

The Acquisition Of The Subjunctive Mood By Intermediate-Level Learners Of
Spanish: The Relationship Between Mood And Modality

by

John Henry Kaufman

A Thesis Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Approved April 2011 by the
Graduate Supervisory Committee:

Carmen García Fernández, Co-Chair
Barbara Lafford, Co-Chair
Jabier Elorrieta

ARIZONA STATE UNIVERSITY

May 2011

ABSTRACT

This study examines the effect that the modality (volition, doubt, emotion, belief, knowledge, etc.) of matrix noun clauses has on the ability of intermediate (second-year) Spanish L2 students (n=56) to properly produce the subjunctive and indicative moods, the relative order in which students tend to most accurately produce the subjunctive in response to the modalities of volition, doubt, and emotion, and students' level of syntactic ability and mood development. Each participant took a test consisting of twenty questions containing various modalities intended to elicit either the subjunctive or indicative mood. Participants also filled out a questionnaire that was designed to ascertain the participants' level of formal and informal experience with Spanish. The results of this study show that a) when the subjunctive was the target response most participants favored the unmarked indicative mood significantly more than the marked subjunctive mood, b) students most accurately produced the subjunctive to the modality of volition (VL), followed by doubt (DT), and emotion (EM), which is consistent with Collentine's study, and c) students were able to process complex syntax when producing the unmarked indicative mood but not when they were prompted to produce the marked subjunctive mood. The results of this study show that pedagogical expectations regarding the acquisition of the subjunctive mood by second-year Spanish students may be unrealistic as these students were operating somewhere between the pre-syntactic and syntactic stages.

TABLE OF CONTENTS

	Page
List of Tables	v
List of Figures	vii
Introduction	1
Review of Literature	3
Mood vs. Modality.....	3
Hierarchy of Difficulty	5
Markedness	6
Spanish Language Contact with English	8
Communicative Value and Cognitive Load.....	9
Frequency of Input.....	12
Learning vs. Acquisition.....	12
Syntactic Deficiency Hypothesis	14
Research Questions.....	19
Methodology.....	21
Subjects.....	21
Instruments.....	21
Procedures/Task.....	24
Research Design.....	25
Data Analysis	25

	Page
Coding.....	25
Statistical Analysis.....	30
Results and Discussion	31
Discussion.....	53
Complex Syntax.....	60
Conclusion	66
Summary of Results.....	66
Implications of This Study.....	67
Limitations and Future Research	67
References	69
Appendix A	71
Cover Letter	72
Instructions and Sample Test Questions.....	74
Test Questions.....	75
Questionnaire – Foreign Language Experience.....	80
Data Codes	81
Examples of Informants’ Responses.....	82

LIST OF TABLES

Table		Page
1. Response *Modality (Top Four Responses to Modalities that Elicit the Indicative Mood).....		32
1. a Indicative (IN) Responses to Modalities that Elicit the Indicative		33
1. b Future (FT) Responses to Modalities that Elicit the Indicative		35
1. c Subjunctive (SU) Responses to Modalities that Elicit the Indicative.....		35
1.d No Answer (NA) Responses to Modalities that Elicit the Indicative		38
2. Response *Modality (Top Six Responses to Modalities that Elicit the Subjunctive Mood).....		41
2. a Indicative (IN) Responses to Modalities that Elicit the Subjunctive		42
2. b Subjunctive (SU) Responses to Modalities that Elicit the Subjunctive		44
2. c Future (FT) Responses to Modalities that Elicit the Subjunctive ...		48
2.d No Answer (NA) Responses to Modalities that Elicit the Subjunctive		49
2. e Incomplete Sentence (IS) Responses to Modalities that Elicit the		

Table	Page
Subjunctive	50
2.f Infinitive (IF) Responses to Modalities that Elicit the	
Subjunctive	51

LIST OF FIGURES

Figure	Page
1. The Relationship Between IN and SU responses to the subjunctive Modalities	56

INTRODUCTION

Despite the considerable amount of time that teachers dedicate to the teaching of the forms and uses of the Spanish subjunctive, it is quite uncommon in Spanish foreign language (FL) learning for intermediate (second-year) university-level students to properly use the subjunctive mood in noun clauses (Collentine, 1995). Both teachers and students are concerned about this issue, which has led to much research on this topic (Collentine, 1995, 1998, 2003; Floyd, 1983; Koike & Klee, 2003; Perez-Leroux, 1998; Terrell, Baycroft & Perrone, 1987). This study will provide an overview of previous research on mood selection and subjunctive instruction and learning that will aid in understanding the problem at hand and provide insights to future research. It will then investigate whether or not students in a written test will be able to properly select the appropriate mood elicited by certain modalities and determine the relative order in which students most accurately produce the subjunctive in modalities of volition, doubt, and emotion. Students' data from this study will be analyzed, presented and compared to previous research, including Collentine (1995), to provide further suggestions for facilitating the students' development of mood selection in classroom instruction. Finally, this study will explore the reasons why intermediate students have consistently performed at lower levels than what is expected of them in regards to mastering mood selection. A discussion of the syntactic developmental stages at which the students are performing, will help determine at least in part, whether or not teachers' expectations regarding the mastery of the subjunctive are too high for their

students. More testing will need to be done and further research to combine results from both students and teachers to determine the source of the problem.

REVIEW OF LITERATURE

Mood vs. Modality

In order to explain some of the reasons why students experience difficulty when making mood selections this study will explain several constructs that form the theoretical framework for this study, starting with the concepts of mood and modality. Mood is defined as “a grammatical category for verbs,” (Collentine, 1995, p. 123) that is used to reflect the speaker’s perception of the reality (which involves the indicative mood) or irreality (which involves the subjunctive mood) of a situation (Koike& Klee, 2003). The mood of a verb form has also been referred to as the modality of the verb after it undergoes morphological or grammatical changes in the verb ending (Hualde, Olarrea & Escobar, 2001). It has also been explained that the subjunctive reflects a different perspective or human judgment than the indicative, although it uses the same system as the indicative. The two main mood categories that will be observed in this study are the subjunctive and the indicative, and an example of each of these two moods is in bold as follows: *Indicative: Es obvio que mi hermano **está** enfermo* ‘It is obvious that my brother is ill.’ *Subjunctive: Siento mucho que **estés** enfermo.* ‘I am very sorry that you are will.’ In Spanish mood involves morphological changes in the verbal inflection (see the conjugated verbs in bold in the two examples above), which is the focus of the grammatical instruction regarding mood selection.

Modality, on the other hand, “is a semantic notion manifested in all parts-of-speech” (Collentine 1995, p. 123), which elicits the different moods, for example: in noun clauses the *subjunctive* mood is triggered by the modalities of

volition, doubt/denial, emotion/reaction, report of a directive, while the *indicative* mood follows expressions of belief, knowledge, inference, report of a declarative, etc. Below are examples of the modalities for each mood based on examples provided by Palmer (1986, pp. 136-53). In this present study *reaction* and *emotion* are combined into one modality as are *volition* and *report of a directive* (as in Collentine, 1995), whereas Palmer (1986) separates these notions:

Subjunctive

- 1) Doubt/Denial: *Dudan que vengas con nosotros.* ‘They doubt you are coming with us.’
- 2) Evaluation (i.e., Emotion): *Es bueno que vengas con nosotros.* ‘It is good that you come with us.’
- 3) Reaction: *Les sorprende que vengas con nosotros.* ‘It is surprising to them that you are coming with us.’
- 4) Report of a Directive (Command): *Dicen que vengas con nosotros.* ‘They say that you ought to come with us.’
- 5) Volition: *Quieren que vengas con nosotros.* ‘They want you to come with us.’ (Own translations).

Indicative

- 1) Belief: *Creen que vienes con nosotros.* ‘They believe you are coming with us.’
- 2) Evidence: *Ven que vienes con nosotros.* ‘They see you are coming with us.’

- 3) Inference: *Es evidente que vienes con nosotros.* ‘It is obvious you are coming with us.’
- 4) Knowledge: *Saben que vienes con nosotros.* ‘They know you are coming with us.’
- 5) Report of Declarative (Statement): *Dicen que vienes con nosotros.* ‘They say you are coming with us’ (own translations), (Palmer, 1986, p. 136-53).

Students typically receive instruction on the indicative mood starting in Spanish 101, while the subjunctive is not introduced until Spanish 102. This approach may support research that indicates that students are more prone to produce the indicative than the subjunctive, as the indicative is the unmarked mood, and is therefore more easily acquired (Gragera, 2000).

Hierarchy of Difficulty

In addition to mood and modality, students’ native language (L1) (English) can play a role in learning certain aspects of the second language (L2). When students make comparisons between their L1 and L2 they can make certain transfer errors. According to Stockwell, Bowen and Martin (1965) the *contrastive hypothesis* predicts that there is a relationship between the similarity of L1 vs. L2 structures and their ease of acquisition, i.e., the more similar the two structures are, the easier they are to learn, and structures that vary greatly between the two languages will be more difficult to acquire. This led to the *hierarchy of difficulty*, which breaks down the level of difficulty in learning certain L2 constructions into six categories from least (0) to most difficult (5), as follows: (0) *Transfer*: no

difference between L1 and L2, (e.g., hospital, animal); (1) *Coalescence*: two elements of the L1 are represented by only one in the L2, (e.g., his/her/their → su); (2) *Subdifferentiation*: certain element of L1 does not exist in the L2 (e.g., auxiliary do → 0). (3) *Reinterpretation*: a certain L1 element has another form or distribution in the L2, (e.g., indefinite article, I am a student → Soy (un) estudiante.); (4) *Overdifferentiation*: certain element not required in the L1 is required in the L2, (e.g., definite article, Spanish food is tasty → La comida mexicana es sabrosa.); and (5) *Division*: certain element of L1 is expressed with two elements or more in the L2, (e.g., to be → ser, estar).

Overdifferentiation appears to correlate well with the subjunctive vs. indicative mood selection dilemma because, according to Palmer (1986), the subjunctive has nearly disappeared in English and its form is hardly, or not recognized at all by many students (e.g., I wish I were in Madrid, I insist that he be there tomorrow).

Markedness

Markedness has also been studied and confirmed to be a factor that affects the acquisition of the subjunctive mood (Gragera, 2000). Gragera studied the effects of typological markedness on the acquisition of the subjunctive by Spanish L2 learners in a community in Massachusetts. He uses the definition of *markedness* as provided by Greenberg (1966), which refers to the frequency of certain cross-linguistic functions, i.e., those that are more frequent are less marked, while those that are less frequent are more marked. However, frequency is not the cause of markedness but the result of the asymmetric relationship

between unmarked and marked elements in a given language. Because they carry more specific information than unmarked forms, marked forms restrict the application of that form to fewer contexts, and, consequently, they are less frequent in the input that learners receive. For instance, the past tense is more marked than the present tense due to the fact that the past tense refers to past time, whereas the present tense can refer to past, present, or future time in Spanish (e.g., *Llegué al mercado y vi a mi madre*. 'I arrived at the market and I saw my mother.' vs. *Llego al Mercado y veo a mi madre*. 'I arrive at the market and I see my mother.')

In the first example, the speaker's use of the marked past tense refers to an event that only occurred in the past. However, in the second example, the use of the unmarked present can be used to indicate a habitual action (every time I go to the market I see my mother) as well as a past action using the historical present, as in telling someone about something that happened in the market.

The same sort of asymmetrical markedness relationship obtains between the indicative and subjunctive moods in Spanish. For instance, in the phrase, *Mi papá dice que mi hermanita come carne*, 'My father says that my little sister eats meat' the speaker uses the unmarked indicative in the noun clause to simply report what the father has said about the sister. However, in the phrase, *Mi papa dice que mi hermanita coma (más) carne*, 'My father tells/instructs my little sister to eat (more) meat,' the speaker uses the marked subjunctive to indicate that the father is directing the girl to eat meat, a concept more complex and marked than that of simple reporting.

When second language learners acquire two grammatical categories that are related via markedness (e.g., the unmarked indicative vs. the marked subjunctive mood) the unmarked element tends to be acquired before the marked category. Due to their higher frequency in the input unmarked L2 linguistic elements are easier to learn than marked L2 elements, and are usually acquired first. Due to the marked nature of the subjunctive mood it has been observed that intermediate-level students tend exhibit more difficulties producing the subjunctive mood than the indicative mood (Collentine, 1995; Floyd, 1983; Terrell, Baycroft, & Perrone, 1987).

Spanish Language Contact with English

Research on the use of mood by native speakers of Spanish has found that contact with English may affect mood selection abilities in English-Spanish bilingual speakers. For instance, Silva-Corvalán (1994) evaluated the effects of English on the Spanish subjunctive use of bilingual Mexican and U.S. nationals in Los Angeles, CA. She noted that when Spanish was the subordinate language in a society (as in the case of Los Angeles and other U.S. cities where English is the language used by those in power) the bilingual participants simplified their Spanish grammar to a greater extent than monolingual Spanish speakers. The data showed that subjunctive was the first grammatical element to be lost by this bilingual population, and moreover, they replaced the subjunctive with the indicative in both the present and imperfect contexts.

Research has also shown that succeeding generations of Spanish-English bilinguals in the United States evidence greater loss of the subjunctive-indicative

mood differentiation. According to Ocampo (1990) Spanish speakers in the second generation in Los Angeles varied in subjunctive mood selection only in certain contexts, but the third generation used the subjunctive properly only 22% of the time (for example, “*No creo que nadie lo pueda/puede hacer.*” ‘I do not believe anyone can do that.’). This example shows that when the doubt modality is present, third-generation bilinguals use the improper mood form *puede* significantly more often than they use the proper mood form *pueda*. However, the third generation still always used the subjunctive when the modality of volition was used (for example: *Quiero que ...* ‘I want...’) (p. 39-48). This altered form of subjunctive mood selection observed by Silva-Corvalán (1994) and Ocampo (1990) could end up becoming input for Spanish L2 learners that come into contact with bilingual speakers from Los Angeles, and could ultimately affect their mood-selection abilities as well. This reduction of subjunctive use would require greater efforts by pedagogues to counteract these types of influences on students’ mood selection abilities.

Communicative Value and Cognitive Load

Van Patten’s (1987) notion of *communicative value* needs to be addressed as its influence plays a role in the acquisition of lexical elements of the L2, i.e., those lexical and grammatical elements that carry greater lexical meaning, such as nouns (e.g. *casas, María, coches*), adjectives (e.g., *bonitas, azules*), and verbs (e.g., *gustan*) carry more communicative value than function words. Koike and Klee (2003, p. 34) provide two examples to illustrate:

(1) “*Las casas son bonitas.*” ‘The houses are pretty.’ (Own translation).

(2) “A María le gustan los coches azules.” ‘Maria likes blue cars.’ (own translation)

The copulative verb *ser*, pronouns, the personal *a*, definite and indefinite articles, and prepositions, etc., are considered to be “function words” as they simply join those words that have more *communicative value*. The acquisition of linguistic elements in the L2 is directly related to the *communicative value* of the same, i.e., the greater the *communicative value* the easier the element is to learn; whereas words or morphemes that have less *communicative value* are more difficult to learn as they are less noticeable in the input.

Communicative value is relevant to the development of mood selection abilities due to the fact that modalities in a sentence already set up ideas of doubt/denial (*Dudo que...* ‘I doubt that...’), volition (*Quiero que...* ‘I want that...’) and emotion (*Siento mucho que...* ‘I am very sorry that...’) so that the morphological endings of the verb indicating the subjunctive mood are somewhat redundant and go unnoticed. For instance, in the example *Quiero que estudies más*, ‘I want you to study more’ the modality of the matrix clause *Quiero que . . .* implies that the speaker desires something, so that Spanish L2 learners tend to not recognize the morphological change in the last (unstressed) syllable of the verb that follows in the dependent noun clause *. . . estudies más. .* This lack of attention to redundant, atonic verb endings could be a result of a strain on the cognitive abilities of intermediate learners to pay attention to redundancies in the input (Sweeley, 1988).

Cognitive load refers to the threshold of information that our memories can receive at a given time and how much it can do with that information (Sweeley, 1988). Miller's (1956) article compared the human mind to a computer processor because it is able to receive, organize, and store information. Unlike computers, however, humans have a "limited-capacity information processor" that can receive and process only a certain amount of data at any one time (Block, 2003, p. 15). Koike and Klee (2003) explained that it is not easy to grasp the morphological, syntactic, semantic, and pragmatic information that is contained in the subjunctive, and students may simply avoid it all together. A strain in the *cognitive load* would occur when students surpass their capacity for receiving and processing redundant information in the input.

Collentine (1995) explained the link between cognitive load and the subjunctive, i.e., students exhaust their cognitive energy when attempting to form complex syntax, and are subsequently unable to focus on the morphological changes in mood selection. He also noted that "the combined task of producing complex syntax and selecting mood is probably too difficult for intermediate-level learners in most *speaking* tasks" (p. 131). Koike and Klee (2003) agreed with Collentine, stating that students are unable to appropriately control syntax in the first stages of interlanguage. Collentine (1995) proposed a syntactic intervention through deductive approaches to facilitate the acquisition of complex syntax by L2 learners of Spanish. A deductive approach would entail explicit instruction regarding how complex syntax functions, specifically pointing out the similarities and differences between students' L1 and L2, and then applying this to

subjunctive instruction, explaining to students that in most contexts the subjunctive mood requires complex syntax sentence structure (i.e., direct commands use subjunctive forms but do not occur in complex sentences, *come más/no comas más* ‘Eat more/Don’t eat more.’)

Frequency of Input

The effects of the frequency of linguistic items in the input on acquisition is a factor that has been studied by cognitive theorists for many years. Ellis (1999), proposed a cognitive approach to language learning which stated, “This approach clearly dictates that in learning . . . language must not be separated from its function. . . . [it] is like other complex skills that demand at least ten thousand hours on task: . . . many thousands of structural cues to meaning . . . the tuning of weights . . . thus it requires years on-task. The learner’s sample of experience must be properly representative of the frequencies in the language population” (p. 8). Givon (1979, 1990) noted that students need sufficient time to produce the complex syntactic sentence structures that necessitate careful attention to mood, specifically referring to subordinate clauses. He also noted that even native speakers (NS) take more time to produce complex syntax.

Learning vs. Acquisition

Studies that have been conducted regarding the acquisition of the subjunctive in Spanish include those by Terrell, Baycroft, and Perrone (1987), Floyd (1983), Collentine (1995, 2003) and Farley (2001).

Terrell, Baycroft and Perrone’s (1987) study was based on the use of a writing task followed by an oral task that elicited the subjunctive. Students

performed exceptionally well (92% accuracy of the subjunctive) on the written task; however, they performed quite poorly in the oral portion (12.3% accuracy), preferring to use contexts that did not require mood selection, and implementing few pragmatic and syntactic conditions that required the subjunctive. Despite the significant amount of time that is typically dedicated to teaching the subjunctive in the classroom, seldom do intermediate learners of Spanish properly select mood, especially in open-ended oral communicative tasks. The authors concluded that learners often *learn* rather than *acquire* the subjunctive.

Krashen (1978) proposed the *learning/acquisition* dichotomy explaining *learning* takes place in a formal context (i.e., formal instruction) and is a conscious approach to gaining knowledge of a FL (i.e., studying after school for an exam, or a self-study program). *Acquisition*, on the other hand, takes place in a naturalistic context, and involves subconscious processing (Block, 2003). On the surface this seems to provide an explanation for the inability for most learners to master mood selection, in other words, classroom students are learning FL material for tests or projects but are not acquiring it easily. Block (2003) criticized Krashen's (1978) *learning/acquisition* model for its claim that there is no way for *learned* information ever to be stored as *acquired*, which is also known as the *non-interface* position. Block (2003) asserted that there is no way to empirically prove the validity of Krashen's non-interface model.

Schneider and Shiffrin (1977) on the other hand, proposed a similar model of *automatic* and *controlled processing*, with terms parallel to the meanings of *acquisition* and *learning* (respectively), however, their model dictates that

interface is possible: the automatic process is subconscious and does not fill up the short-term capacity; and controlled processing enables long-term learning, including automatic processing.

Syntactic Deficiency Hypothesis

In order to address the issues that causes problems in mood selection one must know at what syntactic level students are performing and how to determine that level. Givon (1979, p. 223) discussed *The Developmental Stages Model*, which gives a synopsis of the presyntactic and syntactic stages for measuring learners' development in Spanish:

Presyntactic Stage:

- 1) Topic-Comment Structure: *Yo trabajo / Juan Venir.*
- 2) Loose conjunction.
- 3) Slow rate of delivery.
- 4) Word order is governed by one pragmatic principle: old information goes first, new information follows.
- 5) Roughly one-to-one ratio of nouns-to-verbs in discourse, with verbs being semantically simple.
- 6) No use of grammatical morphology
- 7) Prominent intonation-stress marks the focus of new information; topic intonation is less prominent.

Syntactic Stage:

- 1) Subject-predicate structure: *El que viene es Juan.*
- 2) Tight subordination [Complex syntax].

- 3) Fast rate of delivery.
- 4) Word order is used to signal semantic case functions.
- 5) A larger ratio of nouns-over-verbs in verbs in discourse, with verbs being semantically complex.
- 6) Elaborate use of grammatical morphology.
- 7) Very much the same, but perhaps not exhibiting as high a functional load, and at least in some languages totally absent.

Although this model covers more linguistic concepts than those focused on in this study, it serves the purpose of indicating the development of students' mastery of key concepts such as *morphological use* in the FL and *simple sentence structure*, which directly relate to the ability - or inability - to produce complex sentence structures.

Floyd (1983) conducted a study involving a group of bilingual (Spanish/English) students whose schools prohibited the use of Spanish, and by doing so also hindered their development of bilingual syntax, thus thwarting the development of their subjunctive skills. Floyd (1983) authored the *Syntactic Deficiency Hypothesis*, reporting that there is a direct relationship between the development syntax and subjunctive mood selection abilities.

Based on Floyd's (1983) *Syntactic Deficiency Hypothesis* Collentine (1995) conducted a study that examined mood selection abilities of intermediate-level Spanish students. Collentine (1995) explains in his methodology that the ideal way to determine students IL (interlanguage) development is to make students focus on the content of an utterance while at the same time allowing little

time for them to plan their responses. Task 1, a conversational task that lasted 10 minutes, focused on the vernacular style, in which the researcher prompted intermediate-level Spanish students at Arizona State University (N=40) with questions that would elicit either the indicative or subjunctive moods, which had been taught extensively during the semester.

Collentine points out that it was necessary to supplement task 1 with a complimentary task that allowed students more time to plan their responses because, as Givon (1979, 1990) puts it, even native speakers require additional time to plan to produce utterances with complex syntax and morphology, i.e., which characterizes a couple of the processes in the syntactic stage. Task 2, a controlled oral-production task, in which intermediate-level Spanish students from the University of Texas at Austin (N=38) were presented with questions involving modalities (doubt, emotion, volition) imbedded in the utterances, which allowed students to focus on the content (and not the form) of their utterances.

Collentine (1995) noted that the intermediate-level students in his study operated at the presyntactic stage as they were unable to properly utilize morphology consistently, they had not yet developed accuracy when using the subjunctive even when they are provided ample time to produce it. The utterances of these intermediate students predominantly included simple combinations of topic and comment. Intermediate-level students displayed a higher number of nouns than verbs, and although they may have focused on accuracy in certain areas (i.e., aspect, number, person) they failed to focus on other areas such as mood or tense, and they produced simple, disconnected

syntax. Some examples of presyntactic speech are as follows: (*Carlos es cómico* ‘Carlos is funny’. . . *me gusta* ‘I like that/him’; *Yo trabajo* ‘I work’; *Ayer *juegan en el parque* ‘Yesterday, they play in the park’ (Collentine, 1995, p. 125).

Collentine (1995) applied Givon’s (1979) syntactic development continuum to his study to show at which stage intermediate Spanish students were operating and explain at what point intermediate-level Spanish students would be able to produce the subjunctive in spontaneous speech. The results for task 1 illustrate that the students used simple utterances 64% of the time, por ejemplo, *Yo trabajo* ‘I work’, *Juan come* ‘John eats’, o *si Juan quiere* ‘if John wants’, *yo voy también* ‘I’m going, too.’) (p. 12). The students were able to produce the indicative properly in all contexts where it was elicited, for example, *Creo que es importante* ‘I think it is important,’ whereas they only produced the subjunctive mood 13% of the time when it was the target response, por ejemplo, *No creo que *es importante.* ‘I do not think it is important.’

The results for task 2 indicated that students used simplified responses significantly more often within subjunctive mood responses (47%) than within indicative mood responses (27%). Students responded 71% of the time to the report of a directive modality, i.e., volition, by using parasyntaxis (which is called RI (reiteration) in this current study) (e.g., *Carla dice: ven aquí* ‘Carla says: come here’) (p. 129); however, when students’ produced indicative responses 89% of the time they used subordinate clauses (e.g., *Carla dice que Juan es simpático.* ‘Carla says that John is nice.’) (p. 129).

Collentine explained that students responded to the doubt modalities they conceivably relied on English syntax when they successfully produced complex syntax in Spanish because clausal compliments is one of three typical phrase structures in English, e.g., “*We doubt that they understand*” (p. 129). In regards to simplification in students’ responses, this occurred more often in the response to the emotion and reaction modalities than in response to the doubt and volition modalities.

In regards to morphology, students’ responses were 90% accurate within the indicative mood but significantly lower in the subjunctive mood (34%). Students were able to appropriately produce the subjunctive most reliably to the volition modality, next to the doubt/denial modality, and least reliably to the emotion modality.

Collentine (1995) concluded that “the most important barrier to learners’ benefiting from mood-selection instruction relates to their abilities to generate complex syntax” (p. 130), which is due to their inability to simultaneously make distinctions in the morphological changes in verb endings (indicative vs. subjunctive) and produce complex syntax. However, Collentine noted that once intermediate-level Spanish students develop the ability to produce complex syntax by implementing subordinate structures and several nouns they will have reached the syntactic stage, at which time he would expect them to produce the subjunctive more accurately in spontaneous speech. Koike and Klee (2003) agreed that intermediate level students are unable to form complex syntax, and

mentioned that if students avoid subordinate clauses, they will not see the need for acquiring the subjunctive mood.

Collentine (1995) commented that students need to develop a strong linguistic foundation before they can benefit from formal instruction regarding complex syntax; however, he did not mention at which point in the *presyntactic/syntactic* continuum students would benefit from such instruction. Terrell, Baycroft, and Perrone (1987), and Pereira (1996) noted that students will benefit from subjunctive instruction after they are able to generate complex syntax.

The purpose of this study, which stems from Collentine's (1995) study, is to a) determine the effects that modality cues have on mood selection by second-year students of Spanish ; b) determine the significance of the relationship between modality and type of responses given in the dependent clause when indicative and subjunctive forms are elicited, c) ascertain the order in which students tend to most accurately produce the subjunctive mood in modalities that elicit the subjunctive (volition, doubt, and emotion), and d) help pedagogues understand their students' level of syntactic ability and mood development after three semesters of Spanish so that teachers can make realistic measurements of students' performance and set attainable mood-selection goals for fourth-semester students based on those results.

The research questions for this study are as follows:

(1) What types of responses are given by fourth-semester L2

learners of Spanish when the subjunctive and indicative

moods are solicited following different modalities in matrix noun clauses?

- (2) Is there a significant relationship between the type of modality in the matrix clause and the type of response given to the question prompt when the indicative and subjunctive moods are elicited?
- (3) What is the order in which students tend to most accurately produce the subjunctive in noun clauses following matrix clauses with the modalities of volition, doubt, and emotion?
- (4) What do these results show about the level of syntactic ability and mood development of fourth-semester Spanish students?

METHODOLOGY

Subjects

In this study male and female students (N=56) between the ages of 18 and 35, were selected to participate in this study from an intact fourth-semester (SPA 202) Spanish class at Arizona State University. Data from heritage speakers and other students who have studied abroad were excluded from the data analysis as their linguistic experiences could skew the scores and affect the results.

It should be noted that just before these tests were administered (during the sixth week of class), the SPA 202 students had recently been exposed to the present subjunctive in adjective clauses. Prior exposure to the present subjunctive in noun clauses (the focal point of this study) was introduced in SPA 102 as well as at the end of the SPA 201 semester.

Instruments

The researcher presented the study and its purpose to students by verbally summarizing the cover letter (Appendix A) and explaining that students were to produce the best verb form based on the scenario that was provided. Next the researcher reviewed the instructions and two sample questions (Appendix B) as follows:

Instructions: Read the following scenarios and for your responses (i.e.,

Respuesta) complete the sentence including another verb of your own choosing or from the comments or scenario (see sample questions). Be sure to use the appropriate verb form in your responses. At the end of the test you will fill out a

questionnaire that inquires about your experience with foreign language(s). You will have 30 minutes to finish the test and questionnaire.

Example 1:

People involved: **Juan** and *su amigo* (**Juan** and **his friend**)

Scenario: Juan hears that his favorite rock band (*grupo de rock*) is going to be playing at Desert Sky Pavilion on March 7th, but Juan becomes sad as he remembers that his car broke down and realizes that he won't be able to go. Juan's friend tries to comfort him.

Amigo: Está bien Juan, ese grupo de rock viene frecuentemente a Arizona.

'Friend: It's ok Juan, that rock band comes often to Arizona.'

Pregunta: ¿Qué dice el amigo de Juan? Question: 'What does Juan's friend say?'

Respuesta: El amigo de Juan dice que _____.

Answer: 'Juan's friend says that _____.'

(Respuesta: El amigo de Juan dice que el grupo de rock viene a menudo a Arizona.) (Answer: 'Juan's friend says that the rock band comes often to Arizona.')

Example 2:

People involved: **Roberto** and **Marisol**

Scenario: A young man named **Roberto** is riding his motorcycle and pulls up into his driveway after a long day of school. He notices his good friend **Marisol** walk out of her house across the street. She approaches him and has a smile on her face.

Marisol: Este sábado es mi cumpleaños, ¡ven a celebrar conmigo! ‘This Saturday is my birthday. Come celebrate with me.’

Pregunta: ¿Qué dice Marisol a Roberto? Question: ‘What does Marisol say to Roberto?’

Respuesta: Marisol le dice que _____. Answer: ‘Marisol tells him that _____.’

(Respuesta: Marisol le dice que venga a celebrar su cumpleaños el sábado.)

(Answer: ‘Marisol tells him that he ought to come celebrate her birthday on Saturday.’) (Researcher’s translation).

The sample answers included an underlined verb in order to show students how to implement a verb from the scenario into the answer. The two sample questions and responses were reviewed with the students prior to taking the test so that the participants would have a good idea of what type of responses they could produce. The researcher verbally explained that different types of situations could elicit different forms (indicative vs. subjunctive) as presented in the sample questions. Students were not informed that the test questions elicited only the indicative or subjunctive moods, just that they should produce the most appropriate verb form based on the situation in each question. The sample questions illustrated that sometimes it is acceptable to respond with the indicative (*Dice que viene*) while in other situations the subjunctive is more appropriate (*Dice que venga*) is the appropriate response. Each response began with a matrix clause plus *que* to which students were instructed to complete the sentence with the most appropriate verb form.

The purpose of designing the questions in this manner was to determine if students would process the matrix clause + *que* and recognize that was introducing a subordinate clause as opposed to another independent clause. The question items were structured to provide information regarding whether or not participants could produce the subjunctive mood when elicited by the modality provided. Distractor questions that prompted the indicative mood in coordination clauses were placed intermittently in the test so that the subjects would not guess the nature of the study.

The test questions (Appendix C) consisted of twenty scenarios from Collentine (1995), in which both the indicative and subjunctive were elicited in noun clauses following matrix clauses containing various modalities.

A foreign-language-experience questionnaire (Appendix D) was used at the end of the test in order to identify heritage speakers and those students who had lived abroad, so they could be eliminated from the study. The questionnaire specifically inquired about the students' gender, age, native language(s), use of the native language(s) with others, language spoken at home, country of birth, year in college, prior foreign language classes, experience(s) abroad, exposure to foreign language in high school, language use outside of the classroom, their major, and other foreign language experience.

Procedures/Task

The written test and language experience questionnaire were provided to the students in the classroom where the students regularly met at Arizona State University, and were handed out by the researcher at the beginning of the class.

The researcher reviewed sample test questions and responses with students prior to the test and went over the cover letter (Appendix A) with them that made them aware of their rights (e.g., their participation was voluntary, that the test would not affect their grade in the class).

Research Design

The research design is Ex Post Facto, i.e., a one-shot test to determine the developmental level of fourth-semester Spanish students regarding mood selection after matrix noun clauses containing modalities of volition, doubt, and emotion. The independent variable in this study was modality and the dependent variable was the mood of the verb form used following various modalities.

Data Analysis

The data was analyzed with the crosstab function form with the PASW 18 program to determine the subjects' mood choice in dependent clauses following matrix noun clauses using certain modalities that typically required either the indicative or subjunctive moods.

Coding

Data codes for the subjunctive modalities illustrated in the tables are as follows: VL = volition/report of a directive, EM = emotion/reaction, DT = doubt/denial, and the total number of each subjunctive modality used in the test is as follows: VL=3, EM=3, DT=3. Data codes for the indicative modalities illustrated in the tables are as follows: SN = sensory, VS = visual, DC = declarative, KN = knowledge, BL = belief, and IN = inference). The total number of each indicative modality used in the test is as follows: SN=1, VS=1, DC=1,

KN=1, BL=1, IN=1. The test was designed so that there were three questions for each of the modalities that elicit the subjunctive mood and only one test question for each of the indicative modalities. This was done in order to give students multiple opportunities to produce the subjunctive as it tends to be more difficult. In the interest of making the test as concise as possible to avoid student fatigue and as the responses given to modalities eliciting the indicative were not analyzed in this study only one test question per indicative modality was used on the test.

Examples of each of the modalities used in the test are as follows:

Modalities that elicit the subjunctive:

Example 4 (Informant 22)

(DT) Doubt/Denial: *No es cierto que el niño tenga catorce años.* ‘It is not true that the baby boy is fourteen years old.’

Example 5 (Informant 52)

(EM) Emotion: *Es triste que la familia de Ana no haga nada interesante.* ‘It is sad that Ana’s family does nothing interesting.’

Example 3 (Informant 11)

(VL) Volition: *El jefe quiere que la empleada deposite el dinero en el banco.* ‘The boss wants the employee to deposit the money in the bank.’

Modalities that elicit the indicative:

Example 6 (Informant 15)

(SN) Sensory: *El jefe escucha que el empleado no quiere trabajar aquí más.* ‘The boss **hears** that the employee does not want to work here anymore.’

Example 7 (Informant 41)

(VS) Visual: *El guía **observa** que los pasajeros están aburridos.* ‘The guide **observes** that the passengers are bored.’

Example 8 (Informant 53)

(DC) Report of Declarative: *Eduardo le **informa** a su papá que tiene el periódico de ayer.* ‘Eduardo **tells** his dad that he has yesterday’s paper.’

Example 9 (Informant 12)

(KN) Knowledge: *El agente **sabe** que el nombre de su cliente es Juan.* ‘The agent knows that the client’s name is Juan.’

Example 10 (Informant 2)

(BL) Belief: *Antonio **cre**e que va a llegar tarde.* ‘Antonio **believes** that he is going to be late.’

Example 11 (Informant 3)

(IN) Inference: *Es **evidente** que no van a jugar tenis.* ‘It is **evident** that the boyfriend does not want to play tennis.’

Data codes for the responses illustrated in the tables are as follows:

FT = future: this is not the expected response for any of the modalities;

however, based on the way that some of the questions were phrased it was a proper response in certain circumstances. For example, question fifteen involves Antonio waking up late again:

Example 12 (Informant 3)

Antonio: ¡Oh no! ¡Voy a llegar tarde otra vez! ‘Oh no! I am going to be late again!’

Pregunta: ¿Qué cree Antonio? Question: ‘What does Anthony believe?’

Respuesta: “Antonio cree que va a llegar tarde otra vez.” Response:

‘Antonio believes he will be late.’

IF = infinitive: this response does not provide the subjunctive or indicative moods and indicated that students could not process verbal inflection in conjunction with producing mood. For example, question fourteen included Manolo and his broken arm:

Example 13 (Informant 35)

Manolo: ¡Ay! ¿Qué voy a hacer con mi brazo roto? ‘Ow! What am I going to do with my broken arm?’

Pregunta: ¿De qué se lamenta Manolo? Question: ‘Why is Manolo upset?’

*Respuesta: Manolo se lamenta de que “*tener un brazo roto.”* Response:

‘Manolo is sad that *to have a broken arm.’

IN = indicative: this response is expected from students when presented with modalities that elicit the indicative, i.e., sensory, visual, declarative, knowledge, belief, and inference. IN responses involve students’ ability to process the complex syntax structure in the matrix clause (i.e., the modality plus *que*) as this requires students to produce a subordinate clause as opposed to another independent clause. For example, question two is about a guide who notices that the passengers are bored:

Example 14 (Informant 31)

Un pasajero: ¿Por qué están todos aburridos? A passenger: ‘Why is everyone bored?’

Pregunta: ¿Qué observa el guía? Question: ‘What does the guide observe?’

*Respuesta: El guía observa que “los pasajeros **están** aburridos.”*

Response: ‘The guide observes that the passengers are bored.’

NA = no answer: Students did not provide an answer for a response.

SU = subjunctive: this response is expected when students are presented with modalities that elicit the subjunctive mood, i.e., doubt/denial (DT), volition/directive (VL), and emotion/reaction (EM). When students produce this response they demonstrate their ability to process the complex syntax structure in the matrix clause (i.e., the subjunctive modality plus *que*) in addition to the ability to produce subjunctive verbal inflection in verb endings. For example, question three involves an elderly woman that sees a baby boy in a high chair with a birthday cake and fourteen candles:

Example 15 (Informant 11)

La viejita: ¿Ese niño tiene catorce años? Old woman: ‘Is that baby boy fourteen years old?’

Pregunta: ¿Qué no es cierto? Question: ‘What is not true?’

*Respuesta: No es cierto que “el niño **tenga** catorce años.”* Response: ‘It is not true that the baby boy is fourteen years old.’

The following responses were provided but are not illustrated in the tables as they were produced less than 2.0% of the time: CO = conditional, CM =

command, GE = gerundial, IM = imperfect, IR = incomprehensible response, PA = participle, PF = present perfect, PP = present progressive, PS = past subjunctive, PT = preterit tense, RI = reiteration, and SW = subjunctive attempt with incorrect spelling.

Statistical analysis

A Chi-Square analysis was used to determine the significance of the relationship between mood selection and modality (alpha level = .05).

RESULTS AND DISCUSSION

This section provides answers to the following research questions:

- (1) What types of responses are given by fourth-semester L2 learners of Spanish when the subjunctive and indicative moods are solicited following different modalities in matrix noun clauses?
- (2) Is there a significant relationship between the type of modality of the matrix clause and the type of response given to the question prompt when the indicative and subjunctive moods are elicited?
- (3) What is the order in which students tend to most accurately produce the subjunctive in noun clauses following matrix clauses with the modalities of volition, doubt, and emotion?
- (4) What do these results show about the level of syntactic ability and mood development of fourth-semester Spanish students?

Table 1 lists the top four responses to the questions containing modalities that elicited the indicative mood. It is organized in order of the number of total responses for each type (far right column) with the most frequent responses listed first. It presents the students' response types (far left column), and indicates the number and percentages of each response to the modalities that elicit the indicative mood (middle six columns). Within each cell the row indicating

Percent (%) within the response corresponds to the horizontal totals and refers to the percentage that the response type was used within each modality. For instance, when the indicative mood was the target students produced IN (indicative) responses 6.3% of the time with the BL (belief) modality, and 18.9% with the DC modality, 13% with the IN modality, 19.3% with the KN modality, 19.3% with the SN modality and 23.1% with the VS modality. The bottom row of each cell indicating *percent (%) within the modality* corresponds to the vertical totals and refers to the relative percentage that different response types were used when a given modality was used in the matrix clause. For example, when the indicative mood was the target, and the BL modality was used in the matrix clause, students responded 32.6% of the time with IN, 50% of the time with FT, 13% of the time with SU, and 4.3% of the time with NA. Table 1 provides data only on those responses that were produced more than 2.5% of the time.

Table 1

*Response *Modality (top four response to modalities that elicit the indicative)*

Responses		Modalities that elicit the indicative mood						
		BL	DC	IN	KN	SN	VS	Total
IN	Count	15	45	31	46	46	55	238
	% within Response	6.3	18.9	13.0	19.3	19.3	23.1	100.0
	% within Modality	32.6	88.2	67.4	88.5	92.0	98.2	79.1
FT	Count	23	0	9	0	0	0	32
	% within Response	71.9	0.0	28.1	0.0	0.0	0.0	100.0
	% within Modality	50.0	0.0	19.6	0.0	0.0	0.0	10.6
SU	Count	6	2	3	2	3	0	16
	% within Response	37.5	12.5	18.8	12.5	18.8	0.0	100.0
	% within Modality	13.0	3.9	6.5	3.8	6.0	0.0	5.3

NA	Count	2	4	3	4	1	1	15
	% within Response	13.3	26.6	20.0	26.6	6.7	6.7	100.0
	% within Modality	4.3	7.8	6.5	7.7	2.0	1.8	5.0
Total	Count	46	51	46	52	50	56	301
	% within Response	15.3	16.9	15.3	17.3	16.6	18.6	100.0
	% within Modality	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Data from Table 1 indicate that there were 301 total tokens within the top four responses to matrix clauses containing modalities that elicited the indicative, which were divided evenly between each indicative modality, i.e., BL (belief) comprised 15.3% of total responses, DC (report of declarative) 16.9%, IN (inference) 15.3%, KN (knowledge) 17.3%, SN (sensory) 16.6%, and VS (visual) 18.6% of responses. When the indicative mood was the target response students overwhelmingly preferred unmarked IN (indicative) responses 79.1% of the time, followed by FT (future) responses at 10.6%, SU (subjunctive) 5.3%, and NA (no answer) 5.0% of the time.

Table 1.a

Indicative (IN) responses to the indicative modalities

		BL	DC	IN	KN	SN	VS	Total
IN	Count	15	45	31	46	46	55	238
	% within Response	6.3	18.9	13.0	19.3	19.3	23.1	100.0
	% within Modality	32.6	88.2	67.4	88.5	92.0	98.2	79.1

Table 1.a shows that when the indicative was solicited subjects in this study provided the appropriate IN response most often within the VS (visual) modality at 23.1%, followed by its presence in KN (knowledge) and SN (sensory)

modalities at 19.3% each, DC (report of a declarative) at 18.9%, IN (inference) at 13.0%, and lastly BL (belief) at 6.3%.

Question number two on the test included the VS modality; the most common response by students to this question involved a relatively simple phrase for students to produce as they have been exposed to this type of input since their first semester of Spanish:

Example 16 (Informant 20)

Un pasajero: ¿Por qué están todos aburridos? Passenger: ‘Why is everyone bored?’

Pregunta: ¿Qué observa el guía? Question: ‘What does the guide observe?’

*Respuesta: El guía observa que los pasajeros **están** aburridos.* Response: ‘The guide observes that the passengers are bored.’

This also applies to KN, SN, and IN modalities as they use easily recognized phrases like (#10) *Eduardo le informa que ...* and (#6) *El agente sabe que ...* and (#17) *Es evidente que ...*, respectively ; however, the BL (belief) modality requiring the indicative posed more difficulty for students. Question fifteen poses the following question using the BL modality: *¿Qué cree Antonio?* Question: What does Antonio believe? Question eighteen reads as follows: *¿Qué no cree Ana?* What doesn’t Ana believe? Students may have confused the BL modality with the subjunctive modality DT as both questions appear similar and are only different in the fact that one includes a negative in the question. The level of certainty tied to the Spanish verb *creer* may contribute to some confusion for

students as the English verb “I believe” indicates less certainty than its Spanish counterpart. Another reason that IN responses were produced so infrequently to the BL modality may be due to the high number of FT responses, which is explained below.

Table 1.b

Future (FT) responses to the indicative modalities

		BL	DC	IN	KN	SN	VS	Total
FT	Count	23	0	9	0	0	0	32
	% within Response	71.9	0.0	28.1	0.0	0.0	0.0	100.0
	% within Modality	50.0	0.0	19.6	0.0	0.0	0.0	10.6

FT (future) responses were the second most common when the indicative was the target response, comprising 10.6% of the top four responses. Students favored the FT response 71.9% of the time in the BL modality followed by its use 28.1% in the IN modality. The FT was not produced by students in response to any other modalities that elicit the indicative. Most of the FT responses were in the *ir + a + infinitive* form as opposed to the synthetic form (less than 2.5%) (*infinitive + -é, -ás, -á, emos, -án*), which is likely due to the fact that students received instructions that as part of their responses they were to use a verb from the scenario, and question fifteen (BL) includes comments by Carlos in the *ir + a + infinitive* format as Carlos says, ¡*Voy a llegar tarde otra vez!* ‘I am going to arrive late again.’ Most of these FT responses contained the following phrase, *Antonio cree que va a llegar tarde*. ‘Anthony believes he is going to be late.’ It is clear that a FT response was an appropriate response to this question as it mirrors the analytic future structure (*ir + a + infinitive*) used in the prompt.

Table 1.c

Subjunctive (SU) responses to the indicative modalities

		BL	DC	IN	KN	SN	VS	Total
SU	Count	6	2	3	2	3	0	16
	% within Response	37.5	12.5	18.8	12.5	18.8	0.0	100.0
	% within Modality	13.0	3.9	6.5	3.8	6.0	0.0	5.3

SU (subjunctive) responses were third most common when the indicative was the target response comprising 5.3% of the top four responses. Inappropriate SU responses to the IN modalities were significantly fewer in number than inappropriate IN responses (79.1%). Students most favored SU responses following the BL modality (37.5%). This was followed by SU responses in the SN and IN modalities (18.8% each), and lastly to the DC and KN modalities (12.5% each). Thus, Tables 1.a and 1.c show that the BL (belief) modality received the most SU responses but the least number of IN responses. Although the number of SU responses are few, these results may add more support to the possibility that some students confused the level of certainty with the BL modality *creo que* as in English the phrase *I believe* is less certain than *I know*, which may have confused some students to the extent that they believed the subjunctive should be used instead of the indicative mood. In addition, the BL modality *creo que* is similar to the subjunctive modality phrase (DT) *no creo que*, and they differ only by one word, *no*. This may cause students to generalize that both modalities prompt the same mood, which results in inaccurate mood responses. Question fifteen on the test included the BL modality, and one student's SU response to this question illustrates what is mentioned above:

Example 17 (Informant 52)

Antonio: ¡Oh no! ¡Voy a llegar tarde otra vez! ‘Oh no! I’m going to be late again.’

Pregunta: ¿Qué cree Antonio? Question: ‘What does Antonio believe?’

*Respuesta: “Antonio cree que **vaya** a llegar tarde.”* Response: ‘Antonio believes he is going to arrive late.’

The same student responded with the subjunctive to question eighteen, which involves the DT modality phrase *no creer*:

Example 18 (Informant 52)

Ana: No va a ser un buen día para Antonio. ‘It is not going to be a good day for Antonio.’

Pregunta: ¿Qué no cree Ana? Question: ‘What doesn’t Ana believe?’

*Respuesta: Ana no cree que “**vaya** a ser un buen día para Antonio.”*

Response: ‘Ana doesn’t believe that it isn’t going to be a good day for Antonio.’

The SU responses to the remaining indicative modalities appear to be sporadic as these same modalities prompted students to produce a very high frequency of IN responses. This supports the notion that intermediate-level students were unclear when to use the subjunctive mood. Only one student used the PS (past subjunctive) as a response to question one, which involved the indicative modality SN (sensory):

Example 19 (Informant 6)

Empleado: No queremos trabajar aquí más. Employee: ‘We don’t want to work here anymore.’

Pregunta: ¿Qué escucha el jefe? Question: ‘What does the boss hear?’

*Respuesta: El jefe escucha que **no quisiera** trabajar aquí más.* Response:

‘The boss hears that he would like to not work here anymore.’

This student appears to be acquainted with the form *quisiera* that is used in other contexts and just used it here instead of the regular indicative form *quieren*.

Interestingly, the same participant that produced PS (past subjunctive) as a response, i.e., *quisiera*, also accurately produced the SU responses 66.6% of the time, 22.2% were responses to the VL modality, 22.2% to the DT modality, and 22.2% to the EM modality. This student produced a SU response to one of the indicative modalities (KN), which was presented in question number six:

Example 20 (Informant 6)

Juan: Me llamo Juan. ‘I am called John.’

Agente: Yo sé. ‘I know.’

Pregunta: ¿Qué sabe el agente? Question: ‘What does the agent know?’

*Respuesta: El agente sabe que “se ***llame** Juan.”* Response: ‘The agent knows that he is called Juan.’

This response is notable as the verb *saber* is not one that is associated with doubt or uncertainty as could be the verb *creer* seen in question fifteen where it was possibly confused with the DT modality *no creer*. This overuse of the subjunctive may be due to students having been recently re-exposed to present subjunctive forms (albeit in adjective clauses) just before the test for this study was administered.

Table 1.d

No Answer (NA) responses to the indicative modalities

		BL	DC	IN	KN	SN	VS	Total
NA	Count	2	4	3	4	1	1	15
	% within Response	13.3	26.6	20.0	26.6	6.7	6.7	100.0
	% within Modality	4.3	7.8	6.5	7.7	2.0	1.8	5.0

Table 1.d indicates that 5% of the time when the indicative mood was the target response students did not produce an answer. This was most common in the KN and DC modalities at 26.6% each, followed by the IN modality at 20.0%, BL at 13.3%, and SN and VS modalities at 6.7% each. 59.9% (BL, DC, and IN) of the NA responses were to questions near or at the end of the test, i.e., questions 15, 17, and 20, respectively, whereas 40.1% (KN, SN, and VS) of the questions were at the beginning of the test, i.e., questions 6, 1, and 2, respectively. More of the unanswered questions were near the end of the test; however, it should be noted that participants nine, sixteen and nineteen responded with NA for a majority of all NA responses. Many of these participants' NA responses were towards the end of the test but participant nineteen did not respond to 50% of his test questions, writing in English *not sure* for several of the answers.

Although some participants responded with NA for several of the questions it was probably not entirely due to a time or fatigue factor. For example, student sixteen exhibited many incomprehensible responses and apparent transfer from English in her other responses that were not NA, indicating that she is not performing at the intermediate level despite being in the fourth semester Spanish class. For example, she used English conjunctions for question eight, which involves Ana and her family that does nothing but sit around in front of the television:

Example 21 (Informant 16)

Ana: Mi familia no hace nada interesante. ‘My family does not do anything interesting.’

Pregunta: ¿Qué es triste? Question: ‘What is sad?’

*Respuesta: Es triste que “*ella familia ha nunca algunas hacer.”*

Response: ‘It is sad that her family has nothing to do.’

She gave the following response to question nine, which involves Eduardo, whose vehicle is at the mechanic’s shop, and the mechanic is a girl, which he thinks is unusual:

Example 22 (Informant 16)

Eduardo: Pero tú no puede arreglar carros... eres una mujer. ‘But you can’t fix cars ... you are a woman.’

Pregunta: ¿Qué duda Eduardo? Question: ‘What does Eduardo doubt?’

*Respuesta: Eduardo duda que *ello’s **mechanico** es una mujer.*

Response: ‘Eduardo doubts that his mechanic is a woman.’

A majority of the NA responses were given by the three students mentioned above, while the remaining NA responses showed no pattern as far as the participants that produced no answer, nor the particular test questions that were not answered. It is unknown if thirty minutes was not enough time for participants nine, sixteen and nineteen, to take the test, if they did not take the test seriously, or if they simply could not answer the questions as provided.

The results in Table 1 indicate that there is a significant relationship between modality and response type when the indicative is elicited because the

Chi Square value of 95.39 exceeded the minimum value of 24.99 at the 0.05 significance level. Overall, Table 1 shows a definite preference by students to produce the unmarked IN (indicative) responses when the indicative is the target response.

Table 2 presents the top six responses to the modalities that elicit the subjunctive mood. Responses that were produced less than 3.0% of the time are not included in this table.

Table 2

*Response *Modality (top six response to modalities that elicit the subjunctive)*

Responses		Modalities that elicit the subjunctive mood			
		DT	EM	VL	Total
IN	Count	104	113	92	309
	% within Response	33.7	36.6	29.8	100.0
	% within Modality	65.4	72.9	62.6	67.0
SU	Count	20	12	31	63
	% within Response	31.7	19.0	49.2	100.0
	% within Modality	12.6	7.7	21.1	13.7
FT	Count	23	13	2	38
	% within Response	60.5	34.2	5.3	100.0
	% within Modality	14.5	8.4	1.4	8.2
NA	Count	5	8	7	20
	% within Response	25.0	40.0	35.0	100.0
	% within Modality	3.1	5.2	4.8	4.3
IS	Count	4	8	4	16
	% within Response	25.0	50.0	25.0	100.0
	% within Modality	2.5	5.2	2.6	3.5
IF	Count	3	1	11	15
	% within Response	20.0	6.7	73.3	100.0
	% within Modality	1.9	0.6	7.5	3.3
Total	Count	159	155	147	461
	% within Response	34.5	33.6	31.9	100.0
	% within Modality	100.0	100.0	100.0	100.0

Data in Table 2 show that there were 461 tokens in the top six responses when the subjunctive mood was elicited, i.e., the modalities that elicit the

subjunctive mood, (DT (doubt), EM (emotion), and VL (volition), were imbedded in the matrix clause. Students highly favored IN (indicative) responses (67%) even when the subjunctive was the target response, followed distantly by SU (subjunctive) responses at 13.7%, FT (future) responses at 8.2%, then NA (no answer) responses at 4.3%, IS (incomplete sentence) responses at 3.5%, and lastly IF (infinitive) responses at 3.3%.

Table 2.a

Indicative (IN) responses to the subjunctive modalities

		DT	EM	VL	Total
IN	Count	104	113	92	309
	% within Response	33.7	36.6	29.8	100.0
	% within Modality	65.4	72.9	62.6	67.0

When the subjunctive was the target response students highly favored the IN (indicative), which occurred mostly within the EM (emotion) modality (36.6%), followed closely by the DT (doubt) modality (33.7%), and then the VL (volition) modality (29.8%). Question five is one that includes the EM modality and received a majority of IN responses, and it involves a woman at a supermarket who comments to Carlos that all the fruit is bad. For example, student nine gave this response to question five:

Example 23 (Informant 9)

La mujer: Toda la fruta es horrible. Woman: ‘All of the fruit is horrible.’

Pregunta: Para Carlos, ¿qué es sorprendente? Question: ‘What is surprising to Carlos?’

*Respuesta: Para Carlos es sorprendente que “toda la fruta *es horrible.”*

Response: ‘It is surprising to Carlos that all the fruit is horrible.’

Most students also did not recognize that the DT modality *No es cierto que*, which is used in question four, tends to elicit the subjunctive. Question four involves the elder woman and the baby boy in the high chair with fourteen candles:

Example 24 (Informant 16)

La viejita: ¿Ese niño tiene catorce años? Elderly woman: ‘Is that baby boy fourteen years old?’

Pregunta: ¿Qué no es cierto? Question: ‘What is not true?’

Respuesta: No es cierto que “tiene el niño catorce años.” Response: ‘It is not true that the baby boy is fourteen years old.’

More students recognized the VL modality (more than the EM or DT modalities) as requiring something other than an IN response, however, the VL modality still received a majority of IN (indicative) responses (62.6%). Question 16 involves a boss that wants his employee to deposit some money in the bank, and participant two responded as follows.

Example 25 (Informant 2)

El jefe: ¿Puedes depositar este dinero en el banco? The boss: ‘Can you deposit this money in the bank?’

Pregunta: ¿Qué quiere el jefe? Question: ‘What does the boss want?’

*Respuesta: El jefe quiere que “**pide** depositar este dinero.”* Response: ‘The boss wants her to ***asks to deposit** the money.’

Student 2 gave a response to this item that illustrates she did not recognize the complex syntax in the matrix clause due to the fact that she ignored the phrase

quiere que and produced another independent clause using a phrase with which she feels comfortable, i.e., *pide depositar*. She also did not seem to recognize that the VL modality required the subjunctive.

Table 2.b

Subjunctive (SU) responses to the subjunctive modalities

		DT	EM	VL	Total
SU	Count	20	12	31	63
	% within Response	31.7	19.0	49.2	100.0
	% within Modality	12.6	7.7	21.1	13.7

When the subjunctive mood was the target response the next most common response by students was SU (subjunctive) (13.7%), although it was significantly less preferred than IN (indicative) responses (67.0%). Students most favored SU responses with the VL modality (49.2%), followed by DT (31.7%), and then EM (19.0%). These results indicate that the order in which students tended to most accurately produce the subjunctive in this context mirrors students' production of the indicative in response to the subjunctive modalities, i.e. within the VL modality students produced the most number of subjunctive responses but the least number of indicative responses, within the DT modality students produced the next highest number of accurate subjunctive responses but the second lowest number of indicative responses, and within the EM modality students produced the highest number of IN responses but the lowest number of SU responses.

While most students appropriately produced the subjunctive mood less than two times when it was the target response seven of them appropriately produced four or more subjunctive responses. The seven participants that

produced a higher number of SU responses indicated in the language-experience questionnaire that they had not studied any other languages besides Spanish and had received between zero and four years of Spanish instruction in high school, which is no different than the rest of the participants that did not perform as well. Only a few of the students that did not perform so well studied other languages prior to Spanish, yet this did not prove to help them properly produce the subjunctive mood when it was elicited. Thus, prior exposure to Spanish would not likely be the factor that differentiated the seven participants from the rest of the group.

The VL modality was included in the matrix clause of three questions, i.e., three, twelve and sixteen, and question twelve received the most number of accurate subjunctive responses, i.e., eighteen vs. eight each for questions three and sixteen. Question twelve involves the scenario in which a dog steals a piece of the butcher's meat and he yells for the dog to bring it back. There were a few different verbs used in the students' responses, including *tener*, *regresar*, and *venir*.

Example 26 (Informants 10, 45, and 52)

El carnicero: ¡Ven aquí con esa carne! Butcher: 'Come here with that meat!'

Pregunta: ¿Qué le grita el carnicero? Question: 'What does the butcher yell at the dog?'

Respuesta: El carnicero le grita que venga aquí /tenga/regrese con esa carne. Response: ‘The butcher yells at the dog to **come here** /**have/return** with the meat.’

The DT modality was included in questions four, nine, and eighteen, and students most accurately produced the subjunctive in response to question nine as it received ten accurate responses while questions four and eighteen received five and six responses, respectively. Question nine involves a mechanic who is a woman, and Eduardo doubts that she can fix cars. There was no variation in the use of the verb in question 9 (doubt) as was the case with VL responses to question twelve.

Example 27 (Informant 22)

Eduardo: Pero tú no puedes arreglar carros... eres una mujer. ‘But you can’t fix cars ... you are a woman.’

Pregunta: ¿Qué duda Eduardo? Question: ‘What does Eduardo doubt?’

Respuesta: Eduardo duda que “Lisa pueda arreglar carros.” Response: ‘Eduardo doubts that Lisa can fix cars.’

The EM modality was imbedded in questions five, eight, and fourteen, and students produced the subjunctive most reliably to question number eight, which received six appropriate responses compared to questions five and fourteen, which received four and three correct responses, respectively. Question eight involved Ana and her family, and Ana is sad that her family does nothing interesting. A few students produced a response that included *haga* while others used *hagan*, which may be due to some English L1 learners having thought that

the family consists of more than one person and thus required the third-person plural form *hagan*, while other thought of the family as a unit and thus required the third person singular form *haga*.

Example 28 (Informants 52 and 35)

Ana: Mi familia no hace nada interesante. ‘My family does not do anything interesting.’

Pregunta: ¿Qué es triste? Question: ‘What is sad?’

*Respuesta: Es triste que la familia de Ana no haga/*hagan nada interesante.* Response: ‘It is sad that Ana’s family does nothing interesting.’

One example that demonstrates that students are not processing the complex syntax structure that was provided to them is the response given by student one to question three in which she used the indirect interrogative *por qué* in her response immediately following the *que* clause:

Example 29 (Informant 1)

Tía Rita: ¿Por qué no me traes una bebida, Luis? Why don’t you bring me a drink Luis?

Pregunta: ¿Qué pide la Tía Rita? What does Tía Rita ask for?

*Respuesta: Tía Rita pide que “*por qué Luis no trae una bebida para ella.”* Tía Rita asks that ***why** doesn’t Luis bring a drink for her.

This student produces an independent clause after the matrix clause in addition to the *que* introducing the elicited subordinate clause. This shows that this student was unable to process complex syntax and produce the appropriate subjunctive

mood in the dependent clause. This participant and two others used the unmarked indicative mood in place of the marked subjunctive mood.

Overall, the students who reliably produced the subjunctive mood were able to recognize the modalities and complex syntax structures in the matrix clauses, and were able to produce the subjunctive in subordinate clauses in their responses.

Table 2.c

Future (FT) responses to the subjunctive modalities

		DT	EM	VL	Total
FT	Count	23	13	2	38
	% within Response	60.5	34.2	5.3	100.0
	% within Modality	14.5	8.4	1.4	8.2

FT (future) responses were the next most common when the subjunctive mood was the target response. Students showed a preference for this answer primarily for the DT modality (60.5%), followed by the EM modality (34.2%), and then the VL modality (5.3%). Within the DT modality, students produced FT responses 100% of the time to question number eighteen, within the EM modality students produced FT responses 100% of the time to question fourteen, and within the VL modality, students produced 100% of their FT responses to question number sixteen. Only a couple of student responses included the synthetic future form while the rest were *ir + a + infinitive*, which, for questions fourteen (EM) and eighteen (DT) can be attributed to the fact that these questions included *ir + a + infinitive* in the scenario.

Example 30 (Informant 30)

Ana: No va a ser un buen día para Antonio. ‘It is not going to be a good day for Antonio.’

Pregunta: ¿Qué no cree Ana? Question: ‘What doesn’t Ana believe?’

Respuesta: Ana no cree que va a ser un buen día para Antonio. Answer: ‘Ana doesn’t believe it is going to be a good day for Antonio.’

While this explanation suffices for the EM and DT modalities in questions fourteen and eighteen it does not explain why two students used the FT in response to question sixteen, which included the VL modality. Participant 53 used the synthetic future while participant 13 used *ir + a + infinitive*.

Example 31 (Informants 53 and 13)

El jefe: ¿Puedes depositar este dinero en el banco? The boss: ‘Can you deposit this money in the bank?’

Pregunta: ¿Qué quiere el jefe? Question: ‘What does the boss want?’

*Respuesta: El jefe quiere que “la empleada *depositará/ va a depositar el dinero en el banco.* Response: ‘The boss wants the employee to ***will deposit** the money in the bank.’

Table 2.d

No Answer (NA) responses to the subjunctive modalities

		DT	EM	VL	Total
NA	Count	5	8	7	20
	% within Response	25.0	40.0	35.0	100.0
	% within Modality	3.1	5.2	4.8	4.3

When the subjunctive mood was the prompted response some students produced NA responses. Participants experienced a greater degree of difficulty with the EM modality (40.0%) than with the VL (35.0%) and DT (25.0%)

modalities. A total of twenty NA responses were produced, fourteen of which occurred in the second half of the test, i.e. in questions twelve (3), fourteen (4), sixteen (3), and eighteen (4), although this does not seem to be due to the time constraints of the test (see discussion section for further explanation). Three students alone, students nine, sixteen, and nineteen, produced twelve of the twenty NA responses.

Table 2.e

Incomplete Sentence (IS) responses to the subjunctive modalities

		DT	EM	VL	Total
IS	Count	4	8	4	16
	% within Response	25.0	50.0	25.0	100.0
	% within Modality	2.5	5.2	2.6	3.5

When the subjunctive was the target response some students produced IS (incomplete sentence) responses, which were most common within the EM modality (50.0%), followed by both the DT and VL modalities at 25.5% each. IS responses were distributed throughout the test items for the most part with a slightly higher concentration in questions fourteen (5 IS responses) and twelve (3 IS responses), which involve the EM and VL modalities, respectively. For example, participant forty five provided the following answer to question fourteen, which involves Manolo and his broken arm:

Example 32 (Informant 45)

Manolo: ¡Ay! ¿Qué voy a hacer con mi brazo roto? 'Wow! What am I going to do with my broken arm?'

Pregunta: ¿De qué se lamenta Manolo? Response: 'Why is Manolo sad?'

Respuesta: Manolo se lamenta de que “el brazo roto.” Response:

‘Manolo is sad about **the broken arm.**’

In the above example the participant ignores the matrix clause and modality and produces a noun phrase that does not constitute a complete sentence.

Participant thirty six gave the following IS response to question twelve, which involves the butcher and the dog that snatches a piece of meat:

Example 33 (Informant 36)

El carnicero: ¡Ven aquí con esa carne! The butcher: ‘Come back with that meat!’

Pregunta: ¿Qué le grita el carnicero? Question: ‘What does the butcher yell at the dog?’

Respuesta: El carnicero le grita que “el perro esa carne.” Response:

‘The butcher yells that the dog ***that meat.**’

This example illustrates that the student left out the action verb in the subordinate clause.

Table 2.f

Infinitive (IF) responses to the subjunctive modalities

		DT	EM	VL	Total
IF	Count	3	1	11	15
	% within Response	20.0	6.7	73.3	100.0
	% within Modality	1.9	0.6	7.5	3.3

When the subjunctive mood was the target response a few students produced IF responses (3.3%). The VL modality received the most IF responses (73.3%), followed by the DT modality (20.0%), and then the EM modality (6.7%). The distribution of IF responses was not sporadic but rather it was

concentrated highly on question sixteen, for example, participant sixteen gave the following response:

Example 34 (Informant 16)

El jefe: ¿Puedes depositar este dinero en el banco? The boss: ‘Can you deposit this money in the bank?’

Pregunta: ¿Qué quiere el jefe? Question: ‘What does the boss want?’

*Respuesta: El jefe quiere que “la empleada *depositar el dinero.”*

Response: ‘The boss wants the employee to deposit the money.’

What occurred in this example is that the student did not recognize the need for a subordinate clause and thus relied on English structures instead of Spanish ones, i.e., the student used the Spanish infinitive *depositar* as it is equivalent to the English phrase *to deposit*. Relying on his L1 structure in which an infinitive follows the verb ‘to want,’ e.g., ‘to want someone *to do* something’ the student did not recognize the need for the morphological change in the Spanish subjunctive verb ending, i.e., *que deposite el dinero*.

The results of Table 2 indicate that there is a significant relationship between modality and response type when the subjunctive mood was elicited because the Chi-Square value of 42.15 exceeded the minimum value of 18.31 at the 0.05 significance level. Students favored the unmarked IN responses even when the subjunctive mood was the targeted response. Although the SU responses were the second most favored responses this response was produced notably fewer times (13.7%) than IN responses (67.0%). Overall, the students demonstrated that when the subjunctive was prompted by certain matrix clause

modalities (volition, doubt, emotion) they were not able to process the complex syntax structure in the matrix clause and appropriately produce subjunctive verb forms in the dependent clause.

Discussion

The results of this study suggest that students overwhelmingly favored the indicative mood when the indicative modalities were imbedded in the matrix clause as well as when the subjunctive modalities were present. The frequent use of indicative forms as a response to both indicative and subjunctive modalities lends support to the notion of *markedness* (Greenburg's, 1966) due to the fact that the unmarked indicative was used in a majority of responses. Most of the participants in this study demonstrated a low degree of accuracy when prompted to produce the marked subjunctive mood when prompted by the subjunctive modalities in the matrix clause. When faced with the task of processing complex syntax as well as producing the appropriate morphological changes in marked subjunctive verbal inflection (Collentine, 1995) the fact that students relied on the familiar, unmarked indicative may indicate that students experienced a strain in their *cognitive load* (Sweeley 1988).

In addition, the notion of relative *communicative value* (Van Patten, 1982) of modal differences following various modalities may have caused difficulty for the participants. For instance, once the notion of volition has been introduced in the matrix clause (e.g., *quiero que estudie más...*) the use of the subjunctive mood serves as a redundant indicator of volition, and thus possesses less communicative

value than the subjunctive verb form would have outside the matrix clause (e.g., *estudie más*).

As mentioned in the results, when the subjunctive mood was prompted and students produced SU responses, the order in which they most accurately produced the subjunctive was in the VL modality, followed by the DT modality, and then the EM modality, which is consistent with the results in Collentine's (1995) study, as well as Terrell, Baycroft, and Perrone (1987). This order may be a result of the fact that students will hear the subjunctive 100% of the time from native speakers in connection with the VL modality. For example, students will always hear natives say *Quiero que vayas ...* but will never hear them say *Quiero que vas*. Input regularity in the VL modality provides consistency that students can rely on when faced with the task of producing difficult morphological changes in the subjunctive to the point that they learn, and more likely acquire, the subjunctive mood in this modality.

In regards to the doubt modality, it is slightly less consistent than the VL modality with regards to input regularity. The researcher consulted with some natives regarding the DT modality *no creer* and they explained that sometimes it is ok to say *No creo que vaya...* while other times it is ok to say *No creo que va....* Their choice of either the indicative or subjunctive mood would depend on various interactional circumstances, their degree of the certainty of occurrence of the situation following the doubt modality, and other pragmatic elements. Thus, native speakers do not always deem the use of the indicative in conjunction with *no creo que* as an incorrect utterance. If Spanish L2 students are exposed to NS

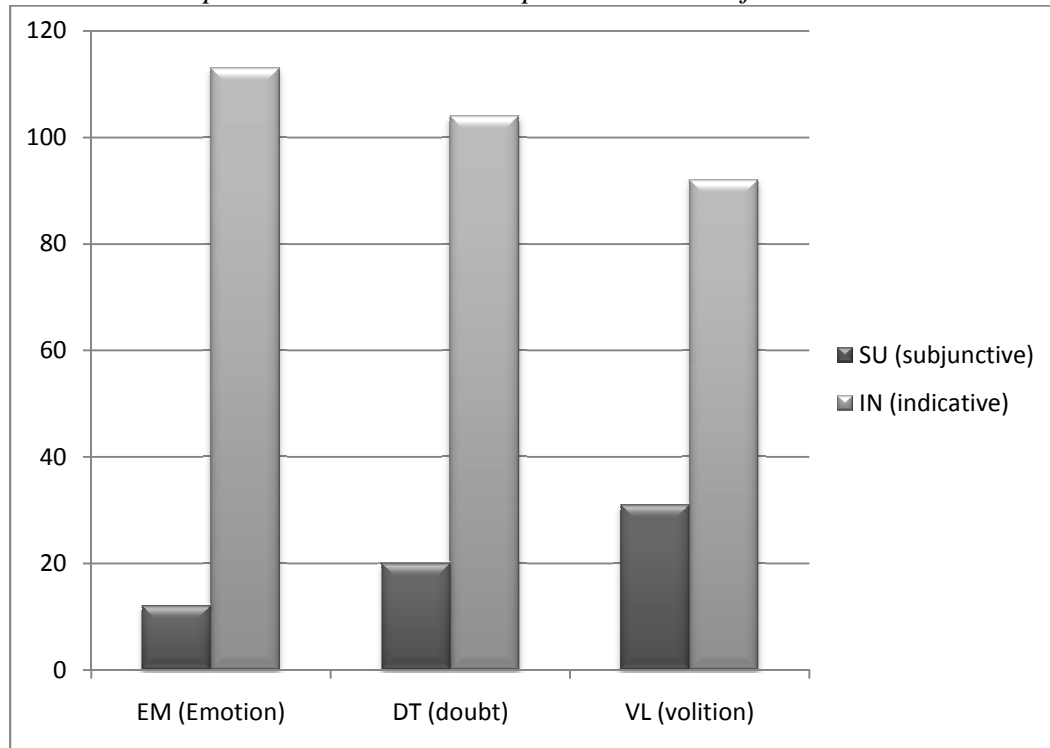
input containing both the indicative and the subjunctive after a modality of doubt, their recognition of when to use one mood over the other in this context may be delayed .

On the other hand, in situations that involve the emotion (EM) modality, native speakers may use subjunctive some of the time and indicative at other times depending on the interpretation and frame of reference of the speaker. This type of variation provides no sustained input regularity of the structure [EMOTION + subjunctive] for students, making it more difficult to acquire the subjunctive mood with this modality. For example, a Spanish L2 learner may hear an instructor who is a native speaker say *¡Qué bueno que estés aquí!* because the speaker is focusing on the emotional aspect of the utterance, while at other times the same instructor may say *¡Qué bueno que estás aquí!* in order to focus on the fact that the interlocutor is physically standing next to him/her as opposed to the emotional aspect of the utterance. The subtle variation in use of both the indicative and subjunctive moods following matrix clauses containing emotion by native speakers of Spanish make it more difficult for the L2 learner of Spanish to understand and acquire the appropriate use of the two moods in the same syntactic context.

When the modalities of doubt, emotion, and volition were provided in the matrix clauses students tended to most accurately produce the subjunctive to these modalities in the following order (i.e., VL > DT > EM), which mirrors the results of the IN responses to the same modalities, (i.e., EM > DT > VL). Figure 1 illustrates these results:

Figure 1

The relationship between IN and SU responses to the subjunctive modalities.



Interestingly, Figure 1 illustrates that students in this study acquired the modalities that elicit the subjunctive in a similar order to the order of attrition of the subjunctive mood among second and third generation bilinguals in Los Angeles (Ocampo, 1990; Silva-Corvalán, 1994) who have experienced contact with the English language, i.e., emotion is the last modality that was acquired by the fourth-semester participants, while at the same time it is the least used among bilinguals in Los Angeles when compared to the volition modality.

There is a possibility that some students experienced *cognitive overload* (Sweeley, 1988) due to the fact that NA responses were among the top four most commonly produced responses when both the indicative and subjunctive moods were prompted. In the results section there arose a question as to whether time or

fatigue played a factor in so many NA responses towards the end of the test. Two factors that should be taken into account are the time or fatigue factor (if the NA's are near the end of the test) and poor performance in general.

There were six total NA responses within the subjunctive modalities provided in questions three, four, five, eight, and nine, and two of the NA responses were contributed by students nine, sixteen, and nineteen. In the second half of the test there were fourteen NA responses within the subjunctive modalities (i.e., questions twelve, fourteen, sixteen, and eighteen) of which students nine, sixteen, and nineteen contributed ten NA responses. If the responses from the three participants were removed from the data there would be four NA responses in the first half of the test as well as four in the second half of the test, which is an equal number of NA responses for each half of the test, thus eliminating the time factor as a possible cause for NA responses.

The other factor is whether or not students' nine, sixteen, and nineteen performance could explain their significant contribution to the NA responses. Student nine gave the following answers in some of the non NA responses:

Example 35 (Informant 9)

*Respuesta: El guía observa que “*estás los pasajeros en sillas.”*

Response: 'The guide observes that ***you are the passengers in seats.**'

Example 36 (Informant 9)

Respuesta: Tía Rita pide que “hablando el niño.” Response: 'Aunt Rita asks that ***speaking the boy.**'

Example 37 (Informant 9)

*Respuesta: Es triste que “*hace familia no interesante.”* Response: ‘It is sad that ***does family not interesting.**’

Example 38 (Informant 9)

Respuesta: Eduardo duda que “puede.” Response: ‘Eduardo doubts that **he/she can.**’

Participant sixteen gave some of the following non NA responses:

Example 39 (Informant 16)

Respuesta: Tía Rita pide que “el hombre chico con ella (hand) en ello’s (shoulder).” Response: ‘Aunt Rita asks that **the small man with her (hand) on his (shoulder).**’

Example 40 (Informant 16)

*Respuesta: Es triste que “*ella familia ha nunca algunas hacer.”*
Response: ‘It is sad that **her family does never some to do.**’

Example 41 (Informant 16)

*Respuesta: El carnicero le grita que el perro *es corriendo.”* Response:
‘The butcher yells at him that the dog is running.’

Participant nineteen gave the following non NA responses:

Example 42 (Informant 19)

Respuesta: Eduardo duda que “el carro es una mujer.” Response:
‘Eduardo doubts that **the car is a girl.**’

Example 43 (Informant 19)

Respuesta: El agente sabe que “To be honest I don’t know how to do these.” Response: ‘The agent knows that **To be honest I don’t know how to do these.**’

Example 44 (Informant 19)

Respuesta: No es cierto que “El niño es un niño.” Response: ‘It is not true that the boy is a little boy.’

Based on the above responses it seems clear that students nine, sixteen, and nineteen, were experiencing difficulty with their Spanish L2 skills in general making supporting the factor that poor performance played a more significant role in their performances than the time or fatigue factor.

While some students did not respond at all when the subjunctive was the target other students showed possible evidence of strain in their *cognitive load* by giving RI (reiteration) responses, in which they used part of the question as their response and thus avoided using complex syntax. For example, student one answered question 12 as follows:

Example 45 (Informant 1)

El carnicero: ¡Ven aquí con esa carne! The butcher: ‘Come here with that meat!’

Pregunta: ¿Qué le grita el carnicero? Question: ‘What does the butcher yell at the dog?’

Respuesta: El carnicero le grita “Ven aquí con esa carne.” Response: The butcher yells to the dog “Come here with that meat.”

Mood and Modality

When responding to modality cues, the participants of this study most accurately produced the subjunctive form in modality contexts in the following order: VL, then DT, followed by EM, which is consistent with Collentine's (1995) results. Question number twelve, which prompted the subjunctive mood in response to the VL modality, received the most number of accurate SU responses, e.g., *Respuesta: El carnicero le grita que **regrese** con la carne.*

Some production of the subjunctive forms was carried out in inappropriate contexts, indicating that students are familiar with some subjunctive forms but are not completely aware of the contexts in which to implement them. Some examples of the subjunctive used out of subjunctive contexts are as follows:

When the indicative was the target and students produced SU responses it occurred most often with the BL modality. The belief modality that was used in the test included the verb *creer*, *to believe*, which may be the source of transfer (Bowen, Stockwell, & Martin, 1965) by English L1 learners of Spanish because in English *to believe* is less certain than *creer* in Spanish, and Spanish L2 learners may interpret this uncertainty as requiring the subjunctive. As mentioned above in the results section, some students thought the BL modality (*creer que*) required the subjunctive as well as the DT modality (*no creer que*), and thus, within the BL modality, they produced responses such as *Antonio cree que ***vaya** a llegar tarde*, 'Antonio believes that he is going to arrive late,' and within DT, phrases such as: *Ana no cree que Antonio **vaya** a tener un buen día*, 'Ana doesn't believe that Antonio is going to have a good day.'

Complex Syntax and Modality

Students in this study showed difficulty with having to process complex syntax in the matrix clause and produce the correct modal form of the verb in the elicited subordinate clause. Some students seemed to ignore the dependent clause structure altogether and produced coordinating conjunctions after *que* instead of simply completing the subordinate clause. For instance, student 46 produced the indirect interrogative *por qué* in his response immediately after *que*:

Example 46 (Informant 46)

*Respuesta: Tía Rita pide que “*por qué no traes una bebida?”* Response:

‘Tía Rita asks that ***why** don’t you bring a drink.’

Student 37 produced incomplete sentences:

Example 47 (Informant 37)

Respuesta: Manolo se lamenta de que “el brazo roto.” Response:

‘Manolo is sad about ***the broken arm.**’

In this example, the student has reduced the answer to a single noun clause (*el brazo roto*), which would be used after a proposition in the students’ native language (about the broken arm). These types of responses indicate that participants did not process the complex syntax in the sentence prompt and tried to make the sentence into a sentence type with which they were more familiar (coordinate structures or prepositional phrases). Even though the test only required students to complete the sentence after being given the matrix clause with the complex syntax sentence structure (i.e., modality + *que*) already included, students were unable to process the complex syntax and give the

proper modal (indicative or subjunctive) response in the dependent clause.

Therefore, the results of this study lend some support to the *Syntactic Deficiency Hypothesis* (Collentine, 1995; Floyd, 1983), which states that individuals who have a delay in their syntactic development will also find it difficult to appropriately produce the subjunctive mood.

A majority of students in this study were not able to reliably produce the appropriate modal verb form when presented with different modalities in the matrix clause, and thus operated at the presyntactic stage (Givon, 1979) in this respect. While most students were not able to properly use the subjunctive when it was prompted not all were unaware of its verbal inflection. According to several researchers (Collentine, 1995; Floyd, 1983; Pereira, 1996; Terrell, Baycroft & Perrone, 1987) students' acquisition of the subjunctive would benefit greatly if they were instructed in the use of complex syntax prior to having produced subjunctive forms in dependent clauses.

Despite the fact that most students were not able to consistently produce SU responses when prompted by subjunctive modalities there were seven students who produced four or more SU responses (out of a possible 9) accurately. These participants were all English L1 speakers, two of which did not study Spanish in high school, while others received between one and three years of high school Spanish instruction. These students also indicated that they studied between one and three hours per week, while none had previously taken any other language classes, and none had studied Spanish abroad for any length of time.

Participant 52 properly responded to seven of the nine SU modalities, which was the most accurate performance of all the participants. On question four, which involves the DT modality in the scenario with the old woman and the baby with fourteen candles on the highchair, he produced an IN response, which, as explained in the beginning of the discussion section, and depending on the point of reference of the speaker, could be an appropriate response by native speakers:

Example 47 (Informant 52)

La viejita: ¿Ese niño tiene catorce años? Old woman: ‘Is that baby boy fourteen years old?’

Pregunta: ¿Qué no es cierto? Question: ‘What is not true?’

*Respuesta: No es cierto que “el niño **tiene** catorce años.”* Response: ‘It is not true that the baby boy is fourteen years old.’

He was also one of the students that responded with the subjunctive to the BL modality in question fifteen: *Respuesta: Antonio cree que “*vaya a llegar tarde.”* Response: ‘Antonio believes that he is going to arrive late.’ However, the rest of his responses appear to indicate that he processed the complex syntax that was in the matrix clause and properly produced a subordinate clause including either the indicative or subjunctive form. He produced no other forms besides the indicative or subjunctive moods.

Once students have mastered complex syntax (part of the Givon’s syntactic stage) they will benefit from instruction regarding the subjunctive (Collentine, 1995; Terrell, Baycroft, & Perrone, 1987) and will eventually be able

to successfully produce sentences containing both complex syntax and appropriate subjunctive verb forms in dependent clauses. Students in this study demonstrated that they were able to process complex syntax when the indicative was prompted but not when the subjunctive was the target response; in addition, they were not able to reliably produce appropriate indicative and subjunctive forms following certain modalities in the matrix clause. The low number of subjunctive responses indicate that by the end of four semesters of formal language instruction Spanish L2 students will become aware of the subjunctive mood and its morphology in verb endings but will not be able to control it.

Spontaneous speech is probably the most difficult task for students to produce accurate mood forms as they have to focus on content and accuracy with little time to prepare their utterances and responses. As mentioned before, Collentine's (1995) study involved two oral interviews, one that provided little time for students to plan their responses, and another that allowed time for such planning. On the other hand, this current study was designed to lessen the students' cognitive load while producing the subjunctive mood as it involved a written test which allowed students ample time, i.e., thirty minutes, to plan their responses to twenty questions, and also provided students with the matrix clause plus the subordinating conjunction *que*; the only thing students had to do was to complete the sentence. This design would be expected to lighten students' cognitive load to the point that they would perform better than in a more difficult task such as spontaneous speech. However, students in this study did not have great success in producing the subjunctive mood, even in a written mode with

ample time to complete the prompts. Nevertheless, it is interesting to note that, despite the differences between the tasks, and level of difficulty of the tasks in Collentine's (1995) study and this study, the overall results between the two studies were similar (e.g., students were most accurate in their production of the subjunctive in the modality of volition, then doubt, then emotion),

CONCLUSIONS

Summary of Results

The participants in this study were not able to reliably produce the subjunctive mood in response to subjunctive modality cues in the matrix clauses. Students also experienced difficulty producing the marked subjunctive mood in subordinate clauses which may be the result of a strain in their *cognitive load* (Sweeley, 1988) when faced with the task of processing complex syntax in conjunction with the marked subjunctive form (Gragera, 2000). The results indicate that most of the time the participants did not use the subjunctive when it was prompted; however, when students produced SU responses following modalities eliciting the subjunctive mood the order in which they tended to most accurately produce the subjunctive mood was, first, to the VL (volition) modality, followed by the DT (doubt/denial) modality, and then the EM (emotion) modality. These findings are consistent with those of previous studies (Collentine, 1995; Terrell, Baycroft & Perrone, 1987).

Like the second-year students in Collentine's (1995) study, participants in this present study appear to be performing at a presyntactic stage, as described in Givon's (1979) Developmental Stage Model with regards their ability to produce appropriate grammatical morphology (verbal mood) in dependent clauses while simultaneously attempting to process complex syntax. Collentine (1995) and Van Patten (1987) suggest that teachers' expectations for mood selection and performance of second-year students may be unrealistic; nonetheless, seven out of the 56 participants in this study properly produced four or more subjunctive forms

out of the nine elicited responses to the subjunctive modalities, including one student who performed entirely in the syntactic stage and accurately selected SU and IN in the proper context nearly 100% of the time. This would suggest that the appropriate use of the subjunctive and indicative moods in dependent clauses in controlled written contexts is attainable by some students before finishing the fourth semester of Spanish.

Implications of This Study

The implications of this research include the need to provide explicit instruction regarding complex syntax structures to Spanish L2 students before modal differences are elicited, i.e., the nature of independent and dependent clauses, and how they are related via various modalities.

Limitations and Future Research

Limitations in this research include (1) the lack of control over the ordering of the questions (all students were given the same test form instead of having some students use an alternate form of the test with a different ordering of the questions) with the result that several questions toward the end of the test were left blank by some students (several NA responses by weaker students) and (2) the use of *ir + a + infinitive* in the scenarios which prompted several students to respond with the same form. Students were given instructions to complete the sentence using a verb of their choice or one from the scenario. Based on these instructions students used this analytic future as it was explained that this is an appropriate answer. Future research will have to include questions that avoid the *ir + a + infinitive* form, and better instructions so that students not solely rely on

verb forms from the scenario. This study included 56 participants but could use more in order to get a more representative sample of second year university-level Spanish students.

Additional research is recommended on intermediate Spanish L2 learners that have received explicit complex syntax instruction, as suggested by (Collentine, 1995; Floyd, 1983; Pereira, 1996; Terrell, Baycroft, & Perrone, 1987), in order to determine the effectiveness of this proposed approach. Researchers should also study the syntactic and subjunctive development of Spanish L2 learners at more advanced levels to ascertain the time frame in which students acquire the subjunctive in relation to learning complex syntax. In addition, comparisons can be made between acquisition of the subjunctive by those who study abroad and those who do not, to include the amount of time it takes those who do not study abroad to reach the same level of subjunctive acquisition as those who have studied abroad.

This present study has used quantitative and qualitative analyses in order to reiterate the struggle Spanish L2 students experience with Spanish mood selection, morphology, and processing complex syntax. It is hoped that additional research will reveal new insights that can help students and pedagogues understand more about the acquisition of modal distinctions in the context of complex syntactic structures.

REFERENCES

- Block, D. (2003). *The social turn in second language acquisition*. Washington D.C., Georgetown University Press.
- Brown, D. H. (1987). *Principles of language learning and teaching, 2nd ed.* Englewood Cliffs, NJ: Prentice-Hall.
- Collentine, J. (1995). The development of complex syntax and mood selection abilities by intermediate-level learners of Spanish. *Hispania*, 78, 122–135.
- Collentine, J. (1998). Processing instruction and the subjunctive. *Hispania*, 81, 576-87.
- Collentine, J. (2003). The development of subjunctive and complex-syntax abilities among foreign language learners of Spanish. In B. Lafford & R. Salaberry (Eds), *Spanish second language acquisition: State of the science* (pp. 19-46). Washington D.C.: Georgetown University Press.
- Givon, T. (1979). *On understanding grammar*. New York: Academic Press.
- Ellis, N. C. (1999). Cognitive approaches to SLA. *Annual Review of Applied Linguistics*, 19, 22-42.
- Farley, A. (2001). Authentic processing instruction and the Spanish subjunctive. *Hispania*, 84, 289-99.
- Felix, J. (2008). The acceptability of Spanish mood variation by native speakers, foreign language and heritage language learners. MA thesis, Arizona State University.
- Floyd, M. B. (1983). Language acquisition and use of the subjunctive in Southwest Spanish. In J. Bergen & G. Bills (Eds.), *Spanish and Portuguese in social context* (pp. 31-41). Washington, DC: Georgetown University Press.
- Gragera, A. F. (2000). The role of typological markedness in the acquisition of Spanish subjunctive and in language change. Ph.D. dissertation, University of Massachusetts Amherst.
- Hualde, J., Olarrea, A., & Escobar, A. (2001). *Introducción a la lingüística hispánica*. Cambridge: Cambridge University Press.
- Koike, D. & Klee, C. (2003). *Lingüística Aplicada, Adquisición del español como segunda lengua*, Boston Wiley.

- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Ocampo, F. (1990). El subjuntivo en tres generaciones de hablantes bilingües. In J. Bergen (Ed.), *Spanish in the United States: Sociolinguistic issues* (pp. 39-48). Washington, D.C.: Georgetown University Press.
- Palmer, F. R. (1986). *Mood and modality*. Cambridge: Cambridge UP.
- Pérez-Leroux, A. (1998). The acquisition of mood selection in Spanish relative clauses. *Journal of Child Language*, 25, 585-604.
- Silva-Corvalán, C. (1994). *Language contact and change: Spanish in Los Angeles*. New York: Oxford University Press.
- Stockwell, R. J., Bowen, D., & Martin, J. (1965). *The grammatical structures of English and Spanish*. Chicago: University of Chicago Press.
- Sweeley, J. (1988). Cognitive load during problem solving: Effects on learning, *Cognitive Science*, 12, 257-285.
- Terrell, T. D., Baycroft, D., & Perrone, C. (1987). The subjunctive in Spanish interlanguage: Accuracy and comprehensibility. In B. Van-Patten, T. Dvorak, & J. F. Lee (Eds.), *Foreign language learning: A research perspective* (pp. 23-48). Cambridge University Press.
- Whitley, S. (2002). *Spanish/English contrasts: A course in Spanish Linguistics*. Washington, D.C.: Georgetown University Press.

APPENDIX A

DATA COLLECTED APRIL 2011

APPENDIX A
COVER LETTER

**THE ACQUISITION OF THE SUBJUNCTIVE BY INTERMEDIATE LEARNERS OF
SPANISH: THE RELATIONSHIP BETWEEN MOOD AND MODALITY**

February 15, 2011

Dear Participant:

I am a graduate student under the direction of Professor Barbara Lafford in the School of International Letters and Cultures at Arizona State University.

I am conducting a research study to determine student's ability to produce the indicative and subjunctive moods within their proper contexts when responding to a set of test questions. I am inviting your participation, which will involve taking a test of 20 questions and responding with short answers. In addition, you will be asked to fill out a short demographic questionnaire. The filling-out of these forms should take no more than 45 minutes of your time during your Spanish class.

Your participation in this study is voluntary. You can skip questions if you wish. If you choose not to participate or to withdraw from the study at any time, there will be no penalty, and it will not affect your grade. You must be 18 or older to participate in the study.

Although there may be no benefit to you, this research will help teachers focus on the areas that will help students improve their language skills. There are no foreseeable risks or discomforts to your participation.

The measures that will be taken to protect confidentiality include storing your answers in a safe place where no one will have access to them other than the researcher. Also, the questionnaire at the end of the test asks for your participant number instead of your name, which will also keep your responses anonymous. The results of this study may be used in reports, presentations, or publications but your name will not be known.

If you have any questions concerning the research study, please contact the research team at: juanitohk@hotmail.com, send emails to the attention of John Kaufman. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Return of the questionnaire will be considered your consent to participate.

Sincerely,

John Kaufman

APPENDIX A

INSTRUCTIONS AND SAMPLE TEST QUESTIONS

SPANISH 202 – Sample Questions

Instructions: Read the following scenarios and for your responses (i.e., **Respuesta**) complete the sentence including another verb of your own choosing or from the comments or scenario (see sample questions). Be sure to use the appropriate verb form in your responses. At the end of the test you will fill out a questionnaire that inquires about your experience with foreign language(s). You will have 30 minutes to finish the test and questionnaire.

Example 1:

People involved: **Juan** and **su amigo**

Scenario: Juan hears that his favorite rock band (**grupo de rock**) is going to be playing at Desert Sky Pavilion on March 7th, but Juan becomes sad as he remembers that his car broke down and realizes that he won't be able to go. Juan's friend tries to comfort him.

Amigo: Está bien Juan, ese **grupo de rock** viene frecuentemente a Arizona.

Pregunta: ¿Qué dice el amigo de Juan?

Respuesta: El amigo de Juan dice que _____.

(Respuesta: El amigo de Juan dice que el grupo de rock viene a menudo a Arizona.)

Example 2:

People involved: **Roberto** and **Marisol**

Scenario: A young man named **Roberto** is riding his motorcycle and pulls up into his driveway after a long day of school. He notices his good friend **Marisol** walk out of her house across the street. She approaches him and has a smile on her face.

Marisol: Este sábado es mi cumpleaños, ¡ven a celebrar conmigo!

Pregunta: ¿Qué dice Marisol a Roberto?

Respuesta: Marisol le dice que _____.

(Respuesta: Marisol le dice que venga a celebrar su cumpleaños el sábado.)

APPENDIX A
TEST QUESTIONS

SPANISH 202

Instructions: Read the following scenarios and for your responses (i.e., **Respuesta**) complete the sentence including another verb of your own choosing or from the comments or scenario (see sample questions). Be sure to use the appropriate verb form in your responses. At the end of the test you will fill out a questionnaire that inquires about your experience with foreign language(s). You will have 30 minutes to finish the test and questionnaire.

QUESTION 1:

People involved: **El empleado** and **el jefe**

Scenario: An employee (**el empleado**) stands in front of a group of workers. Off to the side of the workers, the boss (**el jefe**) listens with a concerned look on his face.

Empleado: No queremos trabajar aquí más.

Pregunta: ¿Qué escucha el jefe?

Respuesta: El jefe escucha que _____.

QUESTION 2:

People involved: **Los pasajeros** and **el guía**

Scenario: In a tour bus, a guide (**el guía**) is standing up in front of the tour's passengers (**Los pasajeros**), who sit in their seats and look very bored.

Un pasajero: ¿Por qué están aburridos todos?

Pregunta: ¿Qué observa el guía?

Respuesta: El guía observa que _____.

QUESTION 3:

People involved: **Tía Rita** and **Luis**

Scenario: A number of people are at a small party in someone's living room. In the foreground, a lady (**Tía Rita**) is talking to a small boy (**Luis**) with her hand on his shoulder.

Tía Rita: ¿Por qué no me traes una bebida, Luis?

Pregunta: ¿Qué pide la Tía Rita?

Respuesta: Tía Rita pide que _____.

QUESTION 4:

People involved: **La viejita** and **el niño**

Scenario: An elderly lady (**la viejita**), who is apparently confused, looks at a baby boy (**el niño**) in a highchair. On the highchair's tray is a birthday cake with fourteen candles.

La viejita: ¿Ese niño tiene catorce años?

Pregunta: ¿Qué no es cierto?

Respuesta: No es cierto que _____.

QUESTION 5:

People/thing involved: **La fruta**

Scenario: In a supermarket, a man (Carlos) and a woman are standing in front of a number of storage bins containing fruits and vegetables. The woman is holding a melon in her hand and the man some grapes.

La mujer: Toda la fruta es horrible.

Pregunta: Para Carlos, ¿qué es sorprendente?

Respuesta: Para Carlos es sorprendente que _____.

QUESTION 6:

People involved: **Juan and el agente**

Scenario: In a travel agency, an agent (**el agente**) greets two clients who are approaching his desk. One of the clients (**Juan**) is offering his hand to shake with the agent.

Juan: Me llamo Juan.

Agente: Yo sé.

Pregunta: ¿Qué sabe el agente?

Respuesta: El agente sabe que _____.

QUESTION 7: (See scenario from Question 6)

Pregunta: ¿Adónde van Juan y su amigo probablemente?

Respuesta: Probablemente Juan y su amigo van _____.

QUESTION 8:

People involved: **La familia de Ana**

Scenario: In a living room that is poorly lighted, a lady sits on a sofa with a disgusted look on her face. She watches a young boy sitting in front of a television and a man about her same age in a recliner chair drinking a beer.

Ana: Mi familia no hace nada interesante.

Pregunta: ¿Qué es triste?

Respuesta: Es triste que _____.

QUESTION 9:

People involved: **Lisa and Eduardo**

Scenario: In a gas station, a client (**Eduardo**) stands next to his car, which has a flat tire, talking to a mechanic (**Lisa**). He is obviously surprised that the mechanic is female.

Eduardo: Pero tú no puedes arreglar carros... eres una mujer.

Pregunta: ¿Qué duda Eduardo?

Respuesta: Eduardo duda que _____.

QUESTION 10:

People involved: **Eduardo** and **el periódico**

Scenario: In the living room of a house, a gentleman is sitting on a couch. His son (**Eduardo**) interrupts him from reading the newspaper (**el periódico**).

Eduardo: Papá, tienes el periódico de ayer.

Pregunta: ¿Qué le informa Eduardo?

Respuesta: Eduardo le informa que _____.

QUESTION 11:

People involved: **Margarita** and **El Sr. López**

Scenario: In a small store a man (**el Sr. López**) is weighing some meat for a lady (**Margarita**) who stands in front of a counter giving instructions.

Margarita: ¡Dos kilos, por favor!

Pregunta: ¿Qué le pide Margarita al Sr. López?

Respuesta: Margarita pide que _____.

QUESTION 12:

People involved: **El perro** and **el carnicero**

Scenario: A dog (**el perro**) is running from a butcher (**el carnicero**) with a piece of meat in his mouth.

El carnicero: ¡Ven aquí con esa carne!

Pregunta: ¿Qué le grita el carnicero?

Respuesta: El carnicero le grita que _____.

QUESTION 13: (See scenario from question 12)

Pregunta: ¿Por qué está corriendo el perro?

Respuesta: El perro está corriendo porque _____.

QUESTION 14:

People involved: **Manolo** and **el brazo**

Scenario: In a locker room, a number of athletes sit on the benches, exhausted from soccer practice. One of the athletes (**Manolo**) has his arm (**el brazo**) in a sling.

Manolo: ¡Hay! ¿Qué voy a hacer con mi brazo roto?

Pregunta: ¿De qué se lamenta Manolo?

Respuesta: Manolo se lamenta de que _____.

QUESTION 15:

Persons involved: **Antonio**

Scenario: A man (**Antonio**) has just sat up in his bed. With a look of fear on his face, he looks at his clock, which indicates that it is eight thirty.

Antonio: ¡Oh no! ¡Voy a llegar tarde otra vez!

Pregunta: ¿Qué cree Antonio?

Respuesta: Antonio cree que _____.

QUESTION 16:

Person involved: **El jefe** and **la empleada**

Scenario: A man (**el jefe**) is handing an envelope with money to a lady (**La empleada**) seated at a desk. The boss is imagining the lady depositing the money in a bank.

El jefe: ¿Puedes depositar este dinero en el banco?

Pregunta: ¿Qué quiere el jefe?

Respuesta: El jefe quiere que _____.

QUESTION 17:

People involved: **El novio** and **María**

Scenario: A young man (**el novio**) stands in front of a car with a guitar and a picnic basket. In the background a young woman (**María**), approaches the car wearing a tennis outfit and carrying a tennis racket. The young man has a surprised look on his face.

María: ¡No! Vamos a jugar al tenis.

Pregunta: ¿Qué es evidente?

Respuesta: Es evidente que _____.

QUESTION 18:

People involved: **Antonio** and **Ana**

Scenario: A man (**Antonio**) is running from the front door of his house to his car with a suit on. His wife (**Ana**) notices that the briefcase he is carrying is open and various papers are falling out as he runs.

Ana: No va a ser un buen día para Antonio

Pregunta: ¿Qué no cree Ana?

Respuesta: Ana no cree que _____.

QUESTION 19:

People involved: **El policía** and **La vieja**

Scenario: A police officer (**el policía**) is talking to an elderly lady (**la vieja**) who is sitting in her car listening to the officer's advice.

El policía: ¡No debe manejar tan rápido!

Pregunta: ¿Por qué está enojado el policía?

Respuesta: El policía está enojado porque _____.

QUESTION 20:

Person involved: **El Sr. Gómez**

Scenario: In a restaurant a man (**el Sr. Gómez**) stands at the cash register showing the cashier that his wallet is empty. The look on his face is one of anguish.

El Sr. Gómez: Pero no tengo dinero ahora.

Pregunta: ¿Qué le explica el Sr. Gómez?

Respuesta: El Sr. Gómez le explica que _____.

APPENDIX A

QUESTIONNAIRE – FOREIGN LANGUAGE EXPERIENCE

- a. Participant Number: _____
- b. Gender: Male _____ Female _____
- c. Age: _____
- d. Native language(s): _____. If more than one native language, with whom do you speak these language?

- e. Language spoken at home: _____
- f. Country of birth: _____
- g. Year: freshman _____ sophomore _____ junior _____ senior _____
- h. What foreign Language classes have you previously taken and for how many years?
Class _____ Years _____
Class _____ Years _____
Class _____ Years _____
Class _____ Years _____
- i. Have you ever studied abroad in a Spanish-speaking country? _____
- j. If yes, where? _____
- k. For what length of time? _____
- l. Did you take Spanish in high school? _____
- m. If yes, for how many years? _____
- n. Do you speak Spanish outside of class? _____.
- o. If yes, how often? _____.
- p. On average, how many hours do you study per week? _____.
- q. Have you ever studied any other language in college? _____.
- r. If so, what other language(s)? _____.
- s. What is your major? _____.

APPENDIX A

DATA CODES

Mood:

IN = Indicative
SU = Subjunctive

IN Modalities:

BL = Belief
DC = Report of a Declarative
IN = Inference
SN = Sensory
VS = Visual

SU Modalities:

EM = Emotion
DT = Doubt
VL = Volition

Responses:

CO = Conditional
CM = Command
FT = Future
GE = Gerundial
IF = Infinitive
IM = Imperfect
IN = Indicative
IR = Incomprehensible Response
IS = Incomplete Sentence
NA = No Answer
PA = Participle
PF = Present Perfect
PP = Present Progressive
PS = Past Subjunctive
PT = Preterit Tense
RI = Reiteration
SU = Subjunctive
SW = Subjunctive with Incorrect Spelling

APPENDIX A

EXAMPLES OF INFORMANTS' RESPONSES

Examples: (IN) Modalities (in bold)

- (1) Belief: *Antonio **cree** que va a llegar tarde otra vez.* 'Antonio **believes** that he is going to be late again.'
- (2) Inference: *Es **evidente** que el novio no quiere jugar al tenis.* 'It is **evident** that the boyfriend does not want to play tennis.'
- (3) Knowledge: *El agente **sabe** que el nombre del cliente es Juan.* 'The agent knows that the client's name is Juan. 'Report of Declarative: *Eduardo le **informa** a su papá que tiene el periódico de ayer.* Eduardo **tells** his dad that he has yesterday's paper.'
- (4) Sensory: *El jefe **escucha** que los empleados no quieren trabajar aquí más.* 'The boss **hears** that the employees do not want to work there anymore.'
- (5) Visual: *El guía **observa** que los pasajeros están aburridos.* 'The guide **observes** that the passengers are bored.'

Examples: (SU) Modalities (in bold)

- (1) Doubt/Denial: *No es **cierto** que el niño tenga catorce años.* 'It is not true that the baby boy is fourteen years old.'
- (2) Emotion: *Es **triste** que la familia de Ana no haga nada.* 'It is sad that Ana's family does nothing interesting.'
- (3) Reaction: *Manolo se **lamentaba** de que se haya roto el brazo.* 'Manolo grieves due to having broken his arm.'

(4) Report of Directive: *El carnicero le grita que regrese con esa carne.*

‘The butcher yells at him to come back with the meat.’

(5) Volition: *El jefe quiere que la empleada deposite el dinero en el*

banco. ‘The boss wants the employee to deposit the money in the bank.’

Examples of Responses:

(1) CM (student 24): *Antonio cree que “es un buen día.”* ‘Antonio believes that be a good day.’

(2) CO (student 30): *El jefe quiere que “la empleada podría depositar el dinero.”* ‘The boss wants that the employee would deposit the money.’

(3) GE: (student 16): *Tía Rita pide que “*hablando el niño.”* ‘Aunt Rita asks that the speaking child.’

(4) FT (student 8): *Antonio cree que va a llegar tarde.* ‘Anthony believes he is going to be late.’

(5) IF (student 35): *Manolo se lamenta de que “*tener un brazo roto.”* ‘Manolo is sad that *to have a broken arm.’

(6) IM (student 12): *Eduardo le informa que “tenía el periódico de ayer.”* ‘Eduardo tells him he had yesterday’s paper.’

(7) IN (student 52): *El jefe escucha que los empleados no quieren trabajar.* ‘The boss hears that the employees do not want to work.’

(8) IR (student 16): *El jefe escucha que “con una a acerca (look) en ello (face).*

- (9) IS (student 6): *Manolo se lamenta de que “el brazo roto.”* ‘Manolo is sad about **the broken arm.**’
- (10) NA:
- (11) PA (student 48): *Manolo se lamenta de que “su brazo no trabajado.”* ‘Manolo is sad that his arm isn’t worked.’
- (12) PF (student 20): *Es evidente que “ellos han hecho una grita.”* ‘It is evident that they have made a yell.’
- (13) PP (student 6): *Eduardo le informa que “él está leyendo el periódico de ayer.”* ‘Eduardo tells him he is reading yesterday’s paper.’
- (14) PS (student 11): *El jefe escucha que “no quisiera trabajar aquí más.”* ‘The boss hears that he would like to not work here any longer.’
- (15) PT (student 7): *Es evidente que “Maria creé que van a jugar al tenis.”* ‘It is evident that “Maria believed they were going to play tennis.’
- (16) RI (student 46): *El carnicero “le grita “Ven aquí con esa carne.”* ‘The butcher yells Come here with that meat.’
- (17) SU (student 12): *Tía Rita pide “que traiga una bebida.”* ‘Aunt Rita asks that he bring a drink.’
- (18) SW (student 55): *Tía Rita pide que “Luis le triage una bebida.”* ‘Aunt Rita asks that Luis bring her a drink.’