

Explicit and Implicit Instruction of Discourse Markers to Spanish Heritage Speakers

by

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Abstract

The controversy of using Explicit and Implicit Instruction is widely discussed in the field of Second Language Acquisition (SLA). SLA research generally addresses more salient linguistic elements, than less noticeable ones, e.g. Discourse Markers (DMs). Although Heritage Speakers (HS) learn the heritage language from a natural environment, research has found that HS may also benefit from formal instruction. The purpose of this pilot study is to determine whether Explicit or Implicit Instruction enhances the retention and production of DMs by HS of Spanish. Six HS of Spanish were exposed to two different types of instruction (Explicit-Implicit) on DMs and tested on accuracy and retention of DMs through an Oral Interview and a Forced Choice Task. Preliminary results on a small sample of HS suggest that Explicit Instruction may be beneficial for HS. However, this pilot study is worth replicating with a larger HS sample.

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List of Abbreviations

BLP	Bilingual Language Profile
DELE	Diploma de Español como Lengua Extranjera (?)
DM	Discourse Marker
EI	Explicit Instruction
FC	Forced Choice
GJT	Grammaticality Judgement Test
II	Implicit Instruction
HL	Heritage Language
HS	Heritage Speaker
L2	Second Language

1. Introduction

One of the main debates in the field of Second Language Acquisition (SLA) is regarding the use of explicit versus implicit instruction of linguistic forms. It is generally accepted that linguistic input is necessary for SLA, however, the way input is presented to the Second Language (L2) learner is still controversial, as it may have an impact on the learning process. One type of instruction is Explicit Instruction, which involves providing learners with grammatical explanations about the target language structure during the learning process (DeKeyser, 1995). On the contrary, Implicit Instruction aims at teaching students' language patterns without providing any formal rules (Ellis, 2009). Explicit Instruction is supported by a plethora of empirical research. In particular, studies by Norris and Ortega (2000) and Robinson (1996), among others; show that the groups that received Explicit Instruction outperformed those under Implicit Instruction on immediate post-tests. However, as research from VanPatten and Oikkenon (1996) and Reinders and Ellis (2009) indicates, it is not clear whether Explicit Instruction is a crucial contributor to L2 learning. In fact, these studies suggest that exposure to a rich input combined with communicative practice and feedback seems to be sufficient to foster acquisition of L2 forms.

Considerable research has addressed the role of instruction in L2 learning, whereas the amount of research on Heritage Language Instruction is scarcer (Montrul and Bowles, 2010; Potowski, Jegerski, Morgan-Short, 2009; Hislope, 2003). In addition, most heritage language courses rely on L2 methodologies for language instruction, rather than using specific methodologies for Heritage Speakers (Valdés, 2006). Given that Heritage Speakers learn the minority language from their surrounding community and family, we can describe their knowledge of the language as being more implicitly rooted (Bowles, 2011). By contrast,

metalinguistic knowledge is the major asset of L2 learners (Montrul, 2010). Research on HS indicates that recognition and production of certain structures such as Differential Object Marking (Montrul and Bowles, 2010) and the subjunctive (Potowski et al, 2009) improve after instruction. This leads Montrul and Bowles (2010) to conclude that at least in the short term, Explicit Instruction may facilitate Heritage Language acquisition in the classroom.

As discussed in the paragraphs above, Explicit Instruction seems to benefit the acquisition of certain linguistic forms by both Heritage Speakers and L2 learners. However, little is known about its impact on the acquisition of less salient linguistic forms such as Discourse Markers. VanPatten (1996) claims that Discourse Markers are more resistant to acquisition due to their dynamicity and lack of prominence within the discourse. As Discourse Markers may not be salient to students, Explicit Instruction and metalinguistic awareness might be required for Heritage Speakers to acquire them. In particular, these results come from a study examining the effect of Explicit Instruction and Implicit Instruction in the acquisition of Discourse Markers by L2 speakers (Hernandez and Rodriguez-Gonzalez, 2013). They showed that the use of Explicit Instruction added to a modified input with an increased frequency of target elements had a positive effect in the acquisition and retention of these elements.

The purpose of this study is to determine whether Explicit Instruction or Implicit Instruction has a positive effect on the assimilation and production of Discourse Markers by Heritage Speakers of Spanish. In my study, I exposed two groups of Spanish HS (n=6) to two different types of instruction (Explicit-Implicit) on DMs to see if they could learn DMs and their function and use them in discourse. I tested participants' retention of these forms through two different tasks: an Oral Interview and a Forced Choice. As in Hernandez and Rodríguez-González (2013), I carried out a delayed post-test in order to evaluate the stability and retention

of these forms after a short period of time. Due to the small participant sample, this study is mostly preliminary, and can even be considered a pilot study. However, the results from this this small sample of participants suggest that there might be some benefit in providing Explicit Instruction to HS.

This thesis is divided as follows. Sections 2 to 4 present an introduction and discussion of Explicit Instruction and Implicit Instruction, Discourse Markers and Heritage Speakers. In Section 5, I discuss the methods followed in this study and participants results. Section 6 to 8 include discussion, limitations of the study and conclusions.

2. Explicit and Implicit Instruction

There are many different pedagogical approaches to teaching new linguistic forms in a classroom setting. These strategies can include Explicit Instruction, Implicit Instruction, or a balance of both. For either method, a basic element is required: input. Input is referred to as, “the available target language, [but] not all of it becomes intake, that subset of input that actually gets in and which the learner utilizes in some way” (Corder, 1967). The field of Second Language Acquisition is still divided on which of these approaches to teaching is more conducive to learning a second language. In the following paragraphs, I will review and discuss these two approaches to language instruction.

Explicit Instruction involves the explanation of linguistic rules during the learning process (DeKeyser, 1995) and exploits a pedagogical grammar approach in the classroom. In this setting, students are encouraged to develop metalinguistic awareness of the rule through linguistic explanations or debates (Ellis 2009). In this type of instruction, the teacher explains the grammar rule for the students to become aware of the linguistic form. This is helpful for L2 learners because, as Montrul (2010, p. 18) points out, L2 learners are not likely to notice errors,

hence they may need Explicit Instruction to learn how or in which contexts something is correct in the foreign language.

On the other hand, Norris and Ortega (2000, p. 21) define Implicit Instruction as a pedagogy in which “neither rule presentation nor directions to attend to particular forms [are] part of a treatment, always minimizing any interruption to the communication of meaning”. In Implicit Instruction learners are provided with specific exemplars of a rule or pattern without receiving explicit information about the rule itself (Ellis, 2009). The teacher focuses on the meaning and communication of the linguistic form, which allows the students to develop hypotheses about the rule itself. Doughty and Williams (1998), suggest that structured input is fundamental for learning a second language, as in a task-based treatment. This means that the selection and managing of input quality during instruction becomes a fundamental factor, rather than following a more grammar-focused approach.

Linguistic input is not only dependent on the type of instruction, the salience of a specific form also plays an important role in language acquisition. Salience is the property of a stimulus to stand out from the rest (Cintrón-Valentín, N. Ellis, 2016). Language salience refers to items or features that are more likely to be perceived in the language by the learners, and as a consequence, are more likely to enter into subsequent cognitive processing and learning (Cintrón-Valentín, N. Ellis, 2016). Nonetheless, not all linguistic forms stand out of the input. The acquisition of linguistic constructions is affected by the “received strength of stimuli” (N. Ellis and Collins, 2009), that is, the association between meaning and form varies depending on the linguistic element. The instructor can manipulate the salience of target elements in the input through linguistic explanation or direct attention with visual or audio enhancement. The frequency of lexical items in the input, due to repetition, the underlining or italicization of items

may make them more prominent and students may be more likely to notice those elements.

Nevertheless, as manipulation does not always enhance saliency, altering the input is not always successful when perceiving those forms.

In this same line, Long and Robinson (1998, p. 18) indicate that “teacher’s attempt to raise attention by flagging a target may not result in attention or consciousness raising”. Some target forms may not be salient because of irregularities in the derivation, lack of frequency and communicative relevance, or simply because they differ from those of the learner’s first language. In the next section, I present some studies that compare explicit and implicit conditions on instruction.

2. 1. Studies on Explicit and Implicit Instruction

Norris and Ortega’s meta-analysis (2000) researched 49 studies that explored different variables of instruction: explicitness, metalinguistic awareness, feedback... In their review, they conclude that explicit conditions on instruction were more effective, although several aspects had to be considered. Firstly, in most studies comparing explicit versus implicit, post-testing favored explicit conditions because they only assessed metalinguistic rules, and they did not include other types of assessment, to accurately measure any possible outcomes from the implicit condition. Secondly, few studies provided a reliable delayed post-test to show the stability of the gains of linguistic forms after the instruction. This is required, since acquisition under implicit conditions takes longer, as observed by Ellis (2005). Norris and Ortega (2000) concluded that instruction that incorporates explicit conditions was more effective since “techniques lead to more substantial effects than Implicit Instruction” (2000, p. 500).

One of the examples on the effectiveness of Explicit Instruction presented in Norris and Ortega (2000) is Robinson (1996). Firstly, he researched learning under different degrees of

explicitness when teaching new verbal forms and object rules. Additionally, he was investigating learner automaticity after exposure to multiple instances of input and memory versus rule decisions. He divided participants in four conditions: implicit condition (memorizing sentences containing target structures), incidental condition (exposure to sentences containing target structures), rule search condition (reactive instruction) and a written explanation of the rules provided. They were exposed to four training conditions and were administered a Grammaticality Judgment Task during the experimental session. The experiment concluded with a debriefing questionnaire in which participants had to state if they had noticed any rule or pattern during the previous task. Results showed gains for the groups that were under explicit conditions with metalinguistic instruction, that is, the groups under rule search condition and rule explanation.

Another study by VanPatten and Oikennon (1996) attempted to determine whether explicit information given to learners receiving Processing Instruction (PI)¹ was responsible for the beneficial effects of instruction. To this end, they compared three methods for explaining non-regular subject verb-order present in Spanish (e.g., *Me gusta la miel* 'I like honey', the subject of this sentence in Spanish would be *honey*, and not *me* 'I'). VanPatten and Oikennon divided participants in three groups: one with only explanations and no practice, another with only structured input practice and no explanation or explicit feedback provided. The third group had a combination of both: explanation, structured input and feedback. They used a pretest and a post-test assessment, an interpretation test and a sentence-level production test. The practice

¹ Processing Instruction (PI) is an input-based grammar instruction that aims to affect learners' attention to input data. This method is in agreement with second language theories and communicative language teaching. VanPatten's PI accepts the fundamental role of input and uses the term input processing for the cognitive process which occurs when input is understood and integrated into language. Retrieved from VanPatten, B. (2002). Processing Instruction: An Update. *Language Learning* 52(4), pp. 755–803.

group performed better than the explanation group, but the third group—exposed to a combination of the two previous methods—outperformed the other two groups. VanPatten and Oikennon (1996) claim that these results showed the beneficial effects from processing instruction, in which structured input is more important than teaching explicit information.

The studies described above dealt with salient structures that are key in SLA and communication, such as object placement or word order. However, structures that are less salient, such as Discourse Markers, might not be so present during instruction. As a consequence, the opportunities to practice these forms in the classroom may be scarcer. The next section covers the nature of these forms and the research on Discourse Markers in the field of SLA.

3. Discourse Markers

The ACTFL Proficiency Guidelines compel L2 learners ranging from different proficiency levels the following requirements of speech cohesion: “Advanced Low speakers combine and link sentences into connected discourse of paragraph length” (2012, p. 6) and “speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse” (2012, p. 4). Even though cohesive markers are frequent in naturalistic L2 Spanish input, they remain non-salient for learners and instructional materials offer little emphasis to direct attention to these forms (de la Fuente, 2009). Mukherjee and Rohrbach (2006, p. 216) note that “discourse markers are notoriously underrepresented even in modern [language-pedagogical] materials”.

Discourse Markers (henceforth, DMs) do not have a syntactic function nor depend on morphosyntax, but rather on semantics and pragmatics. DMs are in charge of linking, opposing, comparing and structuring discourse in oral and written form, and they contribute to the overall cohesion and coherence of a message (Portolés y Zorraquino, 1999, p. 4057). In Spanish, DMs

form a heterogeneous group composed of words (*e.g.*, *entonces*, ‘then or therefore’) or groups of words (*e.g.*, *así que*, ‘so that’).

DMs are rarely targeted as an important goal of classroom instruction despite their relevance for communication (de la Fuente, 2009; Jones, 2009; Gilquin, 2016). Their lack of perceptual salience (de la Fuente, 2009) is due to the multiple positions they can occupy in a sentence. In fact, Van Patten (2004) claims that L2 learners perceive and process forms in sentence initial position before middle and final ones, and this flexibility explains the challenge of acquiring these particular elements. Moreover, DMs in the class setting are often considered of low communicative value compared to other forms (VanPatten, 1985), which poses an added challenge to the issue of perceptual salience. Therefore, when DMs appear, “they are often discarded by the hearer” (Rieger, 2003, p. 43) and this gives them the status of marginal elements in the learning of a foreign language.

The variable of context of acquisition is very important because DMs are mostly present in naturalistic input (*i.e.*, day-to day conversation and oral communication). The more learners are exposed to input in the L2 outside of the class, the more suited they might be to use these forms in their own discourse (Gilquin, 2016).

In the following subsection, I present two recent studies that examined the role of explicit and implicit conditions for learning DMs. The first study accounts for naturalistic and instructional input in a corpus of learners of English from different origins in Europe. The other study is related to Spanish DMs in a foreign language class in the U.S.

3.1. Studies of Discourse Markers and L2 Learners

Gilquin (2016) carried out a corpus-driven analysis of English DMs, measuring the variable of context and the acquisition of DMs. For this purpose, she manually analyzed three

corpora from countries in which English was a foreign language (EFL), a co-official second language (ESL), or the official language. She focused on seven DMs and examined their use across the three corpora; reaching the following conclusions: firstly, that a higher degree of exposure to naturalistic language tended to have a positive impact on learner's knowledge of DMs, resulting in more frequent use, better approximation of native speaker frequencies and, possibly, more fluent usage. Secondly, that DMs were generally underused by learners; and lastly, that a stay in a target-language country usually resulted in a wider use of DMs.

In the case of Spanish, the amount of studies on naturalistic input and Explicit Instruction-Implicit Instruction of DMs is scarcer and it has predominantly focused on L2 learners whose L1 was English, as in De La Fuente (2009) and Hernandez (2011, 2008), Hernandez and Rodríguez-González (2013).

Hernandez and Rodríguez-González (2013) researched the acquisition of DMs under Explicit and Implicit instruction conditions. They firstly examined the familiarity ratings of L2 students for 50 DM. Subsequently, those that received a score of less than three points (less familiar) were used for instruction. The results for this Familiarity Test are shown in Table 1. The stimuli for the instruction had previously scored below two.

Table 1.

List of the 37 DMs surveyed by Hernandez and Rodríguez-González (2013) with familiarity rating.

Spanish DM		Means of familiarity rating (1=low familiarity-5=high familiarity)
<i>Antes</i>	Before	4.98
<i>Después</i>	Afterward	4.98
<i>Pero</i>	But	4.98
<i>Durante</i>	During	4.95
<i>Porque</i>	Because	4.95
<i>Cuando</i>	When	4.93
<i>También</i>	Also	4.90
<i>Por ejemplo</i>	For instance	4.88
<i>Entonces (1)</i>	Then	4.83
<i>Primero</i>	First	4.80
<i>Mientras</i>	While	4.75
<i>Finalmente</i>	Finally	4.73
<i>Sabes que</i>	You know that	4.68
<i>Pues</i>	So	4.53
<i>Por eso</i>	Therefore	4.50
<i>En realidad</i>	In fact	4.59
<i>Entonces (2)</i>	Therefore	4.53

<i>Hasta que</i>	Until	4.18
<i>Al principio</i>	At first	3.90
<i>Más tarde</i>	Later	3.88
<i>Al contrario</i>	On the contrary	9.75
<i>De repente</i>	Suddenly	3.58
<i>Es que</i>	The thing is that	3.50
<i>En cambio</i>	Instead	3.48
<i>Sin embargo</i>	However	3.45
<i>Además</i>	Besides	3.40
<i>Es decir</i>	That is	3.23
<i>Así que</i>	So	3.20
<i>De hecho</i>	As a matter of fact	2.78
<i>Mejor dicho</i>	Better said	2.73
<i>Por lo tanto</i>	Therefore	2.68
<i>En cuanto</i>	As soon as	2.65
<i>Ya que</i>	Since, given that	2.40
<i>En el fondo</i>	Deep down	2.23
<i>A todo esto</i>	Speaking of that	2.08
<i>Puesto que</i>	Since, given that	2.05
<i>O sea</i>	That is	1.90

The participants were divided into three groups. The first one received Explicit Instruction, the second, received Implicit Instruction; and the last, received no instruction whatsoever. The same

instructor taught the treatment session to the Explicit Instruction and Implicit Instruction group, as well as the control group (no instruction). The study had an oral pretest, treatment, immediate post-test and delayed posttest. The analysis of the results showed a considerable difference between participants in the three groups. The group under Explicit Instruction produced orally some new DMs, whereas the group under Implicit Instruction did not. However, this group used more DMs than the control group. In conclusion, although the explicit group surpassed the implicit one in all tasks, the frequency of DMs in the input they were exposed to was important for the implicit group production, as they produced more than the Explicit Group.

4. Spanish Heritage Speakers in the US

Over 60 million people in the US speak other language than English at home, of them over 37 million speak Spanish, approximately a 20% of the US population. Heritage Speakers (HS) of Spanish are child and adult members of a linguistic minority who grew up exposed to their home language and the majority language (Montrul, 2010), which is English. Due to different environmental factors, HS may be sequential or simultaneous bilinguals, dominant in the Heritage Language (HL) until schooling. All the same, they may have migrated when they were very young and lost what they learned, which may cause attrition, incomplete acquisition and fossilization of forms. In general, HS is a heterogeneous group that ranges from very low proficiency to advanced proficiency in the HL.

The linguistic system of HS of Spanish is different from that of L2 learners or monolinguals (Montrul, 2010). HS acquired their minority language exclusively at home and they may not have developed their literacy skills in the minority language through schooling or contact outside the community. These factors result in gaps in the HL's linguistic system, which is also their minority language (i.e., Spanish). In general, HS receive instruction in the majority

language (i.e., English). Nevertheless, context-specific vocabulary acquired by HS at home as well as their native-like phonology may allow them to achieve a high level of communicative competence in familiar and informal conversations.

4.1 Instruction of Heritage Speakers at the University level

Most courses centered on HS language development have been mostly based on L2 methodologies. Moreover, despite the different necessities of HS and L2 learners (Montrul, 2010) mixed courses have been created in some universities to accommodate these speakers. Some scholars assert that SLA can be profitably extended to the HLA field (Montrul and Bowles, 2010, p. 49) and that the L2 classroom research has much to offer to HS (Montrul, 2010, p. 16). The research on HL methodologies is currently growing as more emphasis is put on this population (Potowski, Jegerski, Morgan-Short, 2009). Moreover, a recent study by Koronkiewicz and Ebert (2018) shows that the written/oral modality in HS code-switching, does not affect the acceptability ratings of HS. Thus, in this study, I do not expect modality to affect the acceptability ratings provided by HS.

4.1.1 Research on the effects of Explicit and Implicit Instruction on HS

Regarding HL development, interference from the dominant language, input frequency, as well as quality and amount of use in the HL, among other factors, may result in truncated acquisition. Hence, it is relevant for strengthening the linguistic systems of HS to foster research on instruction methods. Previous studies show that “HS do benefit from explicit instruction” (Montrul and Bowles, 2010, p. 66). Nevertheless, the positive outcome of instruction, in this case explicit, may be due either to a restructuration after the instruction (Montrul and Bowles, 2010, p. 65) or to a possible reactivation of their less dominant language (Valdés, 2005). In the following paragraphs, I discuss two studies that examine the effects of explicit and implicit

instruction for HS: (i) Montrul and Bowles (2010), who focus on the explicit and implicit learning of HS compared to L2 and native speakers; and, (ii) Hislope (2003), who examines the effects of Implicit Instruction on HS. Both studies research non-salient structures of Spanish that HS linguistic systems generally miss: the Subjunctive Mood and Differential Object Marking.

Montrul and Bowles (2010) investigated whether Explicit Instruction with feedback would help HS noticing the gap in their linguistic knowledge of Differential Object Marking (DOM). DOM can be a non-salient structure that is necessary in Spanish, as it is used only on human direct objects, as opposed to non-human direct objects, which does not require them. The following examples illustrated the contrast between a DOM context and a non-DOM context: *Ana besa a Lucas* ‘Ana kisses Lucas’, as opposed to *Ana besa ∅ el suelo* ‘Ana kisses the floor’. In this study, Montrul and Bowles gathered L2 students, HS, and native speakers as the control group. The researchers asserted that the early acquisition of certain structures may grant HS some advantages over L2 learners, but L2 learners may have advantages resulting from formal classroom language instruction and more experience with standard Spanish. They first did a Grammaticality Judgement Test (GJT) at the beginning, a week before instruction, and then another in the post-test. In this last GJT, HS improved from the first GJT, although L2 outperformed them. They concluded that explanations are beneficial for non-salient elements. Montrul and Bowles did not carry out a delayed post-test for measuring stable gains; neither tested a group under implicit conditions.

Hislope (2003) assessed HS with no comparison to L2 learners or native speakers, as she only had a group under implicit conditions. The goal of this study was to find out whether HS could recognize and learn verbal mood after Implicit Instruction. In a small sample group of ten HS, she analyzed the reading habits of the participants and their ability to notice a new mood in

three texts in the present subjunctive, a mood that normally suffers from attrition or may not be present in HS linguistic system. The same three reading passages were used in the pre-test, immediate post-test and delayed post-test, and each section had its own set of comprehension questions that depended on the understanding of the target form. The HS showed no progression from the pre-test to the delayed post-test, as they did not notice neither the abundance of forms in the input, nor how these were altering the meaning of the text. From this we can conclude that Implicit Instruction was not effective for HS in Hislope's (2010) study. In order to explain the lack of effectiveness of the instruction method, Hislope hypothesized that the poor comprehension scores may have been due to a lack of pre-reading activities or previous activation.

Hislope's (2010) study brings to the forefront that only frequency in the classroom input may not be helpful for students to notice non-salient target forms. Nonetheless, instruction may make these particular forms more salient by encouraging their use in practice and conversation. If we extrapolate the results of the studies discussed in the previous paragraphs to the acquisition of DMs by HS, one may hypothesize that given the lack of salience of these linguistic forms; HS may benefit more from Explicit Instruction. In Section 4.2, I present the research questions (RQs) and hypotheses that drive my study.

4.2 Research Questions and Hypotheses

Based on the studies discussed above, I propose the following research questions (RQs):

RQ 1: Which instructional method (Explicit Instruction or Implicit Instruction) is more effective for Heritage Speakers?

Hypothesis 1: HS may benefit from the explicit explanation, as seen in Montrul and Bowles (2010). However, they may also rely on strategies that resemble the naturalistic acquisition of

their HL and take advantage of the Implicit Instruction, since DMs are characteristic of oral discourse, a skill in which HS may be proficient.

RQ 2: Does Implicit/explicit instruction have an effect in the learning of DMs by HS?

Hypothesis 2: As in Hernandez and Rodríguez-González (2013), my participants in the Explicit Instruction group may use the instruction DMs in their oral production recordings from the post-test and delayed post-test.

5. Methods

The objective of this study is to determine whether explicit instruction or implicit instruction has an effect on the assimilation of Discourse Markers by Heritage Speakers of Spanish. No studies have examined this topic so far, nonetheless, it is relevant to assess the use of DMs by HS. Their oral and communicative skills may be taken for granted, as they may be fluent in informal and familiar contexts. For such matter, I use Discourse Markers that belong to a more formal register in order to strengthen HS communicative skills in other situations. This study has been approved by the university IRB (#19-077 EX 1903).

5. 1. Participants

A small sample size consisting of six participants—four women and two men—with an average age of 22 was recruited for this study. All of them were HS of Spanish enrolled in Auburn University. Following Hernandez and Rodríguez-González's (2011) methodology, I selected HS who may be placed in advanced courses of Spanish as a foreign language.

Participants filled out the Bilingual Language Profile (Birdsong, Gertken y Amengual, 2012). The BLP (see Appendix A) assesses language dominance through self-reports and generates a continuous dominance score and a general bilingual profile considering a variety of linguistic variables. The output score can range from -218 (a Spanish monolingual) to +218 (an

English monolingual), where zero would represent perfectly balanced bilingual speaker. The scoring for Spanish in the BLP indicated that the participants were English dominant bilinguals. The mean result was +55.36 and the SD was 17.29, which implies different ranges of English dominance. Nevertheless, Participant 4 can be considered an out-layer because his score (+17.73) was very close to the one of a balanced bilingual. Overall, participants started learning Spanish before they were one year old and they had all been raised in a Spanish-speaking household.

After the BLP, participants completed a modified section of the *DELE (Diploma de español como lengua extranjera, Spanish as a Foreign Language Diploma)* (Montrul, 2012) to test their proficiency in Spanish. The participants' DELE (see Appendix B) scores ranged from 41= lowest score to 47= highest score over a total of 50 points. According to the DELE, these participants are classified as advanced speakers of the language. However, these numbers indicate that participants' proficiency in Spanish showed some variation.

Further, participants were divided into two groups: three of them received Explicit Instruction and the other three Implicit Instruction. I explain the characteristics of each type of instruction to which the participants were exposed in more detail in Section 5.4.2.

5.2. Stimuli

Participants were taught a selection of the DMs used by Hernandez and Rodríguez-González (2013): some were used in the original study (Table 1 in bold) and some scored less than 3.50 in the Familiarity Rating Test from Hernandez and Rodriguez-Gonzalez. I did not include those that were not classified in the *Diccionario de partículas discursivas del español* (Dictionary of Spanish discourse elements, Pons and Portolés, 2008), such as *así que* 'hence', *ya que* 'since' and *en cuanto* 'as soon as'. I also did not include *es que* 'the thing is that' nor *o sea*

‘that is’, since those are characteristic of informal speech in Spanish and could have meta-discursive value as transition in the conversation (Briz-Gomez, 1998, p 203).

Hence, I selected those that may not be present in the input at home and have a stronger connecting value. Table 2 below presents the DMs that I used in my study.

Table 2.

List of DMs used in the instruction of this study

Spanish DM	English DM	Means of familiarity rating
<i>En cambio</i>	Instead	3.48
<i>Sin embargo</i>	However	3.45
<i>Además</i>	Besides	3.40
<i>Es decir</i>	That is	3.23
<i>De hecho</i>	As a matter of fact	2.78
<i>Mejor dicho</i>	Better said	2.73
<i>Por lo tanto</i>	Therefore	2.68
<i>En el fondo</i>	Deep down	2.23
<i>A todo esto</i>	Speaking of that	2.08
<i>Puesto que</i>	Since, given that	2.05

Measuring the learning of target elements was done through a Forced Choice (FC) and a recording for the possible production of target elements. The first task, a Forced-choice task measured the participants’ acceptability of sentences containing the DMs in Table 2.

A Forced Choice or Ipsative task is a specific type of measure in which participants compare two or more options and select the most preferred one – in our case, the one that was more acceptable. A sentence was not considered acceptable when the discourse marker did not fulfill its task and it became incoherent, as (*) shows. There were 20 pairs similar to (1) in the pre-test, 40 pairs in the post-test and 20 in the delayed post-test. Each DM was repeated two or four times and the number of sentences with the target stimuli for the post-test was doubled to

ensure that the participants' answers were not random (see Appendix D). The stimuli-distractor ratio was 1:2.

(1) a. *Fue un gran debate, de hecho, el candidato que me gustaba estuvo bastante cerca de ganar el torneo.*

‘It was a great debate, in fact, my favorite candidate was very close to win the tournament.’

b. * *Fue un gran debate, en cambio, el candidato que me gustaba estuvo bastante cerca de ganar el torneo.*

‘It was a great debate; my favourite candidate was very close to win the tournament instead.’

The second task to assess production of target forms was a semi-directed interview. The goal of this task was to have participants elaborate on ideas, expand their discourse and employ DMs. In order to prepare participants for this task, there was a warm-up section with directed question in the first section of the recording; only the second part was taken into account for my study. This second part involved images and open-ended questions; thus, they could focus on more on familiar vocabulary, rather than focusing on advanced vocabulary. The themes had a realistic approach: talking about the role of food during childhood, university admission with tips and advice, planning a vacation to a Latin-American destination of their choice, and comparing between two experiences they have had.

5.4. Experiment design

The study comprised four parts: pre-test, instruction, post-test and delayed post-test. These were administered in two sessions. On the first session, they completed the first three and on a second session they did the delayed post-test. The Explicit Instruction and Implicit

Instruction groups received different instruction, but the remaining parts were the same and displayed in the same order for both groups.

5.4.1. First session

For the pre-test, I administered the BLP to all participants. Subsequently, participants did the DELE to register their current level of Spanish in a standardized test. Then, they completed a Forced Choice task (FC) with the target DMs (20 target items, each DM twice) and distractors. The last part of the pre-test was a semi-structured interview with a research assistant: after a brief warm-up with questions, each participant was given images related to food and recipes and she was directed to speak about food in their childhood and nowadays, allowing an ample speech sample of about 10 minutes. Lastly, participants were randomly divided in Explicit and Implicit groups and they started the instruction.

The Explicit Instruction group received overt explanation on use, categories and meaningful examples of DMs via a PowerPoint video with a lesson written on text and an audio recorded by a HS of Spanish (See Appendix C for specific examples as well as a transcript of the recorded lesson). The audios were recorded by a Heritage Spanish speaker of Mexican origin, rather than a monolingual speaker, which may be close to the input they received during childhood. During the instruction section, only the participants in the Explicit group were able to access the recorded lessons as many times as they wished during the practice.

The Implicit Instruction group read three emails and a conversation filled with the target forms (See Appendix W). They were not asked to look for DMs or connecting elements, in this way I simulated a more naturalistic input, while, at the same time, exposing them to the target elements.

5.4.2. Practice for Explicit and Implicit groups

Both groups received the same practice tasks, which consisted of two exercises (see Appendix C). These exercises consisted of a multiple-choice task and a cloze text. In both activities, the target forms, DMs, were removed. This exercise was used since this type of task requires the ability to understand not only vocabulary, but most importantly, context, in order to identify the coherent part of speech to complete the blank. There were 10 items per activity, and, in both exercises, three DMs were provided, from which only one was acceptable. The Explicit Instruction group received feedback with explanations for incorrect and correct answers. This was done to guarantee that, in case they randomly answered the correct option, they would receive an explanation on the adequate use of the DM. The Implicit Instruction group only received wrong/correct feedback, with no explanation. This was done to orient them in their choices while, at the same time, avoiding metalinguistic explanations.

5.4.3. Post-test and second session, delayed post-test

Once participants finished with the instruction practice, they completed the post-test Forced Choice task (FC) and an interview under the same premises as the one in the pre-test. Details regarding this task, data gathering, and assessment are provided in 5.6. Five days later, participants returned to complete a delayed FC task and a last interview. Feedback was not provided neither to the Explicit nor Implicit group during the delayed post-test.

5.5. Procedure

I used Qualtrics for collecting and analyzing the data from participants. It is a survey software that allowed to monitor all the input they were receiving. Using an instructor would not allow to control for her performance during the treatment and would be possible that they

somehow could ask for explanations in the implicit condition. Once this variable was seized, I could focus on creating measurable input for the student.

For my survey, I adjusted the settings so that they were compelled to select an option in all the sections, and hence, avoiding skipping questions. In their first session, the tasks were in the following order for both groups: first recorded interview, consent letter, first FC, BLP and DELE. Then, they completed the instruction, practice, post-test FC and interview.

The interviews were done before the FC because of logistics. Participants' production was recorded by a person in a real dialogue instead of talking to a computer, as it might have been uncomfortable speaking to a machine. The pre-test recording preceded the survey, and the post-test recording was after it. It was preferable for them to complete the survey online without being interrupted and for me, as I had to interview other participants.

Five days later, I scheduled a second session with the participants for the delayed post-test. They signed the consent letter again, granted me consent for their third and last interview, did the recording and completed the FC.

5.6. Data Gathering and Assessment

For the FC task correct answers were given a positive value and no value was given to the incorrect choice. Once the second session was done, I compared the total of correct/incorrect answers individually and by group as well as their performance in the three FCs and the DELE. For the interviews, I counted the DMs and their function across the three recordings and then compared the results among individuals within the same group and across groups.

6. Results

In the following subsections, I present the results from the data collected for both, the Explicit and Implicit instruction groups in the pre-test, post-test and delayed post-test. The FCs

provided systematic answers to what the participants believed to be acceptable, whereas the recordings reflected actual production of Spanish.

6.1. Results for FC task

Given the small number of participants, the results that I will present in this section are preliminary. Nonetheless, they might be useful as they allow us to observe some trends that, given a study with a larger number of participants, might be applicable to the HS population.

As shown in Table 3, the Implicit group obtained slightly better results in the pre-test than the Explicit group because they were more accurate in their acceptability judgements. Nevertheless, despite their higher results at the beginning of the test, their performance decreased as the study progressed. The Explicit group performed in the opposite way, in fact, their results from the post-test improved when compared to their preliminary scores.

The standard deviation shows that there was variability in each FC among my participants within each group. The Implicit group started with a very small difference between participants, and then it progressed to the highest deviance in the delayed post-test, which coincides with the lowest accuracy score. This means that the range between the highest and the lowest scores was wide. The explicit group worked differently, as they progressed from a big deviation to more levelled results.

Table 3.

Mean percentages of target element accuracy in Forced Choice from pre-test, post-test and delayed post-test.

Instruction	Mean Pre-test accuracy score	SD	Mean Post-test accuracy score	SD	Mean Delayed post-test accuracy score	SD
Explicit	93.3%	1.88	97.5%	0.57	95%	1.3
Implicit	98.3%	0.23	95%	0.7	88.3%	3.2

In Table 4, I display the individual results for the three FCs as well as the DELE results. This table gives us insight into the SD from Table 3. By placing participants' scores side by side, we can observe a possible correlation between the participants' score in the DELE and their results in the FCs. Among the Explicit group, the data from Participant 1 deserves some further explanation. Although this participant has the lowest score in her group, she seems to be experiencing some gain from the instruction because her accuracy improves from one session to another. In this same group, the results from Participant 3 may indicate some task effect, as her performance in the previous FC was completely accurate, but she missed two sentence pairs in the delayed post-test.

On the other hand, for the Implicit group, doubling the stimuli in the post-test implied less accurate answers for Participants 5 and 6, as their performance after the Instruction and practice seemed to decrease as the study progressed. Although participant 4 scored the same score in the DELE as Participant 5, he was more accurate than other members in her group and in the test.

Table 4.

Participant Accuracy Scores in the FC task and DELE scores

Participant score	Pre-test	Post-test	Delayed Post-test	DELE scores
Explicit group				
1	16/20	39/40	19/20	42/50
2	20/20	39/40	20/20	45/50
3	20/20	40/40	18/20	44/50
Implicit group				
4	20/20	40/40	20/20	47/50
5	19/20	38/40	17/20	47/50
6	20/20	37/40	16/20	41/50

6.2 Results from recorded interview

Results from the data analysis in the first interview is comparable among the two groups and the other two recordings. All participants engaged with the topic and delved into it. They did not appear to be too self-conscious despite speaking to a stranger about their childhood, travels and academic experience. Nevertheless, they were monitoring their speech in some recordings, for instance, they corrected themselves and they would use words in English with a high rising pitch, as if they were asking for the word in Spanish.

Despite the results from the pretest FC, which showed familiarity of DMs, participants did not use any targeted DM neither in the post-test recording nor in the delayed post-test. The exception was *en cambio* ‘instead’ in Participant 4’s recording for the delayed post-test. Instead of the DMs to which they were exposed to during instruction, they used more familiar and informal DM such as *pero* ‘but’, *entonces* ‘then’ and *como* ‘like’. The only code-switched DM was ‘so’, which was used six times in the recordings of Participant 1.

7. Discussion

Going back to my RQs, the first one asked *which instructional method is more effective for Heritage Speakers?* The hypothesis was that HS would benefit from Explicit Instruction the most. The small sample size in my study does not allow me to neither reject nor confirm my original hypothesis. However, the Explicit Instruction group seems to be performing slightly better than the Implicit Instruction Group. This is because in the Explicit Instruction group, the participant with the lowest Spanish proficiency showed gains from the pre-test to the post-test, as she selected more correct items in the post-test FC than in the pre-test FC. This trend is worth pursuing in a future study with a larger sample size. This could potentially support the claim in Montrul and Bowles (2010) that Explicit Instruction may be beneficial for HS.

Bowles and Montrul (2009) focused only on one binary grammatical form, DOM, while my study along with the one from Hernandez Rodríguez-González (2013) covered 10 target forms. This, points to the fact that a binary grammatical form might be better retained than several inter-sentential connectors because of the following characteristics. Firstly, DMs might require contextual input to facilitate the connection of the DM with information that goes after, whereas DOM requires only a specific verb and human complement. In fact, the less accurate target forms in the FCs were *a todo esto* ‘by the way’, *en el fondo* ‘after all’. In these cases, it is possible that more contextual information would have been necessary to aid with correct DM selection. Secondly, DMs are mostly invariable in their meaning (except for *entonces*, ‘then’), but they can be easily replaced by another DM or even code-switched to another language. Hence, the nature of the target form and the input frequency may allow for a more successful retention. Nevertheless, the high accuracy in selecting the sentence with the correct option in the three FC tasks may point to different issues with the use of DMs that do not have to do with the instruction itself.

Hernandez and Rodriguez-Gonzalez’s (2013) participants in Explicit and Implicit groups did use some DMs (total of 12) in their immediate and delayed oral task. Unlike my participants, L2 students had learnt the unfamiliar DMs during the two instructional sessions. From my pre-test data, students may have been familiar to those DMs, but they did not use any. Comparing my recording data to Hernandez and Rodriguez-Gonzalez’s L2 participants, we can see that, even if my participants and their participants were taking their 5th semester of Spanish, and even if our participants were likely to be more familiar to those DMs, there was a gap between their knowledge and production.

This might be an issue of transferring linguistic forms from declarative knowledge to procedural knowledge or linguistic insecurity. Most participants were studying Spanish and they may have encountered those DMs in class, at home, with their families, but never put them into practice because they may have used other ways to express and reformulate their ideas. Once these DMs appear in a text, they can recognize them, but they may not feel comfortable enough to use them in their speech. However, further research is needed to shed light on this issue.

One of the participants, the only one without formal instruction in college level Spanish, expressed in a personal conversation after the last interview that, since she had not received formal education in Spanish, she did not feel comfortable using DMs even though she felt that she was required to use them. However, she could read them well and interpret them accordingly. As she had never been required to utilize them, she would paraphrase in order to avoid using what was scarcely present in the speech around her. She claimed that had she had more formal education on the language, she would have felt more confident using them. Other participant mentioned that some of the DMs provided during instruction felt outdated to him and, as a consequence, his use was deemed strange by him because they were not present in the Spanish he would talk to their family. Nonetheless, this same participant was the only one to produce one of the instruction DMs *en cambio*, ‘instead’ during the oral interview.

For the second research question, which asked *how does Implicit/explicit instruction influence the learning of DMs by HS?* I hypothesized that Heritage Speakers in the explicit group may use the target forms. Nevertheless, none of them, except for Participant 4 in the delayed post-test, produced any of the 10 target forms. Once more, given that my participant population was so small, I cannot find support in favor of this hypothesis.

However, participant recordings provided a great insight about the use of DMs in the speech of HS. The interviewer was from a different dialectal variety than the participants. Nevertheless, they did not only use informal DMs that are present in the standard variety, but dialectal varieties too. Moreover, the results of the DELE were positively correlated with the results of the FC, as the most proficient speakers were those who utilized DMs and catchphrases from their varieties: Venezuela *pues* ('so'), Argentinian *viste* ('you know'), and Colombian *harto* ('many/much').

As speakers of Spanish in contact with English they showed some examples of this in their use of DM, especially the use of 'so' and *como* ('like') with the value of the English *like*. DMs can tell us about languages in contact, because the two systems of DM—the English one and the Spanish one—can coexist, shift in function or overtake the function of DMs in the other language (Torres, 2011). The English *so* and the Spanish *entonces* share a similar range of meaning, to introduce a result, conclusion or progression, but using 'so' does not trigger a code-switched sequence. In my data, *so* was used several times to introduce a result as in “so, *ya sabía que quería venir a Auburn.*”, ‘So, I already knew I wanted to come to Auburn.’; and as a conclusion “*Al final del año una fiesta muy grande hemos tenido, so.*”, which can be translated into English as ‘We had a big party at the end of the year, so.’

Sánchez-Muñoz (2007) in her study of college-level Heritage Spanish in different registers, points out that *como* is calquing the meaning of 'like' from English and adding functions. New uses she found in her data were as a quotative to introduce a direct or indirect statement or an “empty punctuator” without semantic content. There were examples of this last function in my recordings, with the same value as *como* (“sentía like, como [que] estaba en mi casa.”, ‘I felt I was like, like home’) and as an empty punctuator (“*no hay como espacio donde*

hacer asado”, ‘There is no room for, like, to cook asado’). In contrast with *so, like* triggered fragments of code-switching (“*Son espaguettis con salsa like heavy cream. Para cocinar utilizo (...) like half and half.*”, ‘It’s spaghetti with sauce like heavy cream. I use like half and half for cooking’).

8. Limitations of the study

This thesis is not without limitations. First, it was difficult to predict the number of participants I could gather. Ideally, if all Heritage Speakers doing their minor/major in Spanish had volunteered, I would have had more than twenty participants. However, I was only able to gather five participants inside the university and a participant from outside who were willing to participate in my study. Although, the small number of participants allowed for a more detailed analysis of the different and rich linguistic profiles of the participants, it is difficult to draw conclusions that can be expanded to the general population of Heritage Speakers of Spanish in the United States. Moreover, using a recording by a HS Mexican-Spanish variety for the Explicit group may not have been useful because only one participant was of Mexican descent.

Another limitation was the span of the study and instruction practice. Comparing my instruction session to Hernandez and Rodríguez-González (2013), both studies used information gap activities –cloze texts– with elicited DMs, but their participants had two 50-minute sessions in a one-week time period for both groups, whereas my participants only had one 12-minute explanation and short practice session which lasted about 15 minutes.

Finally, task design effects may have conditioned some of my results. For instance, the first session was lengthier than the second one and this might have resulted in participants being more tired towards the end of the experimental session, especially in the Implicit Group. Moreover, the second session was very short, and the number of the stimuli was more reduced

than in the post-test. Thus, it may be the case that providing them with at least one more stimulus per DM would have allowed me to provide a more fine-grained analysis of my results and be able to compare them more closely to the post-test.

9. Conclusion

The aim of this study was to provide insight on two different types of instruction and their influence on learning DMs by HS. To this end, six HS of Spanish participated on an online session of Explicit Instruction or Implicit instruction. First, they completed an initial pretest followed by an immediate post-test and five days later, a delayed post-test. These three sections had a series of FCs and interviews that provided me with insightful data on the instruction they were receiving. My results suggest that there may be some benefit in providing Spanish HS with Explicit Instruction. However, the low number of participants in my study does not allow me to make any claims that could potentially be extended to the Spanish HS population.

As the results from the Implicit group suggest, further research on different levels of explicitness will have to be explored in order to avoid returning to more traditional methods of instruction, e.g. grammar oriented. Acknowledging and working with less salient target forms, like DMs, may help students to retain more than what is only provided in the input.

Furthermore, if we would like to assure gains on the acquisition and use of DMs, rather than doing a follow-up delayed post-test, it would be beneficial to give them the opportunity to practice their oral skills in a higher register. This would allow me to provide systematic and reliable feedback, while at the same time, encouraging their use in speech. Moreover, it would be interesting to explore whether the use of the target DMs by the interviewer triggers priming effects on the participants. In other words, it would be interesting to explore whether participants' use of DMs increases when the interviewer uses them as well.

Putting the recording side to side with the FCs, we can also observe that, although most target forms were familiar, participants did not use them. As a consequence, future research on instruction of HS must deal with the production of forms that are known but never used. Hence, a pressing issue in heritage language research should be to explore the role of linguistic insecurity and its impact on heritage language development and maintenance.

Finally, my results might show that naturalistic input is not enough for mimicking the way my participants might have learnt their HL. Adult HS speakers may need metalinguistic explanation as well as practice on how to insert DMs in their discourse. The DMs of this study, although not as common as *pero* and *entonces* ('but', 'then'), provide richness to the linguistic systems of HS and allow them to engage in conversations without exhausting their linguistic tools. Thus, by learning how to enhance the weaker language (Spanish), we are supporting the heritage language pride and identity.

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Appendix A: BLP

Bilingual Language Profile: Spanish-English

Nos gustaría pedir su ayuda para contestar a las siguientes preguntas sobre su historial lingüístico, uso, actitudes y competencia. Esta encuesta ha sido creada con el apoyo del 'Center for Open Educational Resources and Language Learning' de la Universidad de Texas en Austin para poder tener un mayor conocimiento sobre los perfiles de hablantes bilingües independientemente de sus diversos orígenes y en diferentes contextos. La encuesta contiene 19 preguntas y le llevará menos de 10 minutos para completar. Esto no es una prueba, por tanto no hay respuestas correctas ni incorrectas. Por favor conteste cada pregunta y responda con sinceridad, ya que solamente así se podrá garantizar el éxito de esta investigación. Muchas gracias por su ayuda.

Información biográfica

Nombre	Fecha de hoy
/ /	

Edad	Hombre /	Mujer

Lugar de residencia actual: ciudad

País

Nivel más alto de formación académica:	Menos de la escuela secundaria	<input type="checkbox"/> Escuela Secundaria
	Un poco de universidad	<input type="checkbox"/> Universidad (diplomatura, licenciatura.)
	Un poco de escuela graduada	<input type="checkbox"/> Máster
	Doctorado	Otra: _____

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<<https://sites.la.utexas.edu/bilingual/>>.

Historial lingüístico

En esta sección, nos gustaría que contestara algunas preguntas sobre su historial lingüístico marcando la casilla apropiada.

1. ¿A qué edad **empezó a aprender** las siguientes lenguas?

Español

Nacimiento

Desde el 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

Desde el 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

Inglés

Nacimiento

2. ¿A qué edad **empezó a sentirse cómodo** usando las siguientes lenguas?

Español

Tan pronto 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+ aún no
como recuerdo

Inglés

Tan pronto 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+ aún no
como recuerdo

3. ¿Cuántos años de **clases (gramática, historia, matemáticas, etc.)** ha tenido en las siguientes lenguas (desde la escuela primaria a la universidad)?

Español

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

Inglés

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

¿Cuántos años ha pasado en un **país/región** donde se hablan las siguientes lenguas?

Español

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

Inglés

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

4. ¿Cuántos años ha pasado en **familia** hablando las siguientes lenguas?

Español

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

Inglés

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

¿Cuántos años ha pasado en **un ambiente de trabajo** donde se hablan las siguientes lenguas?

Español

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20+

Inglés

Uso de lenguas

En esta sección, nos gustaría que contestara algunas preguntas sobre su uso de lenguas marcando la casilla apropiada. El uso total de todas las lenguas en cada pregunta debe llegar al 100%.

7. En una semana normal, ¿qué porcentaje del tiempo usa las siguientes lenguas con **sus amigos**?

Español

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Inglés

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Otras lenguas

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

8. En una semana normal, ¿qué porcentaje del tiempo usa las siguientes lenguas con **su familia**?

Español

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Inglés

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Otras lenguas

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

9. En una semana normal, ¿qué porcentaje del tiempo usa las siguientes lenguas en **la escuela/el trabajo**?

Español	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Inglés	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Otras lenguas	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

10. Cuando se habla a usted mismo, ¿con qué frecuencia **se habla a sí mismo** en las siguientes lenguas?

Español	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Inglés	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Otras lenguas	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

11. Cuando hace cálculos contando, ¿con qué frecuencia **cuenta** en las siguientes lenguas?

Español	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Inglés	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Otras lenguas	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Competencia

En esta sección, nos gustaría que considerara su competencia de lengua marcando la casilla de 0 a 6.

		0=no muy bien									6=muy bien
12. a.	¿Cómo habla en Español ?	0	1	2	3	4	5	6			
	b. ¿Cómo habla en Inglés ?	0	1	2	3	4	5	6			
13. a.	¿Cómo entiende en Español ?	0	1	2	3	4	5	6			
	b. ¿Cómo entiende en Inglés ?	0	1	2	3	4	5	6			
14. a.	¿Cómo lee en Español ?	0	1	2	3	4	5	6			
	b. ¿Cómo lee en Inglés ?	0	1	2	3	4	5	6			
15. a.	¿Cómo escribe en Español ?	0	1	2	3	4	5	6			
	b. ¿Cómo escribe en Inglés ?	0	1	2	3	4	5	6			

Actitudes

En esta sección, nos gustaría que contestara a las siguientes afirmaciones sobre actitudes lingüísticas marcando las casillas de 0 a 6.

	0=no estoy de acuerdo			6=estoy de acuerdo			
16. a. Me siento "yo mismo" cuando hablo en Español .	0	1	2	3	4	5	6
b. Me siento "yo mismo" cuando hablo en Inglés .	0	1	2	3	4	5	6
a. Me identifico con una cultura Hispanohablante .	0	1	2	3	4	5	6
c. Me identifico con una cultura Anglohablante .	0	1	2	3	4	5	6
17. a. Es importante para mi usar (o llegar a usar) Español como un hablante nativo.	1	2	3	4	5	6	
Es importante para mi usar (o llegar a usar) Inglés como un hablante nativo.	0	1	2	3	4	5	6
a. Quiero que los demás piensen que soy un hablante nativo de Español .	0	1	2	3	4	5	6
b. Quiero que los demás piensen que soy un hablante nativo de Inglés .	0	1	2	3	4	5	6

Appendix B: DELE

<http://nhlrc.ucla.edu/data/proficiency-assessments-example-proficiency-exams.asp>

Research ID Number _____

Multiple Choice Test

Each of the following sentences contains a blank indicating that a word or phrase has been omitted. Select the choice that best completes the sentence.

1. Al oír del accidente de su buen amigo, Paco se puso _____.
a. alegre b. fatigado c. hambriento d. desconsolado
2. No puedo comprarlo porque me _____.
a. falta b. dan c. presta d. regalan
3. Tuvo que guardar cama por estar _____.
a. enfermo b. vestido c. ocupado d. parado
4. Aquí está tu café, Juanito. No te quemes, que está muy _____.
a. dulce b. amargo c. agrio d. caliente
5. Al romper los anteojos, Juan se asustó porque no podía _____ sin ellos.
a. discurrir b. oír c. ver d. entender
6. ¡Pobrecita! Está resfriada y no puede _____.
a. salir de casa b. recibir cartas c. respirar con pena d. leer las noticias
7. Era una noche oscura sin _____.
a. estrellas b. camas c. lágrimas d. nubes
8. Cuando don Carlos salió de su casa, saludó a un amigo suyo: -Buenos días, _____.
a. ¿Qué va? b. ¿Cómo es? c. ¿Quién es? d. ¿Qué tal?
9. ¡Qué ruido había con los gritos de los niños y el _____ de los perros!
a. olor b. sueño c. hambre d. ladrar
10. Para saber la hora, don Juan miró el _____.
a. calendario b. bolsillo c. estante d. despertador
11. Yo, que comprendo poco de mecánica, sé que el auto no puede funcionar sin _____.
a. permiso b. comer c. aceite d. bocina
12. Nos dijo mamá que era hora de comer y por eso _____.
a. fuimos a nadar b. tomamos asiento c. comenzamos a fumar

d. nos acostamos pronto

13. ¡Cuidado con ese cuchillo o vas a _____ el dedo!

a. cortarte b. torcerte c. comerte d. quemarte

14. Tuvo tanto miedo de caerse que se negó a _____ con nosotros.

a. almorzar b. charlar c. cantar d. patinar

15. Abrió la ventana y miró: en efecto, grandes lenguas de _____ salían llameando de las casas.

a. zorros b. serpientes c. cuero d. fuego

16. Compró ejemplares de todos los diarios pero en vano. No halló _____.

a. los diez centavos b. el periódico perdido c. la noticia que deseaba

d. los ejemplos

17. Por varias semanas acudieron colegas del difunto profesor a _____ el dolor de la viuda.

a. aliviar b. dulcificar c. embromar d. estorbar

18. Sus amigos pudieron haberlo salvado pero lo dejaron _____.

a. ganar b. parecer c. perecer d. acabar

19. Al salir de la misa me sentía tan caritativo que no pude menos que _____ a un pobre mendigo que había allí sentado.

a. pegarle b. darle una limosna c. echar una mirada d. maldecir

20. Al lado de la Plaza de Armas había dos limosneros pidiendo _____.

a. pedazos b. paz c. monedas d. escopetas

21. Siempre maltratado por los niños, el perro no podía acostumbrarse a _____ de sus nuevos amos.

a. las caricias b. los engaños c. las locuras d. los golpes

22. ¿Dónde estará mi cartera? La dejé aquí mismo hace poco y parece que el necio de mi hermano ha vuelto a _____.

a. dejármela b. deshacérmela c. escondérmela d. acabármela

23. Permaneció un gran rato abstraído, los ojos clavados en el fogón y el pensamiento _____.

a. en el bolsillo b. en el fuego c. lleno de alboroto d. Dios sabe dónde

24. En vez de dirigir el tráfico estabas charlando, así que tú mismo _____ del choque.

a. sabes la gravedad b. eres testigo c. tuviste la culpa

d. conociste a las víctimas

25. Posee esta tierra un clima tan propio para la agricultura como para _____.

- a. la construcción de trampas b. el fomento de motines c. el costo de vida
d. la cría de reses

26. Aficionado leal de obras teatrales, Juan se entristeció al saber _____ del gran actor.

- a. del fallecimiento b. del éxito c. de la buena suerte d. de la alabanza

27. Se reunieron a menudo para efectuar un tratado pero no pudieron _____.

- a. desavenirse b. echarlo a un lado c. rechazarlo d. llevarlo a cabo

28. Se negaron a embarcarse porque tenían miedo de _____.

- a. los peces b. los naufragios c. los faros d. las playas

29. La mujer no aprobó el cambio de domicilio pues no le gustaba _____.

- a. el callejeo b. el puente c. esa estación d. aquel barrio

30. Era el único que tenía algo que comer pero se negó a _____.

- a. hojearlo b. ponérselo c. conservarlo d. repartirlo

Cloze Test

In the following text, some of the words have been replaced by blanks numbered 1 through 20. First, read the complete text in order to understand it. Then reread it and choose the correct word to fill each blank from the answer sheet. Mark your answers by circling your choice on the answer sheet, not by filling in the blanks in the text.

El sueño de Joan Miró

Hoy se inaugura en Palma de Mallorca la Fundación y Joan Miró, en el mismo lugar en donde el artista vivió sus últimos treinta y cinco años. El sueño de Joan Miró se ha _____ (1). Los fondos donados a la ciudad por el pintor y su esposa en 1981 permitieron que el sueño se _____ (2); más tarde, en 1986, el Ayuntamiento de Palma de Mallorca decidió _____ (3) al arquitecto Rafael Moneo un edificio que _____ (4) a la vez como sede de la entidad y como museo moderno. El proyecto ha tenido que _____ (5) múltiples obstáculos de carácter administrativo. Miró, coincidiendo _____ (6) los deseos de toda su familia, quiso que su obra no quedara expuesta en ampulosos panteones de arte o en _____ (7) de coleccionistas acaudalados; por ello, en 1981, creó la fundación mallorquina. Y cuando estaba _____ (8) punto de morir, donó terrenos y edificios, así como las obras de arte que en ellos _____ (9).

El edificio que ha construido Rafael Moneo se enmarca en _____ (10) se denomina "Territorio Miró", espacio en el que se han _____ (11) de situar los distintos edificios que constituyen la herencia del pintor.

El acceso a los mismos quedará _____ (12) para evitar el deterioro de las obras. Por otra parte, se _____ (13), en los talleres de grabado y litografía, cursos _____ (14) las distintas técnicas de estampación. Estos talleres también se cederán periódicamente a distintos artistas contemporáneos,

_____ (15) se busca que el "Territorio Miró" _____ (16) un centro vivo de creación y difusión del arte a todos los niveles.

La entrada costará 500 pesetas y las previsiones dadas a conocer ayer aspiran

_____ (17) que el centro acoja a unos 150.000 visitantes al año. Los responsables esperan que la institución funcione a _____ (18) rendimiento a principios de la _____ (20) semana, si bien el catálogo completo de las obras de la Fundación Pilar y Joan Miró no estará listo hasta dentro de dos años.

Research ID Number _____

Cloze Test Answer Sheet

1. a. cumplido b. completado c. terminado
2. a. inició b. iniciara c. iniciaba
3. a. encargar b. pedir c. mandar
4. a. hubiera servido b. haya servido c. sirviera
5. a. superar b. enfrentarse c. acabar
6. a. por b. en c. con
7. a. voluntad b. poder c. favor
8. a. al b. en c. a
9. a. habría b. había c. hubo
10. a. que b. el que c. lo que
11. a. pretendido b. tratado c. intentado
12. a. disminuido b. escaso c. restringido
13. a. darán b. enseñarán c. dirán
14. a. sobre b. en c. para
15. a. ya b. así c. para
16. a. será b. sea c. es
17. a. casos b. aspectos c. niveles
18. a. a b. de c. para
19. a. total b. pleno c. entero
20. a. siguiente b. próxima c. pasada

Answer Key: Multiple Choice Test

- | | | |
|-------|-------|-------|
| 1. d | 11. c | 21. a |
| 2. a | 12. b | 22. c |
| 3. a | 13. a | 23. d |
| 4. d | 14. d | 24. c |
| 5. c | 15. d | 25. d |
| 6. a | 16. c | 26. a |
| 7. a | 17. a | 27. d |
| 8. d | 18. c | 28. b |
| 9. d | 19. b | 29. d |
| 10. d | 20. c | 30. d |

Answer Key: Cloze Test

- | | | |
|------|---------|-------|
| 1. a | 8. c | 15. b |
| 2. b | 9. b | 16. b |
| 3. a | 10. c | 17. c |
| 4. c | 11. b | 18. a |
| 5. a | 12. c | 19. b |
| 6. c | 13. a/b | 20. b |
| 7. b | 14. a | |

Total points possible: 50

Advanced	40 to 50
Intermediate	30 to 49
Low	0 to 29

Appendix C: Instruction and practice in Spanish

1. Instruction and practice

1.1 Instruction for Explicit Group.

Vídeo explicativo, como un vídeo tutorial

Los marcadores del discurso son elementos que ayudan a interpretar un texto o una conversación. Conectan las ideas para darle unidad a lo que decimos y para que tenga sentido.

¿Cómo? Relacionan la información nueva con lo que conocemos. Pueden oponer ideas, añadir información o comparar dos elementos.

- Por ejemplo:

No quiero estudiar la carrera de matemáticas, en cambio, me gustaría estudiar historia del arte.

(A) *No quiero estudiar la carrera de matemáticas,
en cambio,*

(B) *me gustaría estudiar historia del arte.*

Este estudiante prefiere historia del arte a matemáticas. Utiliza ‘en cambio’ para expresar contraste entre (A) y (B)

Estos son algunos Marcadores del discurso

- Además: añade más información, se utiliza para introducir información que se incluye a la ya presentada. En la oración 1, no solo la celebración es en mi casa, sino que también preparamos la comida. En la oración 2, el marcador del discurso incluye más detalles del viaje.

- | |
|---|
| 1. Nosotros celebramos la Navidad en mi casa, además, cocinamos la comida para toda la familia. |
| 2. El email nos informaba sobre los días de viaje, las actividades y el itinerario, además, los costes e información sobre el visado. |

- Por lo tanto: introduce un efecto del miembro anterior por el motivo o las razones de que acaba de hablarse. En la oración 3, el hecho de que los padres no sepan que tiene novio, condiciona decirles que está embarazada. En la oración 4, la condición de celíaca no la permite comer alimentos con gluten, como el trigo.

- | |
|---|
| 3. Sus padres no sabían que tenía novio, por lo tanto, no podía decirles que estaba embarazada. |
| 4. Soy celíaca, por lo tanto, no puedo comer tortillas de trigo, pero sí de maíz. |

- Puesto que: introduce el origen, motivo, razón de lo que se dice anteriormente. En la oración 5, lo que continúa a “puesto que”, explica la grandeza de Roma, expuesta al principio de la oración. En la frase 6, el apostar por al pequeño negocio, se reforzará la economía nacional.

- | |
|--|
| 5. Roma es la ciudad más impresionante de Europa puesto que ha sido testigo de la grandeza de los romanos hasta las guerras del siglo XX. |
| 6. Las mujeres artesanas del Amazonas deben recibir protección económica puesto que fomentará el desarrollo de la economía rural de Ecuador. |

- Sin embargo: sirve para contrastar y oponer elementos. Con este marcador, se introduce una conclusión contraria a la esperada que se introducía en el miembro anterior. En la oración 7, podríamos esperar que no ir de vacaciones iba a resultar en un verano aburrido, pero el niño se divertía en la piscina. En la oración 8, a pesar de no celebrarse Halloween, esto no evita que la familia lo celebre este año.

7. Cuando mi padre era pequeño nunca iba de vacaciones, sin embargo, disfrutaba en la piscina todo el verano.

8. En mi familia nunca hemos celebrado Halloween, sin embargo, este año mi hermano va a hacer una fiesta.

- En cambio: la forma *en cambio* presenta el miembro del discurso que introduce como un contraste o contradicción con lo expresado en el miembro discursivo anterior. En la oración 9, contrasta a dos tipos de vecinos. En la oración 10, dos supermercados.

9. Mis vecinos son muy ruidosos, los de mis padres, en cambio, son bastante silenciosos.
--

10. Nunca encuentro ofertas en Publix, en Kroger, en cambio, siempre encuentro productos descontados.

- Es decir: no solo explica, introduce nuevos argumentos que explican de otro modo lo que se ha dicho antes. En la frase 11, como pertenecientes a una fe, cumplen con esas características que se explican. En la 12, se sintetiza la idea de que el teatro se vació por el poco éxito.

11. Mi familia es católica, es decir, todos fuimos bautizados e hicimos la primera comunión.
--

12. Al final de la función, el teatro estaba casi vacío, es decir, el concierto fue un fracaso.

- Mejor dicho: corrigen o modifican algunos datos de la información anterior, para hacerla más fácil de comprender. En la 13, se reformula la importancia de la puntualidad. En la 14, se corrobora que no puede ir de fiesta, o no podrá realizar su tarea.

13. Este profesor da mucha importancia a la cortesía y presentación en clase, mejor dicho, debes ser puntual en clase.
--

14. Tengo que hacer la tarea, limpiar la casa, estudiar y escribir un ensayo para el lunes, mejor dicho, puedo olvidarme de ir de fiesta este sábado.

- De hecho: El marcador indica que, efectivamente, la conexión causa-efecto es verdadera. En la oración 15, se confirma que Lucas y la otra persona no se lleven bien porque la otra persona habla más de lo que a Lucas le gusta. En la 16, se valida el éxito del concierto, pues el público quería más.

15. No son buenos amigos, de hecho, Lucas detesta a la gente que habla sin parar.

16. Fue un gran concierto, de hecho, todo el público se quedó con ganas de más canciones.

- En el fondo: Este marcador, indica que, pese a las apariencias de la primera proposición, la realidad es otra. En la 17, el culpable verdadero no es quien parece ser. En la 18, por franqueza o aparentar humildad, el poeta dice no saber poesía.

17. No grites a tu hermano, en el fondo, él no tiene la culpa de que se haya roto la PlayStation
--

18. Escribo poemas muy bonitos, pero en el fondo no tengo ni idea de poesía.

- A todo esto: introduce una nueva información que tiene algo que ver con el tema de conversación. En la oración 19, hablamos sobre unos pagos, y le persona recuerda que le debe dinero otra persona. En la 20, un presidente tiene unos gastos lujosos, por los que no da explicaciones, implicando corrupción, quizás.

19. Tengo que pagar las facturas, recibos y cheques, a todo esto, me debes el dinero de la comida del otro día.

20. El presidente se ha comprado otro coche de lujo, a todo esto, aún no ha comentado nada sobre su viaje privado a las Bahamas.

1.2 Instruction for Implicit Group:

Email 1

Alejandro,

He escrito un email a Dr. García, a quien, a todo esto, vi el otro día hablando a tu mentor con tu portfolio sobre la mesa. El Dr. García conoce al director del proyecto de arquitectura que te mencioné, es decir, podría ponerte en contacto directamente. Te comunicaré lo que me responda, pero en el fondo no seas muy optimista con su respuesta, puesto que ya se acabaron las admisiones para este curso. Es decir, no hay plazas disponibles, pero pueden hacer una excepción contigo, puesto que tienes mejor perfil que el resto de los aplicantes del año pasado. A todo esto, espero tener noticias pronto de la empresa para mi pasantía. En el fondo estoy un poco asustada por no saber su respuesta todavía.

Un abrazo,
Natalia.

Email 2

Natalia,

Gracias por tu email, de hecho, estaba a punto de escribirte. Todos en clase saben qué van a hacer después de la graduación, tú y yo, en cambio, seguimos expectantes. No sé dónde voy a trabajar, por lo tanto, no hice planes para el verano. De hecho, los boletos de avión están tan caros que no creo que pueda regresar a casa, por lo tanto, me quedaré en Auburn. Mi compañero de piso, en cambio, compró ya hasta los boletos para las vacaciones de invierno.

Seguimos en contacto,
Alejandro.

Email 3

Alejandro,

Tengo nuevas noticias. El Dr. García me ha dicho que alguna vez han hecho excepciones para aplicantes que entran tarde, además, está impresionado con tu portfolio y tu trabajo en clase, mejor dicho, ¡estás dentro de su proyecto! Sin embargo, yo aún no sé nada de mi pasantía. Mis padres me han dicho que no me preocupe, además, ninguno de los otros candidatos que aplicaron allí tienen respuesta. Esta firma tarda mucho en admitir a gente nueva, mejor dicho, son demasiado meticulosos, sin embargo, no es imposible entrar a trabajar con ellos.

Un abrazo,
Natalia

Conversation 1

A – ¡Hola! He hablado con el Dr. García, de hecho, acabo de encontrármelo en el pasillo.

N - ¡Qué bueno! ¿Por lo tanto estás ya dentro del proyecto?

A – Sí, es decir, no, tengo que hacer una entrevista y enviarle otros documentos que tengo que solicitar a la universidad, después de eso, sí, me aceptan.

N – En el fondo no pensé que fuera tan complicado, como es un proyecto de la universidad... En cambio, mi pasantía, que es en otro sitio independiente de la universidad, era obvio que necesitara más documentos.

A – Sí, en el fondo yo tampoco lo esperaba, pero tampoco es tanto, es decir, solo es burocracia.

N – A mi novio le pasó igual para su proyecto, de hecho, tuvo que presentar sus trabajos del subgrado también, pero en cambio tardaron muy poco y ya estaba trabajando en seguida, por lo tanto, tú empezarás pronto también, estoy segura.

Conversation 2

A – Sí, dijo el Dr. García que no tendría que esperar mucho, a todo esto, espero que tengas noticia ya de esa firma.

N – Sí, sí, ayer me llegó un email. Decía lo que pagan, cuando empiezo, mis días de vacaciones además de mis tareas con ellos. Yo pensé que tendría una entrevista, puesto que son tan rigurosos, sin embargo, no ha sido necesario.

A – Mejor dicho, han visto en tu aplicación que eres la candidata perfecta y te han seleccionado. Además, seguro que han hablado con tu mentor y les ha hablado de ti.

N – Probablemente, puesto que me han asignado la investigación con flores y hierbas, que es lo que hice con mi mentor. Sin embargo, en la carta que les escribí, les pedía trabajar en el estudio diseñando, no en el exterior. Detesto la humedad.

A – La humedad es una constante de Auburn, a todo esto, no olvides que el verano es muy caluroso.

N – Bueno, eso no nos pilla por sorpresa.

1.3 Practice for both groups

Escoge la opción más adecuada.

Mi ordenador se rompió, _____ no pude escribir el ensayo para clase.

- en cambio
- por lo tanto
- sin embargo

Q220

Aunque se llevaba muy mal con su madre, _____ se arrepentía de no haber estado con ella en sus últimos días.

- en el fondo
- puesto que
- en cambio

Q219

Espero que tu curso de alemán te guste mucho, _____, ¿cuándo vuelas a Berlín?

- es decir
- sin embargo
- a todo esto

Q218

Me hice cargo de los gatitos abandonados _____ nadie los quería.

- puesto que
- de hecho
- en el fondo

Q217

No quiero que vuelvas a llamarme, _____, olvídate de mí

- en el fondo
- mejor dicho
- en cambio

Q216

El abuelo luchó en la guerra, _____, guarda su arma todavía.

- por lo tanto
- sin embargo
- de hecho

Q215

La familia de Camille es francesa, _____, viene de Francia.

- en cambio
- es decir
- además

Q214

Para tu cumpleaños compro los ingredientes para la tarta, _____, traigo decoración para tu fiesta.

- además
- sin embargo
- en cambio

Q213

Cuando era niña mi familia iba a la playa en verano, _____, mi hermano no venía porque trabajaba.

- sin embargo
- además
- mejor dicho

Q212

A mis amigos les gusta el fútbol, mi novio, _____, prefiere el tenis.

- es decir
- por lo tanto
- en cambio

además

a todo esto

de hecho

en cambio

en el fondo

es decir

mejor dicho

por lo tanto

puesto que

sin embargo

Después de la graduación, muchos estudiantes deciden empezar a trabajar. 1. Sin embargo , otros estudiantes prefieren continuar estudiando en una maestría o en un doctorado. Esta opción es la indicada para aquellos que quieren seguir creciendo académicamente, 2. por lo tanto , es muy competitiva y se requieren muchos documentos.

En primer lugar, es necesario tener las cartas de recomendación de los profesores y una carta que sea atractiva, 3. puesto que el comité de admisiones va a tener que leer muchas cartas similares. 4. Es decir , el producto final es resultado de muchas horas de estrategia. En segundo lugar, muchos procesos de admisión piden entrevista con el candidato, 5. mejor dicho , prepara la entrevista con ellos tanto como la carta de motivación. En último lugar, si quieres estudiar en el extranjero, es necesario tener el certificado de nivel del idioma, 6. además , tendrás que hacerte visados y obtener dinero para tu nueva vida.

Mi experiencia personal es que, 7. en el fondo , hay otros factores que influyen en tu admisión, aparte de los papeles que envíes. Por ejemplo, es importante que investigues si esa universidad tiene proyectos en los que podrías colaborar. Muchas universidades pueden tener muy buenos profesores, pero sin interés en la investigación, y otras universidades, 8. en cambio , pueden tener un departamento muy activo en investigación y necesitar ayudantes. Esta es, 9. de hecho , la razón por la que vine a estudiar a Auburn mi maestría, de la que, 10. a todo esto , sigo encantada.

Appendix D: Spanish Stimuli

Pre-test

- (1) No pensé que iban a hablar tanto, de hecho, Marta se fue bastante encantada de conocer a mi primo.
- (1) *No pensé que iban a hablar tanto, puesto que Marta se fue bastante encantada de conocer a mi primo.
- (2) Fue un gran debate, de hecho, el candidato que me gustaba estuvo bastante cerca de ganar el torneo.
- (2) *Fue un gran debate, en cambio, el candidato que me gustaba estuvo bastante cerca de ganar el torneo.
- (3) Para el cumpleaños de Juanito vinieron sus amigos de clase, del parque, del grupo de teatro y de karate, mejor dicho, vino toda la escuela
- (3) *Para el cumpleaños de Juanito vinieron sus amigos de clase, del parque, del grupo de teatro y de karate, sin embargo, vino toda la escuela
- (4) A los 18 vivía solo, me preparaba la comida y pagaba las facturas, mejor dicho, me convertí en adulto de verdad.
- (4) *A los 18 vivía solo, me preparaba la comida y pagaba las facturas, en el fondo, me convertí en adulto de verdad.
- (5) En mi pueblo, la llegada del nuevo alcalde causó mucha sensación, por lo tanto, cada año celebramos su patrón.
- (5) *En mi pueblo, la llegada del nuevo alcalde causó mucha sensación, por lo tanto, cada año celebramos su patrón.
- (6) Estoy embarazada, por lo tanto, no puedo beber alcohol.
- (6) *Estoy embarazada, en cambio, no puedo beber alcohol.
- (7) Sus amigos se hacen muchas fotos pero, en el fondo, se odian mucho.
- (7) *Sus amigos se hacen muchas fotos pero, además, se odian mucho.
- (8) Invento canciones muy bonitas con la guitarra, pero en el fondo no tengo idea de armonía.
- (8) *Invento canciones muy bonitas con la guitarra pero, mejor dicho, no tengo idea de armonía.
- (9) Envía las cartas a mis familiares y devuelve el paquete de Amazon, a todo esto, no olvides comprar sellos.
- (9) *Envía las cartas a mis familiares y devuelve el paquete de Amazon, en cambio, no olvides comprar sellos.
- (10) Han pasado muchos días desde mi primera cita con el chico de tinder, quien, a todo esto, aun no me ha escrito.
- (10) *Han pasado muchos días desde mi primera cita con el chico de tinder, quien, es decir, aun no me ha escrito.
- (11) Nueva York es una de las ciudades más famosas puesto que alberga la mayor concentración cultural del mundo.
- (11) *Nueva York es una de las ciudades más famosas en cambio, alberga la mayor concentración cultural del mundo.
- (12) La economía rural debe recibir protección económica puesto que fomentará el desarrollo de los agricultores.
- (12*) La economía rural debe recibir protección económica mejor dicho fomentará el desarrollo de los agricultores.

- (13) Cuando era pequeña iba al pueblo en invierno, sin embargo, no me paseaba porque hacía demasiado frío.
- (13) *Cuando era pequeña iba al pueblo en invierno, puesto que no me paseaba porque hacía demasiado frío.
- (14) Todos los lunes tengo clase de español, sin embargo, este lunes vamos al teatro.
- (14) *Todos los lunes tengo clase de español, es decir, este lunes vamos al teatro.
- (15) Mis compañeros de trabajo son bastante ruidosos, los de mi hermana, en cambio, son bastante educados.
- (15) *Mis compañeros de trabajo son bastante ruidosos, los de mi hermana, puesto que, son bastante educados.
- (16) Los políticos de izquierdas apoyan leyes sobre la legalización del cannabis, los de izquierdas, en cambio, las rechazan.
- (16) *Los políticos de izquierdas apoyan leyes sobre la legalización del cannabis, los de izquierdas, es decir, las rechazan.
- (17) Para el cumpleaños tengo que comprar el regalo y la tarta, además, voy a decorar y poner globos.
- (17) *Para el cumpleaños tengo que comprar el regalo y la tarta, mejor dicho, voy a decorar y poner globos.
- (18) Las noticias emitieron la sentencia al sospechoso de asesinato, además, difundieron los nombres de las víctimas.
- (18) *Las noticias emitieron la sentencia al sospechoso de asesinato, en cambio, difundieron los nombres de las víctimas.
- (19) Mis orígenes son escandinavos, es decir, mis abuelos vinieron de Finlandia.
- (19) *Mis orígenes son escandinavos, sin embargo, mis abuelos vinieron de Finlandia.
- (20) Se agotaron todas las entradas, es decir, la obra de teatro fue un éxito.
- (20) *Se agotaron todas las entradas, en el fondo, la obra de teatro fue un éxito.

Post-test

- (1) No pensé que iban a discutir tanto, de hecho, Rubén se fue bastante enfadado de la reunión.
- (1) *No pensé que iban a discutir tanto, mejor dicho, Rubén se fue bastante enfadado de la reunión.
- (2) Fue una gran ronda de golf, de hecho, Tiger Woods estuvo bastante cerca de ganar el torneo.
- (2) *Fue una gran ronda de golf, en cambio, Tiger Woods estuvo bastante cerca de ganar el torneo.
- (3) La gente se quedó conmocionada por las decisiones del presidente, de hecho, muchas personas se manifestaron.
- (3) *La gente se quedó conmocionada por las decisiones del presidente, en el fondo, muchas personas se manifestaron.
- (4) Es preciso liberar a todos los presos del régimen autoritario, tanto civiles como militares, mejor dicho, a todos los secuestrados políticos.
- (4) *Es preciso liberar a todos los presos del régimen autoritario, tanto civiles como militares, a todo esto, a todos los secuestrados políticos.
- (5) A mis 20 años me fui de casa, mejor dicho, mis padres me echaron por no ocuparme de encontrar un trabajo o estudiar.
- (5) *A mis 20 años me fui de casa, en cambio, mis padres me echaron por no ocuparme de encontrar un trabajo o estudiar.

- (6) La cena fue muy entretenida y hablamos un rato, mejor dicho, hablé yo, cogiéndole de la mano.
- (6) *La cena fue muy entretenida y hablamos un rato, de hecho, hablé yo, cogiéndole de la mano.
- (7) Ese momento fue histórico para México y, por lo tanto, cada año conmemoran su constitución.
- (7) *Ese momento fue histórico para México y, a todo esto, cada año conmemoran su constitución.
- (8) Estoy a dieta, por lo tanto, no puedo comer demasiados pasteles.
- (8) *Estoy a dieta, sin embargo, no puedo comer demasiados pasteles.
- (9) He escuchado en la radio que va a llover, por lo tanto, no podemos ir a la playa este fin de semana.
- (9) *He escuchado en la radio que va a llover, en cambio, no podemos ir a la playa este fin de semana.
- (10) Aunque estamos relajadas para el examen, en el fondo no estamos seguras de haber estudiado suficiente.
- (10) *Aunque estamos relajadas para el examen, a todo esto no estamos seguras de haber estudiado suficiente.
- (11) No castigues a tu hijo, en el fondo no tiene la culpa de suspender esa asignatura.
- (11) *No castigues a tu hijo, en cambio, no tiene la culpa de suspender esa asignatura.
- (12) Parece que sé lo que estoy haciendo, pero en el fondo no tengo ni idea.
- (12) *Parece que sé lo que estoy haciendo, pero además no tengo ni idea.
- (13) Han pasado muchos días desde la entrevista, de la que, a todo esto, aun no sé nada.
- (14) Me alegro mucho de que te vaya bien con mi prima, a todo esto, me llegó la invitación de vuestra boda.
- (15) He oído que estás escribiendo otro libro, a todo esto, sigo esperando a que me lo envíes firmado.
- (13) *Han pasado muchos días desde la entrevista, de la que, es decir, aun no sé nada.
- (14) *Me alegro mucho de que te vaya bien con mi prima, en el fondo me llegó la invitación de vuestra boda.
- (15) *He oído que estás escribiendo otro libro, puesto que sigo esperando a que me lo envíes firmado.
- (16) Madrid es una de las ciudades más transitadas puesto que se encuentra en el centro de España.
- (16) *Madrid es una de las ciudades más transitadas, en cambio, se encuentra en el centro de España.
- (17) La economía local debe recibir el apoyo económico puesto que ayudará a los ciudadanos.
- (17) *La economía local debe recibir el apoyo económico, mejor dicho, ayudará a los ciudadanos.
- (18) El futbolista no quiso renovar el contrato puesto que había recibido una oferta mejor del equipo rival.
- (18) *El futbolista no quiso renovar el contrato, por lo tanto, había recibido una oferta mejor del equipo rival.
- (19) Todos los viernes tengo clase de baile, sin embargo, este viernes vamos a la ópera.
- (19) *Todos los viernes tengo clase de baile, es decir, este viernes vamos a la ópera.
- (20) Lucas toca muy bien el piano, sin embargo, no tiene ninguna formación musical.

- (20) *Lucas toca muy bien el piano, mejor dicho, no tiene ninguna formación musical.
- (21) *Mi hermano nunca estudió una carrera, mejor dicho, llegó a crear su propio negocio.
- (22) Mis vecinos son bastante mayores, los de mi hermana, en cambio, son bastante jóvenes.
- (22) *Mis vecinos son bastante mayores, puesto que los de mi hermana son bastante jóvenes.
- (23) Los políticos de izquierdas apoyan la construcción del muro, los de izquierdas, en cambio, los rechazan.
- (23) *Los políticos de izquierdas apoyan la construcción del muro, es decir, los de izquierdas lo rechazan.
- (24) Muchos países rechazan el nuevo gobierno venezolano, en cambio, Cuba y México lo apoyan.
- (24) *Muchos países rechazan el nuevo gobierno venezolano, en el fondo, Cuba y México lo apoyan.
- (25) Para la graduación tengo que comprar comida y bebida, además, voy a decorar y poner música.
- (25) *Para la graduación tengo que comprar comida y bebida, mejor dicho, voy a decorar y poner música.
- (26) El FBI detuvo al sospechoso de asesinato, además, revelaron la localización de sus víctimas.
- (26) *El FBI detuvo al sospechoso de asesinato, en cambio, revelaron la localización de sus víctimas.
- (27) Ayer fuimos a la playa, además, comimos en el nuevo restaurante de mariscos.
- (27) *Ayer fuimos a la playa, en el fondo, comimos en el nuevo restaurante de mariscos.
- (28) Es demasiado pronto para irme a la cama, sin embargo, no estoy cansado.
- (28) *Es demasiado pronto para irme a la cama, en cambio, no estoy cansado.
- (29) Se vendieron todas las entradas, es decir, el concierto fue un éxito.
- (29) *Se vendieron todas las entradas, en cambio, el concierto fue un éxito.
- (30) Está haciendo mucho frío, es decir, debemos abrigarnos si no queremos enfermarnos.
- (30) *Está haciendo mucho frío, sin embargo, debemos abrigarnos si no queremos morir de frío.

Delayed post-test

- (1) Los vecinos se quedaron conmocionada por el asesinato del dueño de la tienda, de hecho, muchas personas se mudaron a otro barrio.
- (1) *Los vecinos se quedaron conmocionada por el asesinato del dueño de la tienda, en el fondo, muchas personas se mudaron a otro barrio.
- (2) Colón no fue el primer europeo en llegar a América, de hecho, los vikingos llegaron antes a este continente.
- (2) *Colón no fue el primer europeo en llegar a América, por lo tanto, los vikingos llegaron antes a este continente.
- (3) El anterior entrenador se fue porque era muy malo, mejor dicho, le expulsaron sus jugadores por ser irrespetuoso con ellos.
- (3) *El anterior entrenador se fue porque era muy malo, en cambio, le expulsaron sus jugadores por ser irrespetuoso con ellos.
- (4) Todo el arte de su hijo pequeño estaba expuesto en el salón, mejor dicho, las paredes estaban pintadas con crayones de colores.
- (4) *Todo el arte de su hijo pequeño estaba expuesto en el salón, a todo esto, las paredes estaban

pintadas con crayones de colores.

(5) He visto en internet que va a nevar, por lo tanto, no podemos celebrar la barbacoa este viernes.

(5) *He visto en internet que va a nevar, en cambio, no podemos celebrar la barbacoa este viernes.

(6) Mi abuelo nunca ha tenido pasaporte, por lo tanto, no ha salido del país.

(6) *Mi abuelo nunca ha tenido pasaporte, puesto que no ha salido del país.

(7) No grites a tu hermano, en el fondo, él no tiene la culpa de la pérdida de tus calcetines.

(7) *No grites a tu hermano, en cambio, él no tiene la culpa de la pérdida de tus calcetines.

(8) Invento canciones muy bonitas con la guitarra, pero en el fondo no tengo idea de armonía.

(8) *Invento canciones muy bonitas con la guitarra, pero además no tengo idea de armonía.

(9) Me entristece el final del verano, a todo esto, ya me llegó un email de la primera reunión del trabajo.

(9) *Me entristece el final del verano, en el fondo, ya me llegó un email de la primera reunión del trabajo.

(10) He oído que tus primos fueron a visitarte, a todo esto, sigo esperando a que me invites a tu apartamento en Londres.

(10) *He oído que tus primos fueron a visitarte, puesto que sigo esperando a que me invites a tu apartamento en Londres.

(11) Beethoven se quedó sordo puesto que había recibido malos tratos cuando era niño.

(11) *Beethoven se quedó sordo es decir había recibido malos tratos cuando era niño.

(12) No volvimos a ver al niño conflictivo puesto que fue transferido a otra escuela.

(12) *No volvimos a ver al niño conflictivo por lo tanto fue transferido a otra escuela.

(13) Gabriel sabe mucho de arreglar computadoras, sin embargo, siempre se rompe su computadora de forma inesperada.

(13) *Gabriel sabe mucho de arreglar computadoras, en el fondo, siempre se rompe su computadora de forma inesperada.

(14) Mi abuelo nunca fue a la universidad, sin embargo, llegó a mantener una cadena de farmacias en la ciudad.

(14) *Mi abuelo nunca fue a la universidad, mejor dicho, llegó a mantener una cadena de farmacias en la ciudad.

(15) Algunos países rechazan el nuevo gobierno venezolano, en cambio, la mayoría lo aprueban.

(15) *Algunos países rechazan el nuevo gobierno venezolano, en el fondo, la mayoría lo aprueban.

(16) Por lo general, me gustan mucho los cuadros de Van Gogh, en cambio, detesto los de Renoir.

(16) *Por lo general, me gustan mucho los cuadros de Van Gogh, mejor dicho, detesto los de Renoir.

(17) En invierno fuimos a esquiar, además, comimos en un hotel de comida muy alternativa en el que cocinaban con nieve.

(17) *En invierno fuimos a esquiar, en el fondo, comimos en un hotel de comida muy alternativa en el que cocinaban con nieve.

(18) Es demasiado tarde para salir de fiesta, además, me duele la cabeza.

(18) *Es demasiado tarde para salir de fiesta, sin embargo, me duele la cabeza.

(19) *Soy un melómano, en cambio, solo escucho música de Mozart, Wagner y Beethoven.

(19) Soy un melómano, es decir, solo escucho música de Mozart, Wagner y Beethoven.

(20) Hace mucho calor, es decir, debemos llevar una botella con agua a todas partes.

(20) *Hace mucho calor, mejor dicho, debemos llevar una botella con agua a todas partes

