) a la rana
*N11 pero en vez de margarita aparecio (TEL) (F) (PFV) un castor
*N11 que no habia visto (TEL) (B) (PASTPERF) (ANT) pasar ninguna rana
*N11 mientras tanto (SIM) pecas tambien buscaba (ACT) (F) (IPFV) a
margarita en una colmena
@G 11
*N11 pero resulta (STA) (B) (PRES) que
*N11 la colmena se cayo (TEL) (F) (PFV) (SEASP)
*N11 y empezaron a salir (TEL) (F) (PFV) (INC) todas las abejas
*N11 pedro se subio (TEL) (F) (PFV) (SEASP) a un arbol
*N11 donde habia (STA) (B) (IPFV) un agujero
*N11 y continuo llamando (PFV) (F) (ITE) a la rana
@G 12
*N11 entonces del arbol salio (TEL) (F) (PFV) un buho
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61 *N11 que le dio (TEL) (F) (PFV) un susto tan grande
62 *N11 que pedro se cayo (TEL) (F) (PFV) (SEASP) del arbol
63 *N11 mientras (SIM) las abejas empezaron a perseguir (TEL) (F) (PFV)
64 (INC) a pecas
65 @G 13
66 *N11 el buho se habia enfadado (TEL) (B) (PASTPERF) (ANT) con pedro
67 @G 14
68 *N11 entoces pedro se subio (TEL) (F) (PFV) (SEASP) a unas rocas
69 *N11 para poder ver mejor
70 @G 15
71 *N11 pero resulta (STA) (B) (PRES)
72 *N11 que se agarro (TEL) (F) (PFV) a unas ramas
73 *N11 que en realidad eran (STA) (B) (IPFV) los cuernos de un ciervo
74 @G 16
75 *N11 el ciervo salio corriendo (TEL) (F) (PFV) (INC) con pedro en la
76 cabeza
77 @G 17
78 *N11 cuando (SIM) llego (TEL) (F) (PFV) al acantilado
79 *N11 el ciervo freno (TEL) (F) (PFV)
80 *N11 y pedro y pecas salieron despedidos (TEL) (F) (PFV) (INC)
81 @G 18
82 *N11 y cayeron (TEL) (F) (PFV) a un rio
83 @G 19
84 *N11 entonces pedro oyo (TEL) (F) (PFV) un ruido
85 @G 20
86 *N11 y le dijo (TEL) (F) (PFV) a pecas
87 *N11 que se callara (TEL) (F) (IPFVSUBJ)
88 @G 21
89 *N11 miro (ACT) (F) (PFV) detras de un tronco
90 *N11 que habia (STA) (B) (IPFV) en el rio
91 @G 22
92 *N11 y descubrio (TEL) (F) (PFV) dos ranas
93 @G 23
94 *N11 que tenian (STA) (B) (IPFV) ademas muchas ranitas pequeñas
95 *N11 y una era (STA) (B) (IPFV) margarita
96 @G 24
97 *N11 asi que pedro cogio (TEL) (F) (PFV) a su rana
98 *N11 y volvio (TEL) (F) (PFV) a su casa muy contento
99 *N11 y colorin colorado este cuento se ha acabado
100 @End
101
1 **@Begin**
2 **@Languages es**
3 **@Participants N12**
4 **@ID es/puigplanella**
5 **@coder kenia puig i planella**
6 **@situation one-way recording**
7 @G 01
8 *N12 habia una vez un niño
9 *N12 que se llamaba (STA) (B) (IPFV) pepe
10 *N12 y tenia (STA) (B) (IPFV) un perro y una rana
11 *N12 que vivia (ACT) (B) (IPFV) en un pote de cristal
12 @G 02
13 *N12 una noche (TAP) despues de un largo dia pepe y su perro se fueron a
14 dormir (TEL) (F) (PFV) (SEASP) (INC)
15 *N12 entonces la rana salio (TEL) (F) (PFV) del pote
16 *N12 y se escapo (TEL) (F) (PFV) (SEASP) por la ventana de la habitacion
17 *N12 que estaba (STA) (B) (IPFV) abierta
18 @G 03

19 *N12 por la mañana (TAP) cuando (SIM) pepe se desperto (TEL) (F) (PFV)
20 *N12 descubrio (TEL) (F) (PFV) que
21 *N12 la rana se habia escapado (TEL) (B) (PASTPERF) (SEASP) (ANT)
22 @G 04
23 *N12 entoces el y su perro empezaron a buscar (TEL) (F) (PFV) (INC) a la
24 rana
25 *N12 y el perro se quedo (STA) (F) (PFV) con la cabeza enganchada en el
26 pote
27 @G 05
28 *N12 pepe grito (TEL) (F) (PFV) por la ventana
29 *N12 esperando encontrar a la rana
30 @G 06
31 *N12 el perro se cayo (TEL) (F) (PFV) (SEASP) por la ventana
32 @G 07
33 *N12 pero no se hizo (ACT) (B) (PFV) daño
34 *N12 solo se rompio (TEL) (F) (PFV) (SEASP) la jarra
35 @G 08
36 *N12 entonces pepe decidio (TEL) (F) (PFV) salir al campo en busqueda de
37 la rana desaparecida
38 @G 09
39 *N12 encontro (TEL) (F) (PFV) una madriguera
40 *N12 y llamo (TEL) (F) (PFV) a la rana
41 @G 10
42 *N12 pero salio (TEL) (F) (PFV) un castor
43 *N12 mientras (SIM) el perro jugaba (ACT) (B) (IPFV) con un panal de
44 abejas
45 @G 11
46 *N12 despues pepe se subio (TEL) (F) (PFV) (SEASP) a un arbol
47 *N12 donde habia (STA) (B) (IPFV) otro agujero
48 *N12 porque penso (ACT) (B) (PFV) que tal vez ahi
49 *N12 podia (ACT) (B) (IPFV)
50 *N12 haberse escondido (ANT) la rana
51 @G 12
52 *N12 pero salio (TEL) (F) (PFV) un buho
53 *N12 que le dio (TEL) (F) (PFV) un buen susto
54 *N12 y pepe se cayo (TEL) (F) (PFV) (SEASP) del arbol
55 *N12 mientras (SIM) las abejas que estaban (STA) (B) (IPFV) muy enfadadas
56 *N12 habian salido (TEL) (B) (PASTPERF) (ANT) de la colmena
57 *N12 y perseguian (ACT) (F) (IPFV) al perro
58 *N12 que salio (TEL) (F) (PFV) corriendo despavorido
59 @G 13
60 *N12 el buho tambien estaba (STA) (B) (IPFV) enfadado
61 *N12 y ataco (ACT) (F) (PFV) al niño
62 @G 14
63 *N12 cuando (POST) escapo (TEL) (F) (PFV) del buho
64 *N12 pepe se subio (TEL) (F) (PFV) (SEASP) a unas piedras
65 *N12 y continuo llamando (PFV) (F) (ITE) a la rana
66 @G 15
67 *N12 pero lo que parecian (STA) (B) (IPFV) una ramas
68 *N12 eran (STA) (B) (IPFV) los cuernos de un ciervo
69 @G 16
70 *N12 que con el susto empezo a correr (TEL) (F) (PFV) (INC)
71 *N12 y pepe se quedo (STA) (B) (PFV) colgado de su cabeza
72 *N12 y no podia (ACT) (B) (IPFV) bajar
73 *N12 el perro seguia (ACT) (F) (IPFV) a pepe y el ciervò
74 *N12 para pedirle
75 *N12 que dejara (TEL) (B) (IPFVSUBJ) a pepe en paz
76 @G 17
77 *N12 pero el ciervo llego (TEL) (F) (PFV) a un acantilado

78 *N12 y allı se paro (TEL) (F) (PFV) (SEASP)
79 @G 18
80 *N12 y tıro (TEL) (F) (PFV) a pepe al agua
81 *N12 el probre perro se cayo (TEL) (F) (PFV) (SEASP) al agua tambıen
82 *N12 pero no se hıcıeron daño (ACT) (B) (PFV)
83 *N12 nı se ahogaron (ACT) (B) (PFV)
84 *N12 porque el rıo no era (STA) (B) (IPFV) muy profundo
85 @G 19
86 *N12 el perro se subıo (TEL) (F) (PFV) (SEASP) a la cabeza de pepe
87 *N12 porque no le gustaba (ACT) (B) (IPFV) el agua
88 *N12 entonces pepe oyo (TEL) (F) (PFV) un ruıdo
89 *N12 y penso (ACT) (F) (PFV)
90 *N12 que era (STA) (B) (IPFV) el croar de unas ranas
91 @G 20
92 *N12 y le dıjo (TEL) (F) (PFV) al perro
93 *N12 que no hıcıera (ACT) (B) (IPFVSUBJ) ruıdo
94 *N12 para no asustar a las ranas
95 @G 21
96 *N12 los dos se subıeron (TEL) (F) (PFV) (SEASP) a un tronco
97 *N12 que habıa (STA) (B) (IPFV) en la orılla del rıo
98 @G 22
99 *N12 y al otro lado del tronco vıeron (TEL) (F) (PFV) una parejа de ranas
100 @G 23
101 *N12 y tenıan (STA) (B) (IPFV) muchas ranas
102 *N12 y entonces por suerte la rana del pepe se dıo (TEL) (F) (PFV) cuenta
103 de que
104 *N12 eran (STA) (B) (IPFV) sus amıgos pepe y el perro
105 *N12 y muy contenta salıo (TEL) (F) (PFV) de un salto
106 @G 24
107 *N12 y por fin pepe el perro y la rana volvıeron (TEL) (F) (PFV) a casa
108 todos juntos
109 *N12 y colorın colorado este cuento se ha acabado
110 @End