

Who's in the Mood for Mood? - Multilingual study on the subjunctive in Spanish

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Abstract

In this study, we explore the acquisition of the Spanish subjunctive by foreign language learners in a multilingual setting comparing two groups of Canadian university students in third and fourth year Spanish classes. The following two groups are (1) English group - university students who started learning Spanish in university or high school and whose first language is English and (2) French Immersion group - university students who started learning Spanish in university or high school and who attended a French Immersion primary and high school with English as a first language. The present subjunctive and the imperfect subjunctive were examined in sentences where the use of the subjunctive is obligatory in Spanish and French such as volitional, adverbial and impersonal contexts. Participants were asked to complete a grammaticality judgment task and an oral elicitation task. Results show that although both groups struggled with the imperfect subjunctive, the French Immersion group performed significantly better than the English group in the present subjunctive in both receptive and productive skills.

Keywords: Subjunctive, Acquisition, Multilingualism, French Immersion, Spanish, Productive skills

Résumé

Dans cette étude, nous explorons l'acquisition du subjonctif espagnol par les apprenants de langues étrangères dans un contexte multilingue en comparant deux groupes d'étudiants universitaires canadiens dans des classes d'espagnol de troisième et quatrième année. Les deux groupes suivants sont (1) Groupe anglais - étudiants universitaires qui ont commencé à apprendre l'espagnol à l'université ou au secondaire et dont la langue maternelle est l'anglais et (2) Groupe immersion française - étudiants universitaires qui ont commencé à apprendre l'espagnol à l'université ou au secondaire et qui ont fréquenté un école primaire et secondaire d'immersion française avec l'anglais comme langue maternelle. Le subjonctif présent et le subjonctif imparfait ont été examinés dans des phrases où l'utilisation du subjonctif est obligatoire en espagnol et en français comme les contextes volitifs, adverbials et impersonnels. Les participants ont été invités à effectuer une tâche de jugement de la grammaire et une tâche d'élicitation orale. Les résultats montrent que, bien que les deux groupes aient eu des difficultés avec le subjonctif imparfait, le groupe d'immersion française a obtenu de meilleurs résultats que le groupe anglais dans le subjonctif présent, tant en ce qui concerne les compétences réceptives que productives.

Mots clés : Subjonctif, Acquisition, Multilinguisme, Immersion française, Espagnol, Compétences productives

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1: Introduction

The acquisition of the Spanish subjunctive has gained significant notoriety in the field of Second Language Acquisition (SLA) of English speakers since it is challenging to acquire due to its complex morphosyntactic and semantic features (Borgonovo, Bruhn de Garavito, & Prévost, 2005; Botero, 2016; Iverson, Kempchinsky, & Rothman, 2008; Kanwit & Geeslin, 2014). Studies looking at the subjunctive and the indicative mood in obligatory contexts demonstrate that L2 speakers with an English L1 have results that are significantly different from that of native speakers (Botero, 2016; Iverson et al., 2008; Mikulski, 2010). However, these studies show that native-like responses concerning the subjunctive mood are possible with increased proficiency. Some studies in this field have also looked at the oral production of the Spanish subjunctive by L2 speakers with an English L1. They found that they produced the subjunctive much less often than native speakers and often used the indicative (especially the present indicative) and the infinitive (Botero, 2016; Collentine 1995; Montrul, 2011).

More recently, studies in this field have looked at the acquisition of the Spanish subjunctive of L2 speakers with a French L1 (Aedo & Cabrera, 2013; Ahern, Amenós-Pons & Guijarro-Fuentes, 2019; Alba de la Fuente, Cruz Enríquez & Lacroix, 2018). These studies demonstrated both positive and negative transfer from the participant's L1 (French) to their L2 (Spanish). Although French uses the subjunctive, it is not used in the same way as in Spanish. French only uses present and past subjunctive forms unlike Spanish, which uses the present, past, imperfect, and pluperfect. French also has a lower frequency of the subjunctive than Spanish does (Ayoun 2013; Howard, 2008; King, Leblanc & Grimm, 2018; Poplack, et al., 2018).

Despite a large number of studies on L2 acquisition of the subjunctive mood in Spanish, very few have looked at it from a multilingualism perspective comparing English-Spanish and English-French-Spanish learners' acquisition. Through this study, we will look at two groups of Canadian university students taking Spanish as

a foreign language and who are in the third and fourth year of their Spanish studies. The first group are Anglophones who started learning Spanish in high school or university and the second group are Anglophones who attended French Immersion and who started learning Spanish in high school or university. An analysis of the two groups will allow for more insight into the possible benefits of French Immersion on foreign language learning in Canada.

2: Subjunctive

First we will examine the Spanish subjunctive and then explore the subjunctive in English and in French. For the Spanish subjunctive, we will focus on the difference between mood and modality, present some of the linguistic features (semantics, morphology, and syntax), as well as mention the obligatory and variable use of this subjunctive. We will give a brief overview of the English subjunctive and end with the French subjunctive where we present some background information on this verb form as well as its use with the expression *falloir que* – ‘necessary that’ and adverbial clauses. We will also discuss some of the concerns researchers have faced when identifying the French subjunctive.

2.1 Spanish Subjunctive

Background

The subjunctive in Spanish is highly productive and very complex as all forms (present, imperfect, past and pluperfect) are used regularly in Modern Spanish (Rothstein & Thieroff, 2010, p.200). As a result of the complexity, it has been explained in a variety of different ways by authors such as Gili Gaya, Bull, Bolinger, Terrel and Hooper, Goldin and Lozano (Whitley, 1986, p. 120-127). Compared to other Romance languages, such as French, Italian and Portuguese, Spanish has a high frequency of subjunctive usage (Anderson & Bustamente, 1994; Poplack, et al., 2018). When looking at the subjunctive, it is essential to consider mood and modality.

Mood and Modality

The subjunctive is a verb mood. Three of these exist in Spanish, they are: the indicative, the subjunctive and the imperative (Rothstein & Thieroff, 2010, p.200). Mood is a morphological category that conveys modality. Modality, as defined by Portner, “is the linguistic phenomenon whereby grammar allows one to say things about, or on the basis of, situations which need not be real.” (Portner, 2009, p. 1, Rothstein & Thieroff, 2010, p.2). Modality can be divided into two types, deontological modality and the epistemic modality (2010, p. 3). In general, the deontological modality is the obligation or permission according to a system of rules (1) while the epistemic modality is the need or possibility with respect to knowledge (2) (Portner, 2009, p.2; Vesterinen & Bylund, 2013).

(1) *Stefano debe disculparse*
Stefano must-INDpresent apologize

(2) *Stefano debe ser feliz*
Stefano must-INDpresent be happy

In sentence (1) we can see deontic modality since this is an action Stefano should do based on the concept of deontology whereby a set of actions is either bad or good based on set rules in our system. On the other hand sentence (2) is an assumption (the possibility of what we are stating) we have made based on knowledge we have about Stefano. This then leads us into the concept of semantics.

Semantics

If we look at the semantics of the mood we see that the mood of a verb can express wishes, reality, nonreality and commands, among other situations (Rothstein & Thieroff, 2010, p. 2). The subjunctive mood in Spanish expresses future hypotheses such as wishes, doubts and uncertainties (Batchelor & San José, 2010, p.98). In Gudmestad’s study (2010) she states that on a semantic level, verbs in the Spanish subjunctive are prompted by volition, comment, uncertainty, temporality and assertion. These semantic triggers require the subjunctive mood, as the

indicative would render it ungrammatical. As we continue to consider the use of the Spanish subjunctive it is important to consider the morphology of the verb.

Morphology

Although there is a regular form of the Spanish subjunctive, the number of irregular verbs and exceptions many of which make up the most common uses of the verb mood, make its morphology complex (Pérez Saldanya, 2012). There are also two different morphological endings of the imperfect subjunctive: the –ra ending used in Latin America and the –se ending used in Spain (Guzmán Naranjo, 2017). If we take the verb *saber* (to know) in Spanish it would conjugate as *supiera* – ra ending and *supiese* with the -se ending. Here is an example of the verb *saber* in (3) the present subjunctive and (4) the imperfect subjunctive:

(3) *Quiero que sepas la verdad*
I want-INDpresent you to know-SUBpresent the truth

(4) *Sería bueno que supieras/supieses como cocinar*
It would-INDconditional be nice if you knew-SUBimperfect how to cook

Another grammatical feature pertinent to the study of the subjunctive is syntax.

Syntax

Within syntax, the Spanish subjunctive generally appears in an embedded subordinate clause introduced with a complementizer in the matrix clause (Bosque, 2012; Quer, 2006; Lustres, 2018). The three subordinate clauses where the Spanish subjunctive can occur are nominal clauses, adverbial clauses and relative clauses (2018). Nevertheless, Bosque states that the verb mood can also be found in the matrix clause (5) (2012).

(5) *Como quieras*
As you wish-SUBpresent

The subjunctive may be brought on by nominal, adjectival, prepositional and subordinate conjunctive triggers (2012; Quer, 2006). As Bosque (2012) mentioned these triggers can also be adverbial like with the adverb *no* (6). Without

the trigger *no*, this sentence would become ungrammatical if put in the subjunctive mood.

(6) *No recuerdo que dijera nada*
I do not remember-INDpresent him saying-SUBpresent anything (2012)

As we move out of the grammatical aspects of the Spanish subjunctive we must look at variable and obligatory uses of this verbal mood.

Variable and Obligatory Subjunctive Mood

The selection of the subjunctive is based on the context, which is why an isolated sentence without context can be in the subjunctive or the indicative mood resulting in a different interpretation (Anderson & Bustamante, 1994, p.1; Borgonovo, Bruhn de Garavito & Prévost, 2015). Variable mood selection incorporates the morphosyntactic and semantic features of the Spanish subjunctive (7a) (7b).

(7a) *Busco un profesor que habla inglés*
I'm looking for a specific teacher who speaks-INDpresent English

(7b) *Busco un profesor que hable inglés*
I'm looking for any teacher who speaks-SUBpresent English

Both of these sentences (7a) and (7b) are grammatically correct but give way to different interpretations. Contemporary researchers have reinforced this idea; they explain that mood selection is associated with the speaker's attitude (Whitley, 1986, p. 128). However, in obligatory contexts, usually operator triggered subjunctive, the subjunctive must be used, and if the indicative is used it is seen as ungrammatical (Bosque, 2012).

2.2 English and French Subjunctive

Background

Although the subjunctive exists in English and French, the use of this mood is very different from its uses in Spanish. In modern English, the use of subjunctive

mood is not a highly productive feature as it can be replaced with the infinitive or the imperative in almost all instances (James, 1986; Lafford & Salaberry, 2003). The subjunctive has, however, been kept in some older set expressions, most of which have become archaic (McManus & Mitchell, 2015). The English subjunctive can be used in mandative clauses (8) however this is not mandatory and is generally omitted (Waller, 2017). It is only in the past tense where the subjunctive is easily identifiable with the verb *to be* in 1st or 3rd person (9a) and even this conjugation has become optional (9b) for many in present-day English (McManus & Mitchell, 2015; Waller, 2017).

(8) I demand that he leave-SUBpresent immediately

(9a) If I were-SUBpresent rich I would buy a mansion

(9b) If I was-INDpresent rich I would buy a mansion

The subjunctive in French, on the other hand, is used more frequently than in English (Ayoun, 2013; Poplack, Lealess, & Dion, 2013). The present, imperfect, past and past perfect forms of the subjunctive all exist in French; while the literary imperfect form has been used in written French, it is only the present and past subjunctive forms that exist in modern day French (Ayoun 2013; Howard, 2008; King, Leblanc & Grimm, 2018). Ayoun (2013) states that the French subjunctive is usually in the subordinate clause and “[e]xpresses uncertainty as well as subjectivity in many cases, (superlatives, emotion, doubt, (im)probability, (im)possibility), volition and judgment (e.g. desire, wishes, commands, regrets)” (p.25-26). Although there are many prescriptive rules on how the subjunctive is used in French, native speakers seem to display more variability (McManus & Mitchell, 2015). According to Howard (2008), there are different findings when comparing metropolitan French and Canadian French, which may imply Canadian French usage is more variable. In order to fully understand the French subjunctive, it is important to examine *falloir que* and adverbial clauses.

Falloir que and Adverbial Clauses

An examination of *falloir que* 'necessary that' is essential as it is used so frequently. This is then followed by adverbial clauses. Studies looking at both native speakers of French as well as L2 learners of French note that the most common expression and verb to follow the subjunctive in French is *Falloir 'to be necessary to'* and *Falloir que 'necessary that'* (10) (Bartning, 2005, Howard, 2008; King, Leblanc & Grimm, 2018; Poplack, 1990; Poplack, Lealess, & Dion, 2013; Poplack, et al., 2018).

(10) *Il faut que j'aille au supermarché*
I have to-INDpresent go to-SUBpresent the supermarket

Poplack's study (1990) analyzed native French speakers from the Ottawa-Hull region (the national capital of Canada). She found that of the 2,694 verbs in the subjunctive mood, two-thirds of those used *falloir* as the main verb. McManus & Mitchell (2015) found that although *falloir que* is the most used trigger¹ for the subjunctive in speech amongst L2 French participants, adverbial clauses (noted as conjunction triggers) (i.e. *bien que*, *pour que*) appear more frequently in writing (11).

(11) *Bien que soit riche, il n'est pas heureux*
Although he is-SUBpresent rich, he is-INDpresent not happy.

Poplack, Lealess & Dion (2013) also note that verbal governors are more prominent in speech than non-verbal governors (adverbial clauses); nevertheless, many examples of these clauses also occurred frequently in speech like *pour que* 'so that'. Because the French subjunctive is difficult to differentiate from the indicative mood it is challenging to examine.

Concerns Regarding the French Subjunctive

Verbs conjugated in the French subjunctive can be phonetically and morphologically different from their indicative counterparts (McManus, Tracy-

¹ McManus & Mitchell (2015) define trigger as "particular syntactic cues that trigger the subjunctive" such as *bien que* and *il faut que* (p.43)

Ventura, Mitchell, Richard & Romero de Mills, 2014; Poplack, 1990); however, approximately one-third of all subjunctive forms cannot be distinguished from the indicative form (Poplack, 1990). This is particularly true with regular –er verbs (McManus, et al., 2014; McManus & Mitchell, 2015). For instance, see example (12a) with the verb *manger* ‘to eat’ in the present indicative and (12b) in the present subjunctive.

- (12a) *Il mange des fruits tous les jours*
He eats-INDpresent fruit every day
(12b) *Je veux qu’il mange les fruits*
I want-INDpresent him to eat-SUBpresent the fruit

McManus et al. (2014) state that based on previous research in the field, the French subjunctive is also not very frequent in spontaneous speech. Both of these factors make it a challenge to study the use of the subjunctive by native speakers as well as the acquisition of the mood morphology by foreign language learners.

2.3 Conclusion

To summarize, we have outlined the important aspects of the subjunctive mood in English, French and Spanish. In English, the subjunctive is almost completely undetectable and mainly appears in archaic expressions. In French, only the present and past forms are currently used and it has been noted that the subjunctive is slowly starting to disappear from the language. Nevertheless, the expression *falloir que* as well as the verb *falloir* are still very salient and account for most uses of the subjunctive in oral production. Certain adverbial clauses such as *bien que* are also seen frequently but these appear more in written production. Due to many subjunctive forms having the same morphology and phonology, detecting the subjunctive can be challenging.

In Spanish, all verb forms of the subjunctive (present, past, imperfect, and pluperfect) are used and it is highly productive. Compared to other romance languages, in Spanish there is a high frequency of the use of the subjunctive. Its semantic, morphologic and syntactic features make it more complex than the

subjunctive mood of English or French. In the next section we will discuss the French Immersion program within the Canadian elementary and high school system.

3: French Immersion in Canada

This section discusses the French Immersion (FI) schooling system in Canada and is divided into three subsections. The first is the background, where we discuss some of the history related to the FI system and some of the key aspects of FI. The second subsection is bilingualism and perceived competence; in this section, we explore what it means to be bilingual and how students of FI feel regarding their level of competency in French. The third subsection, The French Immersion Advantage, discusses some of the advantages FI provides to students as well as parents and students' reasons for choosing FI. This section also briefly looks at multilingualism in the FI setting.

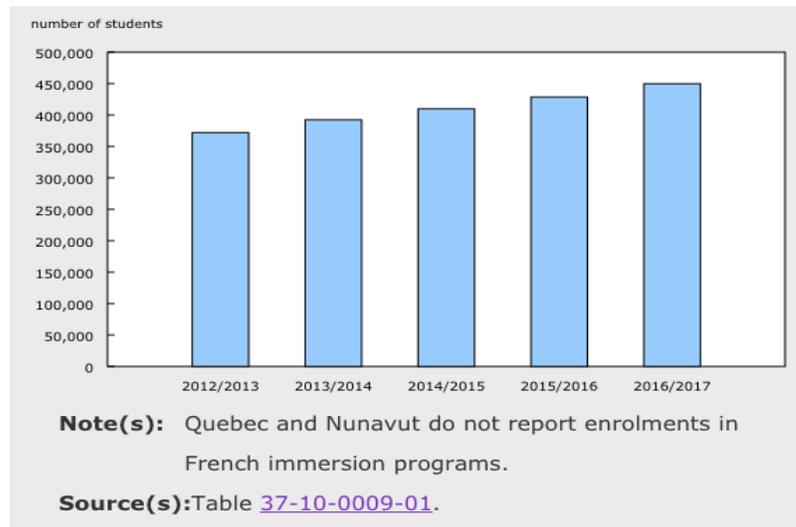


Figure 1 – Enrolment of students in French Immersion across Canada from 2012-2017. Taken from Statistics Canada (2017)

3.1 Background

French Immersion (FI) in Canada originated in St. Lambert, Quebec, located just outside of the Montreal area, in 1965 when a group of Anglophones convinced their school board to begin an experimental bilingual program (Safty, 1988; Safty

1990). Since then, the optional program has enrolment in every province and territory in Canada with the exceptions of Nunavut and Quebec (see Figure 1) (Turnbull, Lapkin & Hart, 1998; Statistic Canada, 2017). An article in the *Global and Mail* in 2019 reveals the FI system has become increasingly more popular in Canada and the Ottawa-Carleton District in particular (Alphonso, 2019).

There are a few FI streams: early immersion beginning in grade one or kindergarten, middle immersion beginning in grade three or four and late immersion beginning in grade six or seven (Von Baeyer & Von Baeyer, 2002; Roy & Galiey, 2011). The late immersion students join the other streams in high school (grade 9) (2011). Research shows that early immersion is more efficient than other immersion programs in transmitting oral communication and comprehension skills to students (Turnbull, *et al.*, 1998; Safty, 1988).

In FI education, Students begin their FI experience with little to no knowledge of French (Swain, 2000). Through the program, French is the primary language of instruction for school subjects rather than just being a subject itself (Lazaruk, 2007; Safty, 1990; Swain, 2000). Therefore, as the students take core subjects such as science, history and geography, they are also learning French. Starting in early immersion, French is the only language of instruction and an English language class is added a couple of years later (Von Baeyer & Von Baeyer; 2002). In general, students are exposed to less French in later years of education as more classes are taught in English in the upper years of elementary school and at a high school level, (2002; Slavkov, 2016). Within FI we must also consider the context of bilingualism and how student levels of competency are perceived.

3.2 Bilingualism and Perceived Competence

Students are enrolled in FI with the hope that they will eventually develop a degree of competency in terms of being bilingual. Students accumulate between 3,200 – 7,500 (depending on whether they enrolled in early, middle or late immersion) hours of French instruction over the course of their schooling (Turnbull,

et al., 1998). However, Safty (1990) states, “French immersion students' fluency and comprehension in French may approach native-like proficiency, but their oral and written productions give occasional indications of the existence of an English-French interlanguage system” (p. 184-185). Safty (1990) also mentions a FI student’s fluency will not necessarily be the same in all of their language skills (reading, writing, speaking and comprehension). This means that students’ French language skills and degree of bilingualism will vary. As a result, students of FI have their own identity separate from Anglophones and Francophones.

Research with Canadian FI students in middle school reveals that they are not fully confident with their language skills in French (Macintyre, Burns & Jessome, 2011; Roy, 2010) Roy’s ethnographic study entitled *Not truly, not entirely ... Pas comme les Francophones* (2010) shows that although students identified as bilingual they did not feel “fully” or “completely” bilingual. This is because students tend to compare their language skills to native French speakers. Roy goes on to explain that, “French immersion students are not recognized as legitimate bilinguals because they do not conform to the definition of what it means to be a bilingual in Canada” (p. 556). Macintyre, Burns & Jessome (2011) look at FI students’ willingness to communicate in French. Their study reveals students feel most willing to use their French in the immersion setting and with other immersion students; however, they identify that students are less willing in public due to their perceived abilities and fear of error correction. Roy & Galiev (2011) mention two particular concepts regarding French Immersion students: the importance of recognizing French Immersion students as bilinguals, and recognizing that French Immersion bilinguals may use each of their languages in different situations for different reasons.

3.3 The Perception of a French Immersion Advantage

As mentioned above FI has become very popular across Canada. This is due in part perhaps to a perception that it gives students an advantage not found in English instruction schools. Ethnographic research in French Immersion shows that

parents and students choose French immersion for many reasons; the most common reasons are the social and professional advantages of speaking French, the cognitive advantages to learning another language, and the ability to develop a sense of civic-mindedness in a bilingual Canada (Dagenais & Day, 1999; Roy, 2010; Roy & Galiey, 2011). One longitudinal study of FI students entering an English-speaking university in Vancouver found the same top three advantages mentioned by participants (Marshall & Laghzaoui, 2012).

In recent years there have been more studies of French Immersion looking at immigrant families (Mady 2015, 2018; Moore, 2010). In Slavkov's study (2016) he found that within the province of Ontario minority language programmes such as French Immersion schools and Francophone schools, tended to have higher a proportion of multilingual students compared to English school programmes in the province. These were not necessarily immigrant parents, but parents who put their children in heritage language schools to maintain their family language. In Genesee's review of research (2007) looking at at-risk students in French Immersion programs, he argued that families with a dual linguistic heritage may well place the learning of both English and French in school as more important than other families.

In *The State of French Second Language Education in Canada 2019* published by *the Canadian Parents for French*, Professor Roy Lyster of McGill University states that, based on previous research in the field, FI does not negatively impact the students' performance in school nor does it impact their English (2019). Lazaruk's study (2007) looking at research in French Second Language Teaching in Canada also finds that FI programs in Canada allow students to reach a high level of competency in both English and French, without detracting from their academic achievement.

3.4 Conclusion

This provides an overview of the French Immersion (FI) system in Canada and how it works. These programs not only use French as the language of

instruction in French class but also in other subjects taught in school. It is noted that most students in FI arrive to the program with little to no knowledge of French. We also see that the concept of bilingualism in FI, shows that even if FI students' level of bilingualism may not reach native-like proficiency, FI students should be considered bilinguals. Unfortunately, students often compare their level of French to francophones making them less confident in their abilities in French.

This also iterates the motives for choosing FI and shows that parents and students chose FI for future professional merit as well as for cognitive benefits. Studies in the field show that FI does not detract from the student's education and that they are able to achieve high proficiency in French and English. In the next section, we will discuss second language acquisition and third language acquisition.

4: Language Acquisition

In the following section, we discuss language acquisition in a bilingual and multilingual setting. This section is divided into two subsections and looks at multilingualism and third language acquisition. We will discuss background information on the term multilingualism as well as the concept of perceived bilingual advantage that has been studied in the field of multilingualism and third language acquisition (TLA). The second subsection deals with Cross-Linguistic Influence (CLI) in a bilingual and trilingual setting. An overview of CLI will be provided and we explore some of the theories and hypotheses used to explain the concept in Second Language Acquisition (SLA) and TLA.

4.1 Multilingual / Third Language Acquisition (TLA)

There are different definitions of multilingualism, many of which include bilingualism as a subset of multilingualism. For instance, according to Franceschini (2011) multilingualism "describes the various forms of social, institutional, and individual ways that we go about using more than one language" (p.344). Bilinguals and other multilinguals share certain characteristics absent in monolinguals such as

translation and codeswitching; however, multilinguals who speak more than two languages acquire and process language in a more complex manner (Rothman, 2010, 2011, 2013; Franceschini, 2011; Cenoz, 2003, 2013; Llama, 2017; Llama, & Cardoso, 2018).

Early studies in third language acquisition and additional language acquisition were done within the field of Second Language Acquisition (SLA) (Llama, 2017). As a result, the additional language or languages learned by multilinguals was often overlooked as they were treated the same as bilinguals. In De Angelis' book *Third or Additional Language Acquisition* (2007) she mentions the "no-difference assumption" believed by scholars in SLA that the acquisition of second language and the acquisition of a third or additional language was the same (p.4-5). She explains this was partly due to a lack of research in multilingual acquisition earlier on (p.5). In more recent years, multilingualism has been seen as its own field of study, rather than an expansion of the field of bilingualism (Jessner & Vetter, 2012).

Bilingualism and Typology within TLA

It has also been argued that bilinguals may have better metalinguistic awareness than their monolingual counterparts when learning a subsequent language (Jessner, 2014; Lasagabaster, 2001). According to Jessner (2014), metalinguistic awareness is the ability to "categorize words into parts of speech, switch between form, function and meaning, and explain why a word has a particular function" (p.176). Bilinguals learning a third language have more linguistic and cultural knowledge they can pull from when acquiring a new language. In other words, learning a third language is not necessarily easier but rather it is different than learning an L2. Cenoz (2013) also found that bilinguals might have an advantage over monolinguals due to their linguistic repertoire as well as their use of learning strategies (techniques that a person uses to learn a new language) when acquiring an additional language. He does, however, mention due to the complexities of language acquisition, there are many other factors at play and more controlled and longitudinal studies are needed in this field (2013).

Additionally, the typology of the speaker's arsenal of languages (whether L1 or L2) may play a more significant role. For instance, Foote's study (2009) looking at the grammatical aspect marking, found that knowledge of one Romance language, whether it was the L1 or the L2, helped participants learn another Romance language. Rothman found similar results in his study (2010) looking at relative clause attachment preference and syntactic word order of L3 Brazilian Portuguese with English and Spanish as the L1 or L2. Spanish was more facilitative to participants learning Brazilian Portuguese than English because they are typologically similar. In Llama's dissertation (2017) looking at L3 Spanish, and with English and French as the L1 or L2, she found that participants in her study relied more on their French than their English for lexical inventions in Spanish. Therefore, the typology of a language, despite the order of acquisition, may be more significant than the bilingualism itself if the monolingual's L1 is typologically more similar to the language they are learning than the bilingual's L1 or L2. Within the field of multilingualism and bilingualism, the concept of cross-linguistic influence (CLI) is key to language acquisition.

4.2 Cross-Linguistic Influence (CLI)

Background

Cross-Linguistic Influence, also known as transfer, is a phenomenon that occurs in language acquisition (Jarvis 2000, 2016). Early studies in the field of Cross-Linguistic Influence (CLI) saw transfer as the central obstacle to learning a second language (Lado, 1957, p.59). However, more recent research reveals that linguistic transfer can either be positive (facilitative) or negative (non-facilitative) and that most transfer is advantageous for language learners (Kecskes and Papp, 2000).

Linguistic transfer can be seen in all major areas of linguistic competence "including phonology, orthography, lexis, semantics, morphology, syntax, discourse, pragmatics, and sociolinguistics" and it can affect production as well as perception

(Jarvis & Pavlenko, 2008, p.111). Studies in CLI have found that transfer is not a linear effect, this means that the L1 can transfer to the L2 and vice versa (Jarvis, 2000, 2016). This also means that subsequent languages acquired (L3/Ln) do not necessarily follow a linear pattern. Since transfer is not a linear concept, its effects do not necessarily decrease over time; transfer can fluctuate and can sometimes increase with the L2 proficiency of a speaker (Jarvis 2000).

Early theories in the field of Second Language Acquisition (SLA) differed on the fundamental concept of whether and to what extent Universal Grammar (UG) is accessible in L2A such as the Fundamental Difference Hypothesis proposed in 1989 and the *Full Transfer/Full Access* proposed in 1996 (Epstein, Flynn & Martohardjono, 1996; Schwartz & Sprouse, 1996). More modern theories, on the other hand such as the *Interpretability Hypothesis* and the *Failed Functional Features Hypothesis*, argue in favour of partial availability to UG (Hawkins & Chan, 1997; Tsimpli and Dimitrakopoulou, 2007). These theories do not claim that UG is inaccessible but that uninterpretable grammatical features will always cause difficulties for adult learners since they do not transfer them from their L1. Lardiere's *Feature Reassembly Hypothesis* argues for partial transfer from the L1 as well, however, she notes that second language acquisition may be more complex than feature selection and parameter setting of UG (2008, 2009). She predicts that L1 transfer occurs when the L2 learner tries to create a direct morphological mapping between forms in the L1 and L2. When this mapping fails learners start to reassemble their L1 grammar until the features intersect.

Moving on from UG the following hypotheses examine grammatical properties within linguistic transfer. The *Bottleneck Hypothesis* proposed by Slabakova (2008) is a way of explaining variable success in acquisition and how some properties are easier than others to acquire. She states that functional morphology is the bottleneck of the L2 acquisition, as it contains all features (morphological, semantic and syntactic) and all "possible parametric values of features" (Slabakova, 2012, p.119). As a result, function morphology is more

challenging to acquire than other grammatical features. On the other hand, the *Interface Hypothesis* proposed by Sorace (2000) argues that grammar structures that require syntactic operations, as well as an external component (such as pragmatics and semantics), will be more difficult to acquire for adult second language learners, as opposed to operations that do not have that type of interface. An example of this is the syntax-discourse interface found in the differentiation of the indicative and the subjunctive in negated epistemic predicts (13a) (13b).

- (13a) *No creo que sea buena idea*
I don't think it is-SUBpresent a good idea
(13b) *Creo que es buena idea*
I think it is-INDpresent a good idea

Here the selection of the verbal mood is dependant of the discourse. In order to round out this discussion of language transfer, it is fundamental to discuss theories of CLI in the acquisition of a third language.

Theories in TLA transfer or Transfer in the L3

Theories of third language transfer are explored by García Mayo and Rothman (2012) who look at the possible theories related to L3 transfer. These theories of transfer are: *Absolute L1 Transfer*, *The L2 status factor*, *The Cumulative-Enhancement Model* and *The Typological Primacy Model*. The first two rely solely on one of the two languages in the speaker's arsenal. *Absolute L1 transfer* implies that it is only the L1 transferring over and therefore when learning an L2 or an L3 it would be the same. This theory is, however, contradicted by the other three theories García Mayo and Rothman (2012) explain and has never been formally proposed in L3 acquisition. *The L2 status factor* proposed by Bardel & Falk (2012) and Falk & Bardel (2011) states that the L2 holds a stronger influence than the L1 in the initial acquisition of the L3 since it is a non-native language. As a result of the L2's stronger role, the L1's positive and negative transfer may be hindered.

The last two theories rely on both the L1 and the L2. *The Cumulative-Enhancement Model (CEM)* proposed by Flynn, Foley & Vinnitskaya (2004) states that all languages previously acquired could influence the L3/Ln. It also mentions

that transfer from the individual's previously learned languages will not be random but will be whatever is most facilitative. According to Slabakova's (2012) examination of previous studies in the field of L3/Ln, it is not the entire grammar or the L1 or L2 that transfers but it is fragments of the grammar that transfer. *The Typological Primacy Model (TPM)* proposed by Rothman (2010, 2013) states that there is no hierarchical status of the L1 or L2. It is similar to *CEM* in that transfer can come from both the L1 and the L2; however, it also differs from *CEM* because it recognizes the possibility of negative/non-facilitative transfer from both languages.

4.3 Conclusion

To summarize, we see that in multilingual acquisition, as well as TLA, bilinguals differ from monolinguals when learning a new language. Some of the factors contributing to this were metalinguistic awareness, linguistic repertoire and learning strategies. In addition, the typology of the languages may have an impact on a monolingual or bilingual's acquisition of a subsequent language. In CLI both negative (non-facilitative) and positive (facilitative) transfer are possible. This process is non-linear and can happen in all the major linguistic features of a language.

We also explored some hypotheses related to transfer in SLA, including *Full Transfer/Full Access Hypothesis*, the *Interface Hypothesis*, the *Interpretability Hypothesis*, the *Feature Reassembly Hypothesis*, the *Bottleneck Hypothesis* and some theories in TLA, including *Absolute L1 Transfer*, *The L2 status factor*, *The Cumulative-Enhancement Model* and *The Typological Primacy Model*. In the following section, we will consider language acquisition with regard to the subjunctive mood in Spanish.

5: Acquisition of the Spanish Subjunctive

In this section, we provide a synopsis of previous research within the field of non-native acquisition of the Spanish subjunctive. The section is subdivided into four sections. The first subsection discusses L2 acquisition of the subjunctive by L1

English learners, looking at background information on the acquisition of the Spanish subjunctive and looking at studies of obligatory and variable mood selection. It also examines studies that focus on oral production tasks. The second and third subsections focus on studies of Spanish subjunctive acquisition by L1 French learners as well as an L3 study focusing on the acquisition of the French and Spanish subjunctive by L1 English and L2 French trilinguals learning Spanish. The last section moves into the proposed MRP study, its objectives and research questions.

5.1 L2 Acquisition – L1 English

The Spanish subjunctive's complex morphosyntactic and semantic features make its acquisition challenging. Although subjunctive morphology can be seen early on in monolinguals, it takes many years to fully acquire subjunctive knowledge for monolingual speakers, heritage speakers and L2 speakers (eg. Pérez-Leroux, 1998; Montrul, & Perpinan, 2011; Collentine, 1998; Collentine, 2010). The subjunctive is semantically ambiguous for L1 English learners of L2 Spanish; as a result, the “perceptual saliency” (what the learners are likely to focus on) is most likely low (Collentine, 2014). According to Lightbown (2004), grammatical features that have low perceptual saliency and high semantic redundancy are hard to develop early on in adult acquisition. Nevertheless, several studies show that L2 speakers can achieve a native-like command of the subjunctive mood and do not perform differently (statically speaking) from native speakers (Borgonovo, Bruhn de Garavito, & Prévost, 2005; Iverson, Kempchinsky, & Rothman, 2008).

As explained in section 4, within the UG framework, there are several reasons as to why the subjunctive can be difficult to acquire for L1 English learners. One specific explanation concerns the notion that learners must use discourse-pragmatic information to become proficient with their use of the subjunctive (Collentine, 2014). As the *Interface Hypothesis* contends external interfaces (like the discourse-pragmatic interface) are more complex and may be difficult for an L2 learner to

acquire resulting in optionality (Sorace, 2000). Some authors such as Sanchez-Naranjo (2009) state that advanced and intermediate learners rely heavily on lexical triggers instead of subjunctive morphology when interpreting the modality of a sentence. To continue the study we must consider previous studies looking at the obligatory and variable uses of the Spanish subjunctive.

Mood selection – obligatory vs. variable

As discussed in section 2, many studies in this field have looked at how the subjunctive mood selection may allow for variability between the indicative and the subjunctive. Borgonovo, Bruhn de Garavito & Prévost's (2015) study looked at the morphosyntactic and semantics interface through mood selection in relative clauses by native Spanish speakers, intermediate Spanish L2 and advanced Spanish L2 speakers. Participants were given an *Acceptability Judgement Task* where they were given a situation in their native language (English for L2 speakers and Spanish for native speakers) followed by two sentences in Spanish, one with the verb in the indicative and the other with the verb in the subjunctive. Participants were asked to judge the acceptability of each sentence on a scale from -2 to +2. In general, both L2 Spanish speaking groups did not perform as well as the native speakers in the rejection of the ungrammatical subjunctive. In spite of that, the L2 group usually chose the indicative when the determiner phrase was specific and the subjunctive when it was nonspecific. This demonstrates that L2 learners associated different semantic interpretations of the sentences depending on the mood of the verb. Their findings, however, show that both the native Spanish speakers and the two L2 Spanish speakers demonstrated variability in mood selection as not all conditions attained uniform responses.

Kanwit & Geeslin's (2014) study examined the interpretation of the subjunctive in adverbial temporal indicator clauses, *cuando* 'when', *después de que* 'after' and *hasta que* 'until'. They looked at L2 Spanish speakers at three different proficiency levels from intermediate to highly advanced with level 1

indicating the lowest proficiency and level 3 indicating the highest proficiency. They also looked at a group of native Spanish speakers. With a *Written Mood Interpretation Task* participants were asked to interpret the semantics of a sentence. In each item participants were given a context with one of the three temporal indicators mentioned above and they had to state whether the event had not yet occurred or whether it took place habitually; they were also given the option of selecting both interpretations as possible. The L2 Spanish speakers with the lowest proficiency (level 1) differed significantly from both other levels of L2 speakers and the native speakers in all contexts in both the indicative and the subjunctive. The level 2 speakers did not differ from the native speakers' interpretation of sentences in the indicative but did differ significantly in the interpretation of sentences in the subjunctive. The results of the highest proficiency group (level 3) demonstrated responses similar to native speakers when interpreting contexts where the verb was in the subjunctive. In contrast, in contexts where the verb appeared in the indicative level 3 participants gave more prescriptive answers and less variation in their interpretations than that of the native speakers. Kanwit & Geeslin stated that prescriptive patterns are common in L2 learners, as they do not necessarily have access to informal speech contexts since they are in an environment outside of their L2. Since the native speakers gave less categorical answers in comparison to the answers of level 3 participants, this demonstrates that there is variability in the interpretation of these adverbial temporal indicator clauses. Overall the study found that as the proficiency of their participants increased so too did their dependence on the mood selection of the verb to interpret the sentence.

Other studies in the field of SLA and the Spanish subjunctive have looked at contexts of both obligatory and variable mood selection. Perez-Cortes (2016) looked at mood selection within deontic modality looking at native Spanish speakers, heritage Spanish speakers and L2 speakers. Perez-Cortes used an *Acceptability Judgement Task*, where she found that intermediate and low L2 learners tended to over accept infelicitous uses of the subjunctive and the indicative in contexts where mood alternation was possible. On the other hand, she found that in the

Acceptability Judgement Task, as well as another task the *Truth-value Judgement Task*, advanced L2 learners had results similar to those of the native speakers in all conditions, which demonstrated that higher proficiency facilitated the interpretation of contexts where mood selection was variable. She also mentions that active use of their L2 and prolonged exposure to the language were factors that facilitated mood selection. Although there was no statistical difference within groups between the variable and obligatory selection within deontic modality, the majority of participants in all groups scored lower in variable conditions compared to obligatory conditions.

These studies looking at contexts where the use of the subjunctive is variable demonstrate that variability in the interpretation of these contexts is possible among native speakers as well as L2 Spanish speakers of different proficiency levels. The studies looking at different levels of L2 Spanish speakers found that as the proficiency of the L2's increased it helped their control of mood selection in variable contexts and in the case of Perez-Cortes' (2016) study it also helped in obligatory contexts.

Mood Selection – Obligatory

Many studies in this field look only at obligatory uses of both the indicative and the subjunctive. Mikulski (2010) looked at the acquisition of the subjunctive in volitional conditions of both heritage speakers and L2 speakers in third-year Spanish courses. The L2 participants completed a *Grammaticality Judgment Task (GJT)* and an *Editing Task*. The *GJT* used a 5-point Likert scale from 1 to 5. Mikulski used a scoring system by giving participants 1 point for every native-like sentence they accepted (a 4 or 5 on the Likert scale) and 1 point for every non-native-like sentence they rejected (a 1 or 2 on the Likert scale). If participants selected 3 on the Likert scale they were given 0 points for that answer. Similarly on the *Editing Task* participants were given 1 point each time they changed the indicative form of the verb to the subjunctive when the sentence required the subjunctive and 1 point

when they did not change a grammatical sentence in the subjunctive to another verb tense. In the *GJT* and the *Editing Task* L2 participants got almost two thirds (59% and 62% respectively) of the possible points allotted (6.5/11 for the *GJT* and 8/13 for the *Editing Task*). In the *GJT* the matrix verb with the highest percentage of native-like use of the subjunctive in L2 speakers was *esperar* 'to wish'. Although the L2 speakers did not tend to erroneously fix verbs already in the subjunctive, they did not usually change the indicative form to the subjunctive when it was required. The highest percentage of participants to correct an ungrammatical sentence to the subjunctive was 23% and the lowest was 5%. According to these results, the L2 speakers provided more native-like responses when selecting the indicative compared to the subjunctive where they had more difficulty. Although the heritage speakers achieved higher scores in both tasks when compared to that of the L2 speakers, the L2 speakers' answers were more homogenous.

Another study in obligatory uses of the Spanish mood selection is Iverson et al.'s (2008) comparing the subjunctive in volitional conditions with the negative epistemic condition in advanced L2 Spanish speakers and L2 intermediate speakers. They used a Scalar grammaticality judgment task where participants were given a sentence and asked to judge its grammaticality on a scale of one (1) to five (5) where 1 meant completely ungrammatical and 5 meant completely grammatical. Below are two examples taken from the test; the first (14a) is a grammatical example of the volitional and the second (14b) is a grammatical example of the negative epistemic.

(14a) Volitional with subjunctive complement clause

Quiero que mis amigos sean felices.

Want.1sg.pres.ind. that my friends be.3pl.pres.subj happy. 'I want my friends to be happy.' p.151

(14b) Negated epistemic with subjunctive complement clause in which the speaker does not commit to the truth of the embedded clause

Cristina no cree que Julia salga con nosotros esta noche y yo tampoco lo creo. Cristina not believe.3sg.pres.ind that Julia go out.3sg.pres.subj

with us tonight and I neither believe.1sg.pres.ind it 'Cristina doesn't believe that Julie is going out with us tonight and neither do I.' p.152

They found that both advanced L2 and intermediate L2 learners differentiated best between the grammatical volitional and the ungrammatical volitional. Overall, the advanced L2 speakers demonstrated responses similar to those of the native speakers in all contexts, whereas the intermediate L2s did not. For the majority of the conditions tested the L2 intermediate speakers tended to rate sentences around a 3 in the 5-point Likert scale showing that they were unsure of a sentence's grammaticality.

Botero (2016) looked at Spanish learners understanding of the Spanish pluperfect subjunctive in conditional clauses. She used a *Sentence Selection Task*, *Interpretation Task* and *Morphological Production Task*. Results showed that the identification of the pluperfect subjunctive by Spanish learners in the *Sentence Selection Task* and the *Interpretation Task* were statistically similar to those of native speakers. In the *Morphological Production Task*, however, Spanish learners produced a lower level than expected of all subjunctive forms (present, perfect, imperfect and pluperfect); these results were significantly different from those of native speakers. Botero stated that individuals had means as low as 50% for the present subjunctive, 34% for the imperfect, 24% for the pluperfect and 5% for the perfect. In general, Spanish learners produced more simple forms (present and imperfect) than compound forms of the subjunctive (pluperfect and perfect).

These studies looking at obligatory uses of the subjunctive and the indicative mood demonstrate that L2 speakers' results are significantly different from that of native speakers as well as heritage speakers of Spanish. Notwithstanding, L2 speakers can achieve native-like responses regarding the subjunctive mood. It also appears that this increases with the proficiency of the L2 speaker. When looking at verbs with a negative epistemic condition compared with a volitional condition, the subjunctive in the negative epistemic is more difficult to acquire for L2 learners. Regarding production, L2 Spanish speakers produced the subjunctive much less

often than those of native speakers and were more likely to produce simple forms over complex forms.

Oral Production

Not only has research in this field focused on the receptive skills of L2 learners regarding the Spanish subjunctive but also on their productive skills (written and oral). Collentine's study (1995) looked at the production of mood selection by intermediate L2 Spanish learners. He used two oral production tasks: a conversational interaction (spontaneous) and a controlled oral-production task (semi-spontaneous). He found that with both tasks intermediate Spanish L2 learners had many morphological errors during the production task and relied more heavily on the indicative mood morphology than the subjunctive. It was also noted that participants depended on their English syntax for the production of their sentences in Spanish in the controlled oral-production task.

Montrul's study (2011) examined morphological errors in oral production and written production of L2 Spanish speakers and heritage Spanish speakers. She looked at Gender Agreement, Direct Object Marking (DOM), Tense-Aspect and Mood. In the Mood section, she used an *Oral Elicitation Task* as well as a *Written Morphology Recognition Task* to look at morphological errors of both L2 learners and heritage speakers. The *Oral Elicitation Task* involved two broad questions that elicited the subjunctive as well as a bank of words participants were encouraged to use in their answer, some of which required the subjunctive and others which did not.² The answers were transcribed and then analyzed for the frequency of correct and incorrect forms of the subjunctive and the indicative. Native speakers produced the subjunctive 58% of the time versus the L2 speakers who produced it 36% (and 40% for heritage speakers) and also produced more subjunctive forms. L2 speakers (as well as heritage speakers) produced more instances of the present indicative and the infinitive when compared to native speakers. Montrul also mentions that

² This *Oral Elicitation Task* was originally taken from Montrul's study (2009) looking at knowledge of tense-aspect and mood in Spanish heritage languages learners.

although this task elicited the subjunctive it also elicited verbs in the future tense and the conditional tense. In general, L2 learners had higher rates of error in their *Oral Production Task* compared to their written production task and judgement task (used when testing the participants' morphological errors in DOM). According to Montrul, there is less pressure when the L2 participants had more time to comprehend the subjunctive or to produce the subjunctive in a written task (2011). As a result, these tasks are less challenging than oral production.

More recently, Gutiérrez (2017) looked at the value of explicit knowledge of the Spanish subjunctive by second language learners in oral production and written production tasks as well as discrete-point measures including a *Grammaticality Judgment Task*. The oral task was a 10-minute interview with questions that would elicit the use of the subjunctive (15).

(15) Un/-a amigo/-a tuyo/-a se discutió con su pareja y se siente triste. ¿Qué le sugieres para que se sienta mejor?

'A friend of yours argued with his/her partner and is feeling sad. What do you suggest so that he/she feels better' p.28

He found that explicit knowledge was facilitative in all tasks except the oral interview. He states that it may be because the interview depends on automatic processing; therefore, implicit knowledge (or automatized explicit knowledge) may be more beneficial to oral production tasks.

Gudmestad's study (2012) was a large-scale study looking at mood use (subjunctive and indicative) of Spanish L2 learners with five different proficiency levels. The study used three different oral production tasks a *monologic-role play*, *contextualized-clause-elicitation task*, and a *contextualized-verb-elicitation task*. According to the semantic category, all five Spanish L2 learners produced the subjunctive most often with verbs of volition. His study also revealed that the use of the subjunctive in oral production tasks increased with proficiency; Level 1 Spanish L2 learners' (lowest proficiency group) frequency of the subjunctive was 4.1%

compared to the Level 5 group's (highest proficiency) frequency, which was 53.8%. The Level 5 L2 speakers demonstrated responses similar to those of the native speaker control group.

Oral production tasks seem to be more challenging for L2 speakers than written production tasks or tasks measuring receptive skills. In general, L2 speakers produced the subjunctive much less than Spanish native speakers (or heritage speakers) and tended to produce more errors. According to these studies, some possible explanations for this are due to oral production tasks requiring automatic processing (implicit knowledge) and are due to the fact that there is less time and more pressure to respond to questions in an oral production task. Similarly to some of the previous studies aforementioned in mood selection, Gutiérrez's study (2012) demonstrates that proficiency can play a role; production of the subjunctive can increase with proficiency and L2 speakers can even achieve native-like responses.

5.2 L2 Acquisition – L1 French

Studies in second language acquisition have mainly focused on L1 English participants; however, in recent years studies have been looking at learners with French as a first language as well (Aedo & Cabrera, 2013; Ahern, Amenós-Pons & Guijarro-Fuentes, 2019; Alba de la Fuente, Cruz Enríquez & Lacroix, 2018).

Aedo & Cabrera's study (2013) looked at the acquisition of tense (preterit/imperfect) and mood (indicative/subjunctive) of foreign language learners with 3 separate L1s: German, English and French. They used a *Sentence Selection Task* where participants were presented with sentences and asked to select the appropriate verb. The options included the present indicative, the present subjunctive, the infinitive and the present future. Results show that the francophone participants outperformed the German and English participants in the nominal clauses and the expressions with *ser* + adjective + *que*. However, the French participants had substantially more errors than the other two groups in the

adverbial temporal clauses introduced by *cuando* 'when'. Aedo & Cabrera (2013) explain that this could be due to their reliance on their L1 as their adverbial temporal clause follows the future indicative in French.

Another example comparing L2 Spanish speakers with different L1's is Ahern, Amenós-Pons & Guijarro-Fuentes' study (2019) which looked at the variability of mood selection in concessive clauses by L1 French high-intermediate and advanced speakers of Spanish with L1 English speakers of Spanish at the same level. They used an *Interpretation Task* looking at concessive clauses with *although*, which can take the subjunctive or the indicative depending on the meaning of the sentence. In mood selection of concessive *although* clauses, L2 Spanish learners and native speakers performed similarly regardless of the participant's L1. There was also variability in the responses of all three groups. In regard to the L2 Spanish learners, they found that both groups' acquisition processes were similar and the data did not suggest the French language's closer typology to Spanish gave L1 French speakers an advantage over the L1 English speakers.

Alba de la Fuente, Cruz Enríquez & Lacroix's (2018) study researched French-Spanish bilinguals comparing Spanish heritage language learners with a French L2 and L1 as well as French L2 Spanish learners. Their study looked at written and oral task types of mood selection in relative clauses. Task type did not significantly affect the answers of either group. However, they did find that Spanish had an influence on their dominant language – French; in the *Elicited Production Task* participants frequently used the subjunctive with their responses in French. Heritage language Spanish speakers used the subjunctive in French 18.06% of the time and L2 Spanish speakers used the subjunctive in French 16.05% of the time. This differed greatly from the L1 French control group who hardly used the subjunctive at all, producing it only 1.79% of the time. Although the indicative was the most frequent mood chosen by all participants in *Elicited Production Task* in French, L2 Spanish speakers and Heritage Language speakers chose the subjunctive in conditions where the Spanish equivalent would also require the subjunctive

which could demonstrate CLI from their non-dominant language (Spanish) to their dominant language (French).

Studies looking at French L1 speakers' acquisition of the Spanish subjunctive demonstrate both positive and negative transfer from their L1 to their L2. This could be because Spanish although typologically similar, has a higher frequency of the subjunctive than French and is not used in the same way (as we saw in section 2). When looking at the interpretation of the subjunctive in *although* concessive clauses, French L1 speakers do not seem to have a typological advantage over English L1 speakers. There also seems to be transfer from their L2 (Spanish) to their L1 (French) with their use of the subjunctive. In Alba de la Fuente, Cruz Enríquez & Lacroix's (2018) oral production task, L2 Spanish speakers produced the subjunctive in French in instances where the subjunctive would be present in Spanish. It was also noted these L2 Spanish participants used the subjunctive substantially more than participants who only spoke French.

5.3 L3/Multilingual studies

Minimal research has been done regarding mood selection in a multilingual or L3 context. One study by Restorick Elordi (2012) compared L2 Spanish language learners with an English L1 to L3 Spanish language learners with an English L1, French L2, as well as L2 French speakers with an L1 English and no knowledge of Spanish. Overall, it was found that participants with Spanish as an L3 achieved higher scores in every context concerning mood selection. This relates back to the earlier examination of how bilinguals and multilinguals differ in their language acquisition (Lasagabaster, 2001; Cenoz 2013). Restorick Elordi (2012) also explains that the selection of the subjunctive is facilitative for multilinguals whose L2 and L3 are typologically similar when compared to the English L1 bilinguals.

5.4 MRP Study

While many researchers have touched upon various aspects of the Spanish subjunctive and language acquisition, very few have looked at it from a multilingual

perspective comparing bilingual (English-Spanish) and trilingual (English-French-Spanish) learners' acquisition. As Collentine (2014) mentions there is a need for subjunctive studies to look at participants with an L1 other than English. Restorick Elordi (2012) also suggests that productive as well as receptive skills, when comparing bilingual and trilingual Spanish speakers, should be looked at to get a better understanding of an individual's acquisition.

To my knowledge, this will be the first study to compare the following two groups: students who started learning Spanish in high school or university and whose first language is English and students who started learning Spanish in high school or university and who attended French Immersion with English as a first language. As previously mentioned, French immersion has become increasingly more popular in Canada especially in the Ottawa-Carleton area (Alphonso, 2019). Comparing these two prevalent groups will give more insight into the potential benefits of French Immersion on foreign language learning.

The main objectives of this study are:

- to see how the participants who speak French compare to those who only speak English in terms of the acquisition of the subjunctive;
- to look at possible merits French Immersion has on foreign language learning; and
- to look at the receptive and productive skills of the Spanish subjunctive mood of bilingual and trilingual Spanish learners

In order to achieve these objectives, gain further insights, as well as close the aforementioned gaps in the field of the Spanish subjunctive, my research is guided by the two following research questions:

1. Does knowledge of French have a facilitative effect on mood selection in Spanish for Anglophones?
2. What are the different types of errors English-French-Spanish speakers and English-Spanish speakers tend to produce regarding mood selection?

In summary, the acquisition of the Spanish subjunctive proves to be challenging for L2 learners. Many researchers, within the UG framework, state that this is due to the complexities involved with its external interfaces.

Despite the challenges associated with acquisition studies, research has found that L2 speakers can attain a native-like command of the subjunctive mood even in contexts where the subjunctive is optional. Oral production studies of the Spanish subjunctive show that participants perform better on written production and receptive tasks than on oral production tasks, but do increase their use of the subjunctive as their proficiency increases. Studies looking at L1 French participants have mixed results, but find that overall the Spanish subjunctive is beneficial for their production of the French subjunctive and vice versa. In a multilingual study, it was found that French's typological similarities to Spanish helped participants correctly associate the subjunctive to contextualized settings.

There are very few studies concerning the Spanish subjunctive that focus on multilingualism and on other L1s (besides English). Research in the field of French Immersion and subsequent language acquisition is also sparse. The research objectives and research questions attempt to address some of these concerns.

6: Methodology

6.1 Participants

The study examines three groups of participants. The first group consisted of participants whose native language is English, who attended a French Immersion elementary and high school and who started taking Spanish in high school or university, and who during data collection were at a high-intermediate to advanced level of Spanish. The second group consisted of participants whose native language is English and who started taking Spanish in high school or university and who during data collection were at a high-intermediate to advanced level of Spanish. The third group was also a control group of native Spanish speakers.

Students who were selected for this study consisted of university students across Canada who had taken at least two years or more of Spanish in university. Participants at the University of Ottawa were recruited via recruitment announcements in third year and fourth year Spanish classes. These announcements were posted on their course BrightSpace page. Participants from other universities were recruited through the program coordinators of the Spanish programs via their university email as well as via the researcher's Facebook page. The recruitment announcement included the email of the researcher as well as additional information pertaining to the study. Students who were interested in participating contacted the principal researcher directly.

Participants for the study were university students from the following 6 Canadian universities, the University of Ottawa, Carleton University, Ryerson University, University of Toronto, University of Saskatchewan and University of British Columbia. These participants were between the ages of 19 and 26. The native speaker control group consisted of participants between the ages of 21 and 33. These speakers were Mexican Spanish speakers with the majority of participants coming from the cities of Hermosillo and Mexicali. The total number of participants in the sample was 38: 16 native Spanish speaking participants, 12 native English speakers with French as an L2 and Spanish as an L3 and 10 native English speakers with Spanish as an L2.

The native English speakers with French as an L2 and Spanish as an L3 group all attended the Canadian French Immersion program (discussed in section 3). The majority of participants attended early French Immersion starting in either kindergarten or grade 1 between the ages of 3-6 and 2 participants attended late French Immersion starting in grade 6, 7 or 8 between the ages of 11-13. Almost all participants said they used their French every day or often in both informal and formal settings. With regard to their Spanish, Eight of the participants started learning Spanish in high school and 4 participants started learning Spanish in

university. Half of the participants said they only use their Spanish in formal settings (e.g. in the classroom) and the other half of participants said they use their Spanish in both informal (e.g. with family and friends) and formal settings. Five of the participants lived abroad in a Spanish speaking country for study abroad programs: 3 in Spain, 1 in Mexico and 1 in Argentina. Within this group half of the participants were heritage language speakers. These languages included Russian, Arabic, Tagalog, Waray-Waray, Cantonese, Japanese and Greek.

Half of the participants in the native English speakers with Spanish as an L2 group started learning Spanish in high school and the other half started learning Spanish in university. Three of these participants said they only use their Spanish in formal settings whereas the other 7 participants said they use their Spanish in both informal and formal settings. Half of the participants had lived abroad in a Spanish speaking country for work or for study abroad programs: 2 in Spain, 2 in Mexico and 1 in both Spain and Mexico. Within this group 1 participant was a heritage language speaker of Serbo-Croatian.

6.2 Material

This study is comprised of two experimental tasks a Grammaticality Judgment Task (GJT) and an Oral Elicitation Task (also referred to as the Interview section). In addition to these tasks participants filled out a Language Background Questionnaire (see Appendix A).

Language Background Questionnaire

The linguistic questionnaire was used to determine the age of acquisition, the degree of use of each language, the learning context of each language, and the type of language exposure (naturalistic, classroom, etc.) the participants have had. Demographic questions such as their name, gender and occupation were asked at the beginning of the questionnaire. Participants were asked to identify which languages they speak from the most comfortable to the least comfortable; participants were asked specific questions on the top four (4) languages they spoke

with language 1 being the language they are most comfortable in and language 4 representing the language they feel the least comfortable in. Participants could list more than one (1) language if they spoke more than one language.

Grammaticality Judgement Task

Participants were asked to read a series of questions and judge the grammaticality of sentences in the subjunctive. All of these sentences were in Spanish. This task determined whether the participants were capable of identifying the subjunctive mood in contexts where the subjunctive mood is obligatory in Spanish. The task used a 5-point Likert scale where 1 represented completely ungrammatical and 5 represented completely grammatical. This task was divided into the following 6 conditions:

Present subjunctive

1. Volitional Clauses
2. Adverbial Clauses
3. Impersonal Mandative Clause – *es necesario que* ‘it is necessary that’

Imperfect Subjunctive

1. Volitional Clauses
2. Adverbial Clauses
3. Impersonal Mandative Clause – *era necesario que* ‘it was necessary that’

These conditions had four (4) tokens each with minimal pairs divided into two lists. As we have previously discussed in the literature review, the productive use of the subjunctive is not present in English and the imperfect subjunctive is not present in French (see table 1). English can use the present subjunctive with the mandative clauses, like with *it is necessary that* (16); however, as Waller explains in present day English this is now optional as with the old past subjunctive of verb *to be* (17) (2017). In the cases of volitional, adverbial clauses in the past and the past impersonal *era necesario que*, French now uses the present subjunctive (18):

(16) It is necessary that he see-SUBpresent a doctor
It is necessary that he sees-INDpresent a doctor

(17) If it were-SUBpresent the case
If it was-INDpresent the case

- (18) Spanish: Quise-INDpreterit que hicieras-SUBimperfect tu tarea
 French: j'ai voulu-INDpreterit que tu fasses-SUBpresent tes devoirs
 English: I wanted-INDpreterit you to do- your homework

Tense of Subjunctive	Language		
	English	French	Spanish
Present	NO	YES	YES
Imperfect	NO	NO	YES

Table 1 – productive use of the subjunctive in English, French and Spanish

The conditions were further subdivided into 2 groups, those with French salient verbs and those without. As previously discussed around one-third of subjunctive forms in French cannot be told apart from the indicative do to their morphology and phonology (Poplack, 1990). Therefore, within each condition two (2) of the four (4) tokens had verbs that were salient in French meaning that the verbs used in those sentences were phonologically and morphologically different from their indicative form. This was done to identify if participants who spoke French would give more target responses with the grammaticality of the Spanish subjunctive containing verbs that are salient in French. There were a total of 48 questions for list A and 48 questions for list B. In each list, 24 of the questions were distractor items, 12 grammatical items and 12 ungrammatical items. This task only looked at categorically grammatical and ungrammatical items.

Oral Elicitation Task (Interview)

The Oral Elicitation task asked a series of broad questions pertaining to friendship and university life to elicit the subjunctive tense in Spanish (see appendix B for the interview questions). These questions were guided with a set of two (2) expressions or words participants had to use in their answer. Of the word bank used to help the participants there were four (4) conditions of expressions to elicit the subjunctive: adverbial, volitional, impersonal and negative epistemic- opinion verbs. These were the following 12 expressions and words given to participants to use in

their answers along with *me gusta* (I like) and *estoy estudiando* (I'm studying) for the first ice breaker question that did not look to elicit the subjunctive tense:

Adverbial Clauses

- *Para que* (so that)
- *De manera que* (in a way that)
- *Antes de que* (before)

Volitional – 1st person sing

- *Quiero que* (I want that)
- *Prefiero que* (I prefer that)
- *Deseaba que* (I wanted/desired that)

Impersonal

- *Es importante que* (It is important that)
- *Es necesario que* (It is necessary that)
- *Es bueno que* (It is good that)

Negative Epistemic – Opinion Verbs

- *No creo que* (I do not believe that)
- *Creo que* (I believe that)
- *Pienso que* (I think that) – although asked to use during interview not used for analysis

The first three conditions of words given to participants were similar to the conditions in the *GJT*. The negative epistemic category was added to the conditions in the second test to see if participants always put the subjunctive after the conjunction *que*. *Creer* (to believe) and *pensar* (to think) followed by *que* never take the subjunctive whereas all other expressions in the word bank do. This task aimed to determine whether the participants were able to produce the Spanish subjunctive in a semi-spontaneous way.

This task was adapted from Montrul's studies (2009, 2001), mentioned in section 5, looking at the acquisition of the subjunctive of both second language learners and heritage speakers. In her test participants were given two broad questions and asked to use certain expressions in their answers, some of which required the subjunctive and some of which did not.

A total of seven (7) questions were asked; there are six (6) questions eliciting the subjunctive and one (1) introductory question *¿Qué estás estudiando?* (What are you studying?) as an icebreaker to begin the conversation. Sometimes participants were asked probing questions or additional follow-up questions to build on what they had previously answered. These were contextual based on the participants' answers.

6.3 Procedure

Based on the research questions in this study, the most efficient and effective way to collect the data was to use a questionnaire and an interview. The Language Background Questionnaire and the GJT was created in Google Forms. Google Forms facilitates the data collection process. An Excel spreadsheet of the participants' responses is accessible on Google Drive. The consent form was attached at the beginning of the questionnaire to ensure voluntary consent was given from each participant. In total this section took approximately 30 minutes – 5 minutes for the Language Background Questionnaire and 25 minutes for the GJT (averaging 30 seconds per question for the GJT).

The Oral Elicitation Task was done through the online platform Zoom. Due to the global pandemic (COVID-19), all tasks had to take place online to ensure the safety of the participants and the researcher. The researcher sent each participant a unique password and code for their meeting. The instructions for the test were given to the participants in English. During the interview the researcher asked a question and then read the words or expressions the participants had to use in their answers. So that participants were not relying too heavily on their memory the questions and two words they needed to use in their response was also given in the chat function of Zoom. Participants were also provided with an example at the beginning of the interview (19).

- (19) Question: Su padre quiere ser más activo. ¿Que recomiendas?
Words to use: creo que, puede
Answer: *Recomiendo que mi padre... Creo que ... puede ...*

This interview was audio recorded in order to be transcribed at a later date and this was explained to participants before the start of the interview. The Oral Elicitation Task took approximately 10-15 minutes depending on the length of the response provided by participants and if follow-up or probing questions were asked. This test was only conducted with the bilingual English-Spanish participants and the trilingual English-French-Spanish participants and not with the monolingual Spanish control group participants.

7: Results

7.1 Grammaticality Judgement Task

As mentioned in the previous section the task looked at three different conditions of the present and imperfect subjunctive in categorically grammatical and ungrammatical conjugations: volitional, adverbial and impersonal – *es necesario que*. We will first discuss the results of the present tense subjunctive and then move on to the imperfect subjunctive.

Present Tense – Subjunctive

The results of this task can be seen in Figure 2 and 3. For the present grammatical volitional both the Anglophone French Immersion participants and the Anglophone participants without French as a second language (written as English in the chart and will be referred to as the English group heretofore) demonstrated target-like responses when compared to that of the native speakers. The French Immersion group and the English group rated this condition slightly higher than the native speakers with the French Immersion group averaging 4.71, the English participants averaging 4.40 and the native speakers averaging 4.33 on the 5-point Likert scale.

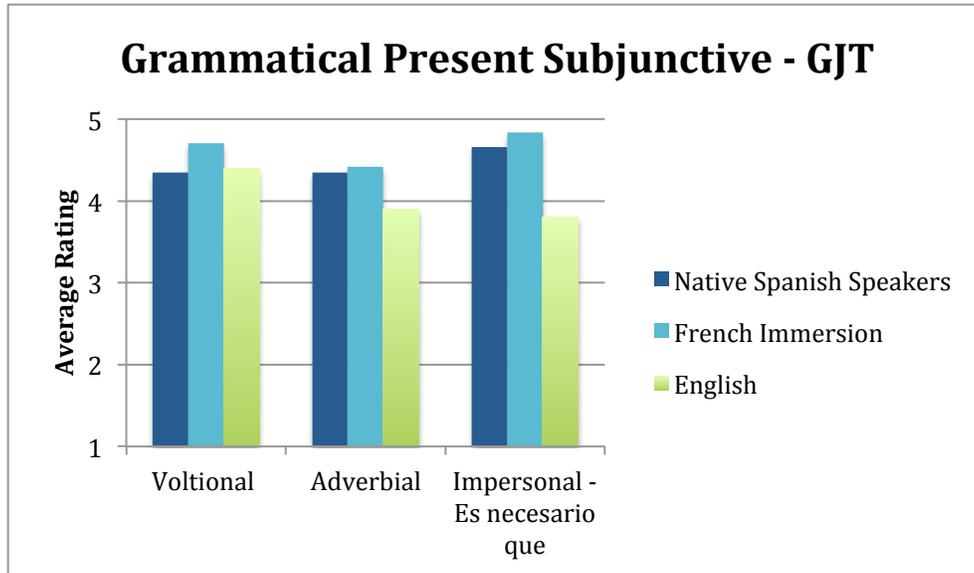


Figure 2 – Results from Grammaticality Judgment Task with the categorically grammatical present subjunctive using a 5-point Likert scale

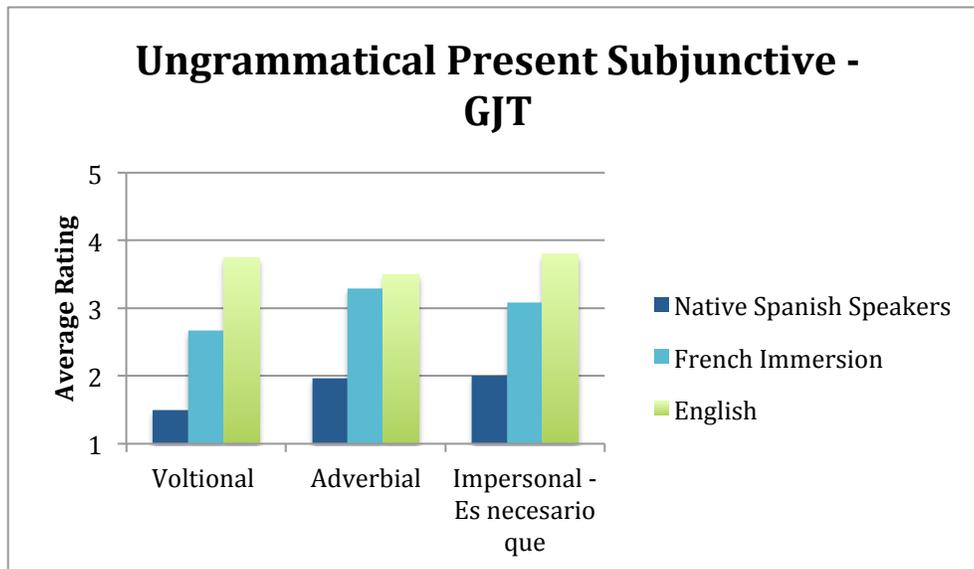


Figure 3 – Results from Grammaticality Judgment Task with the categorically ungrammatical present subjunctive using a 5-point Likert scale

The French Immersion group gave a high rating for all three grammatical conditions in the present tense and: volitional 4.71, adverbial 4.42 and the impersonal – *es necesario que* 4.83. These ratings were all higher than those of the native speakers: volitional 4.34, adverbial 4.34 and impersonal – *es necesario que* 4.66. The English group also generally accepted all three conditions of the

categorically grammatical subjunctive in the present tense; however, their ratings were not as high as the French Immersion group: volitional 4.40, adverbial 3.90 and impersonal – *es necesario que* 3.80.

The French Immersion group was able to distinguish between the categorically grammatical and ungrammatical present tense subjunctive in the volitional (grammatical 4.71 and ungrammatical 2.66) and the impersonal – *es necesario que* (grammatical 4.83 and ungrammatical 3.08). Although this group rated the ungrammatical adverbial sentences lower than the grammatical adverbial sentences, their scores demonstrate they had a more difficult time distinguishing the adverbial conditions in the present subjunctive (grammatical 4.42 and ungrammatical 3.29). The English group, on the other hand, had a harder time distinguishing between the grammatical and ungrammatical sentences in all three conditions. In the volitional conditions and the adverbial conditions, they rated the ungrammatical sentences lower than the grammatical ones but still gave higher scores with the adverbial at 3.5 and the volitional at 3.75. Regarding the impersonal – *es necesario que* the English group did not distinguish the grammatical from the ungrammatical at all giving them both an average rating of 3.80.

The French Immersion group performed better with items that had French salient verbs in the adverbial and the impersonal – *es necesario que* condition. In the adverbial condition the French Immersion group better distinguished items with French salient verbs (4.67 grammatical and 3.08 ungrammatical) than without the French salient verbs (4.17 grammatical and 3.50 ungrammatical). Similarly in the impersonal – *es necesario que* the French Immersion group better distinguished items with the French salient verbs (4.92 grammatical and 2.83 ungrammatical) than items without (4.75 grammatical and 3.33 ungrammatical). It was only in the volitional condition that the French Immersion group distinguished items without French salient verbs better (4.83 grammatical and 2.42 ungrammatical) than those with French salient verbs (4.58 grammatical and 2.92 ungrammatical).

Both the French Immersion group and the English group gave much higher scores than the native speaker control group for the categorically ungrammatical present tense subjunctive sentences (native speakers: volitional ungrammatical 1.5, adverbial ungrammatical 1.97 and impersonal – *es necesario que* 2).

Imperfect Tense – Subjunctive

The results of this task can be seen in Figure 4 and 5. For the imperfect grammatical volitional, similarly to the present subjunctive both the French Immersion participants and the English participants demonstrated target-like responses when compared to that of the native speakers with the French Immersion group averaging 3.91, the English participants averaging 3.85 and the native speakers averaging 4.33 on the 5-point Likert scale.

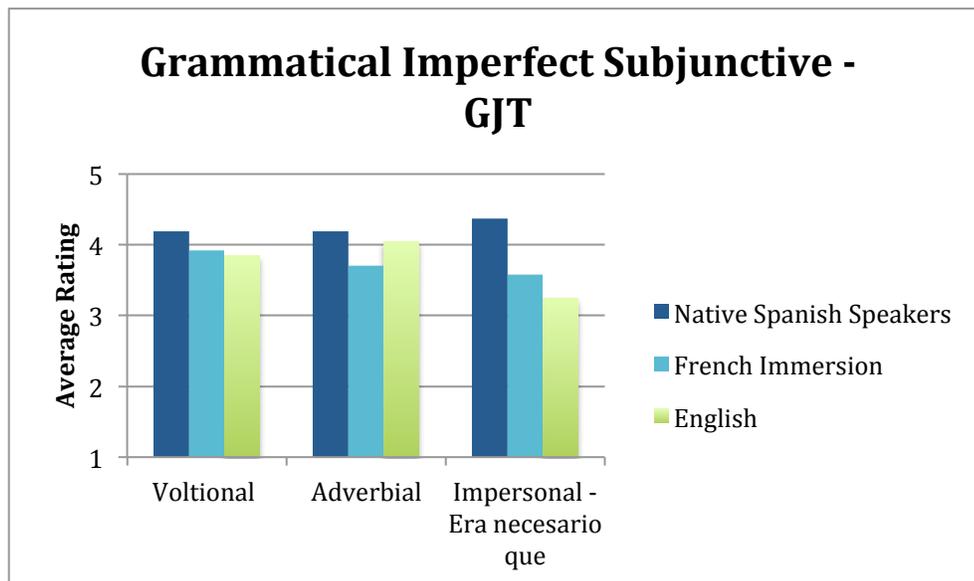


Figure 4 – Results from Grammaticality Judgment Task with the categorically grammatical imperfect subjunctive using a 5-point Likert scale

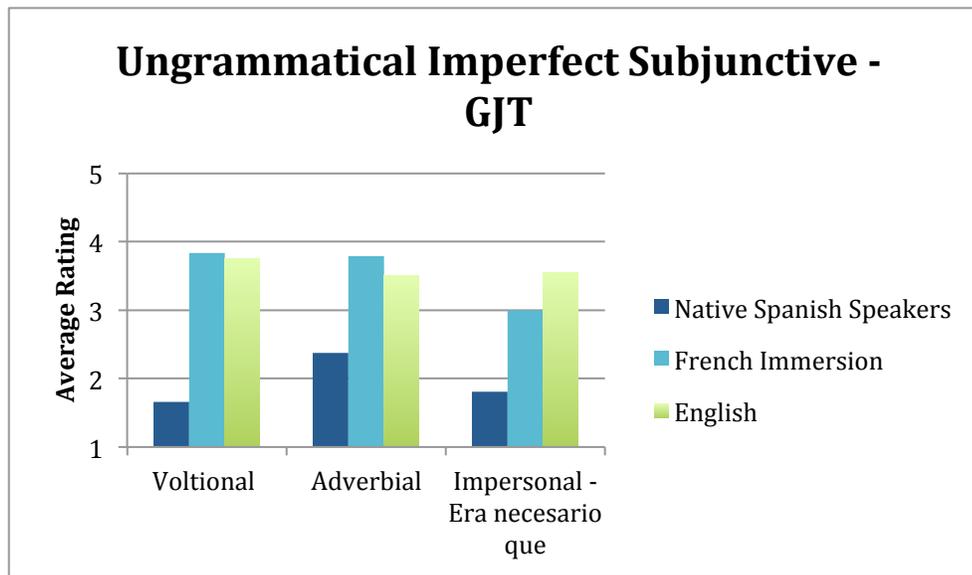


Figure 5 – Results from Grammaticality Judgment Task with the categorically ungrammatical imperfect subjunctive using a 5-point Likert scale

The French Immersion group rated all the grammatical conditions for the present tense as 3.58 or higher: volitional 3.92, adverbial 3.71 and the impersonal – *era necesario que* 3.58. The English gave a lower rating in the impersonal – *era necesario que* with a rating of 3.25. However, the English group gave a higher rating than the French Immersion group for the grammatical adverbial sentences and a rating closer to the native speaker group (native speakers: 4.19 and English group: 4.05).

Neither the French Immersion nor English group seemed to be able to distinguish between the categorically grammatical and ungrammatical subjunctive in the imperfect tense. The French Immersion group gave similar ratings in the grammatical and ungrammatical volitional sentences (grammatical: 3.92 and ungrammatical 3.83) and the adverbial sentences (grammatical: 3.71 and ungrammatical 3.79). This group performed slightly better when distinguishing between the grammatical and ungrammatical impersonal – *era necesario que* sentences (grammatical: 3.58 and ungrammatical 3.00). The English group gave similar ratings in the grammatical and ungrammatical volitional sentences

(grammatical 3.85 and ungrammatical 3.75) and impersonal – *era necesario que sentences* (grammatical 3.25 and ungrammatical 3.55). This group performed slightly better when distinguishing the grammatical and ungrammatical adverbial sentences (grammatical 4.05 and ungrammatical 3.50).

The French Immersion group performed better with items that had French salient verbs in the volitional. They also did not have differing results regarding French salient verbs and non salient verbs in the impersonal – *es necesario que* condition (3.58 grammatical and 3 ungrammatical). In the volitional condition the French Immersion group better distinguished items with French salient verbs (4.00 grammatical and 3.42 ungrammatical) than without the French salient verbs (3.83 grammatical and 3.92 ungrammatical). It was only in the adverbial condition that the French Immersion group had a hard time distinguishing between the grammatical and ungrammatical items with French salient verbs (4.33 grammatical and 4.12 ungrammatical) and items without (3.08 grammatical and 3.42 ungrammatical).

The French Immersion group and the English group gave significantly higher ratings in the categorically ungrammatical imperfect subjunctive when compared with the native speakers. Across all the ungrammatical imperfect subjunctive sentences the native speakers gave ratings from 2.38 and lower: volitional 1.66, adverbial 2.38 and impersonal – *era necesario que* 1.81. Additionally, unlike the present subjunctive the native speakers gave higher ratings than both the French Immersion and English group in all three conditions.

In sum, the French Immersion group performed closer to the native speakers when distinguishing between the grammatical and ungrammatical present tense subjunctive than the English Group. The French Immersion and English group struggled significantly more with the imperfect subjunctive. Overall, they underperformed compared to the native control group and had a hard time

distinguishing between the grammatical and ungrammatical imperfect tense subjunctive giving similar ratings in both.

7.2 Oral Elicitation Task (Interview)

Percent suppliance

For this task, the data was calculated by counting the correct suppliance of the subjunctive and indicative mood in the obligatory context in the four conditions measured: volitional, adverbial, impersonal and negative epistemic. Their individual percent suppliance of the subjunctive in obligatory contexts (as well as the obligatory indicative with the opinion verb expression *creo que*) was calculated and then an overall average percentage was given for each group for each individual condition. The results of this task are found in Figure 6.

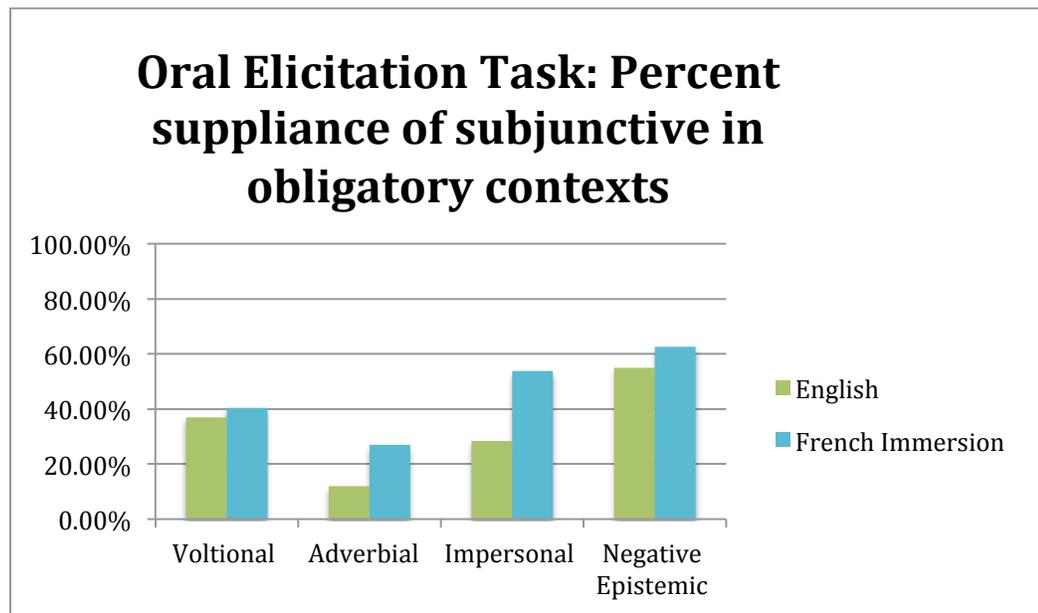


Figure 6– Percent suppliance of the subjunctive in obligatory contexts during the Oral Elicitation Task. Note that in the negative epistemic category 1 of the expressions used for analysis (*creo que*) followed an obligatory use of the indicative

The French Immersion group supplied the correct use of the subjunctive more frequently than the English group in each condition. For the volitional condition, there was less of a difference between the groups, with the French

Immersion group's percent suppliance of 40.40% and the English group's percent suppliance of 36.83%. On the other hand, the groups differed significantly in the adverbial condition (French Immersion 26.92% and English 12.00%) and the impersonal condition (French Immersion 53.77% and English 28.33%). Overall, both groups struggled with the adverbial condition. The expression *quiero que* was the expression most used correctly by participants with 9 for the French Immersion group and 6 for the English group. The expression *De manera que* posed the greatest difficulty with only 1 participant in the French Immersion group and 0 in the English group using the expression with the subjunctive.

The results of the negative epistemic do not greatly differ within the two groups either with the French Immersion's percent suppliance at 62.64% and the English's percent suppliance at 54.86. Unlike the other conditions, the negative epistemic category only analysed two expressions asked for (the other categories analysed all three expressions asked for. One of these expressions (*no creo que*) followed the subjunctive and the other (*creo que*) followed the indicative. The expression *no creo que*, requiring the subjunctive was only used correctly by 3 participants from the French Immersion group at 2 in the English group. The expression *creo que*, requiring the indicative, was used correctly by almost all participants with only 2 participants in the French Immersion and 0 in the English group using the expression incorrectly with the subjunctive.

Besides the Negative Epistemic category, the French Immersion group's highest suppliance percentage was in the impersonal condition (average of 53.77%) and the English's highest suppliance percentage was in the volitional condition (average of 36.83%). In the impersonal condition, the expression *es necesario que* was the expression used most correctly by French Immersion participants with 8 participants using it correctly. One of the questions in the Oral Elicitation Task which elicited the imperfect subjunctive with the 2 expressions *deseaba que* and *antes de que*. This subjunctive form, however, was only used by 2 of the participants in the French Immersion group and 1 of the participants in the English group. Two

participants did not use the subjunctive (present or imperfect) at all, 1 in the French Immersion group and 1 in the English group. Additionally, 3 participants (all belonging to the French Immersion group) used the non-obligatory subjunctive in a relative clause. Now that we presented the results of the percent suppliance in the Oral Elicitation task, we will have presented analyze the errors types each group made regarding the different conditions.

Error Types: Present Subjunctive

The types of errors seen in the Oral Elicitation Task with questions and expressions eliciting the present subjunctive include the present indicative, the infinitive, the conditional indicative, the future indicative, and the omission of the verb. The data can be seen in the two tables (2 and 3) below:

FRENCH IMMERSION GROUP ERROR TYPES WITH THE PRESENT SUBJUNCTIVE					
	Present Indicative	Infinitive	Conditional Indicative	Future Indicative	Omission of the verb
Volitional	57.14%	0.00%	23.81%	19.05%	0.00%
Adverbial	60.00%	5.00%	30.00%	5.00%	0.00%
Impersonal	93.75%	0.00%	0.00%	6.25%	0.00%
Negative Epistemic	77.78%	0.00%	11.11%	11.11%	0.00%
Average	72.17%	1.25%	16.23%	10.35%	0.00%

Table 2 – Percentage of different error types French Immersion participants produced in the Oral Elicitation Task when they were supposed to use the present subjunctive

ENGLISH GROUP ERROR TYPES WITH THE PRESENT SUBJUNCTIVE					
	Present Indicative	Infinitive	Conditional Indicative	Future Indicative	Omission of the verb
Volitional	85.71%	0.00%	0.00%	0.00%	14.29%
Adverbial	75.00%	15.00%	5.00%	0.00%	5.00%
Impersonal	90.00%	10.00%	0.00%	0.00%	0.00%
Negative Epistemic	77.78%	11.11%	11.11%	0.00%	0.00%
Average	82.12%	9.03%	4.03%	0.00%	4.82%

Table 3 – Percentage of different error types English participants produced in the Oral Elicitation Task when they were supposed to use the present subjunctive

In the present subjunctive, both the French Immersion group and the English group used the present indicative the most in all conditions: volitional, adverbial, impersonal and negative epistemic. The French Immersion group (table 2) used the present indicative tense 72.17% of the time and the English group (table 3) used the present indicative tense 81.23% of the time instead of the present subjunctive.

For the volitional condition, the results of the French Immersion group and the English group differ. Although the French Immersion group used the present indicative 57.14% of the time, the conditional indicative and future were also used (conditional indicative 23.81% and future indicative 19.05%). The English group only used the present indicative tense accounting for 85.71% of their errors. The remaining 14.29% of the time the English group omitted the verb completely (e.g. *Prefiero que mi trabajo bueno* 'I prefer that my job good'). Similarly, the adverbial condition shows different error types in the two groups. The French Immersion group used the present indicative the most and the conditional indicative the most in adverbial conditions (present indicative 60.00% and conditional 30.00%). This was followed by the future indicative and the infinitive both used 5.00% of the time. The English group's largest error types in this condition were the present indicative (75.00%) and the infinitive (15.00%). This group also used the conditional 5.00% of the time and omitted the verb 5.00% of the time as well in adverbial conditions.

With regard to the impersonal and the negative epistemic conditions, the groups performed more similarly than in the other two conditions. In the impersonal condition, the two groups used the present indicative the majority of the time with the French Immersion group using it 93.75% of the time and the English group using it 90.00% of the time. For the French Immersion group the remaining 6.25% of the time they used the future indicative and for the English group's remaining 10.00% they used the infinitive. In the negative epistemic condition, both groups used the present indicative 77.78% of the time and the conditional 11.11% of the time. The remaining 11.11% of the time the French Immersion group used the future indicative and the English group used the infinitive. The French Immersion

group never had omission of the verb as an error in the oral elicitation task and the English group never had the future indicative tense as an error in the oral elicitation task.

For expressions requiring the present subjunctive in the Oral Elicitation Task sentences containing adverbial and volitional expressions had the widest variety of conjugations used in the French immersion group. Although the French Immersion group generally stuck to the present indicative many of their errors also came from the conditional indicative and the future indicative. The English group also tended to stick with present indicative conjugations; however, some of their errors also came from not conjugating the verb (keeping it in the infinitive) and for the volitional condition they omitted the verb from the sentence entirely.

Error Types: Imperfect Subjunctive

The types of errors seen in the Oral Elicitation Task with the question and expressions eliciting the imperfect subjunctive include the imperfect indicative, the preterit indicative, the infinitive, the omission of *que*, and the present subjunctive. The data can be seen in the two tables (4 and 5) below:

FRENCH IMMERSION GROUP ERROR TYPES WITH THE IMPERFECT SUBJUNCTIVE					
	Imperfect Indicative	Preterit Indicative	Infinitive	Omission of <i>que</i>	Present Subjunctive
Volitional	38.46%	15.38%	23.08%	7.69%	15.38%
Adverbial	25.00%	66.67%	0.00%	8.33%	0.00%
Average	31.73%	41.03%	11.54%	8.01%	7.69%

Table 4 – Percentage of different error types French Immersion participants produced in the Oral Elicitation Task when they were supposed to use the imperfect subjunctive

ENGLISH GROUP ERROR TYPES WITH THE IMPERFECT SUBJUNCTIVE					
	Imperfect Indicative	Preterit Indicative	Infinitive	Omission of <i>que</i>	Present Subjunctive
Volitional	11.11%	33.33%	44.44%	11.11%	0.00%
Adverbial	44.44%	33.33%	11.11%	11.11%	0.00%
Average	27.78%	33.33%	27.78%	11.11%	0.00%

Table 5– Percentage of different error types English participants produced in the Oral Elicitation Task when they were supposed to use the imperfect subjunctive

Since the imperfect subjunctive was only asked in 1 question with the expressions *deseaba que* 'I wanted/desired that' and *antes de que* 'after' only the volitional and adverbial conditions were examined. In the imperfect subjunctive, neither the French Immersion group nor the English group used one particular verb form for both conditions: volitional and adverbial.

For the volitional condition, the results of the French Immersion group and the English group differ. Although the French Immersion group used the imperfect indicative 41.03% of the time, three other verb forms were used as well: the preterit indicative 15.38%, the infinitive 23.08% and the present subjunctive 15.38%. The remaining 7.69% of the time the French Immersion group used the omission of *que*. This means that in the expression *deseaba que* they removed the *que* and only used *deseaba*. The English group used the infinitive verb form 44.44% of the time, followed by the preterit at 33.33% of the time and the imperfect at 11.11% of the time. The remaining 11.11% of the time the English group omitted the *que* from the expression. The adverbial condition shows similar error types to the volitional condition for both groups. The French Immersion group used the preterit indicative the most and the imperfect indicative the most in adverbial conditions (preterit indicative 66.67% and imperfect indicative 25.00%). This was followed by the omission of *que* used 8.01% of the time. Although the English group's largest error types for the adverbial condition were with also the imperfect indicative and the preterit indicative, it was the imperfect indicative that was used more at 44.44% followed by the preterit indicative at 33.33%. This group also omitted the *que* 11.11% of the time and the remaining 11.11% they used the infinitive. The English group never had the presentence subjunctive tense as an error in the oral elicitation task.

For expressions requiring the imperfect subjunctive in the Oral Elicitation Task, the two groups both performed differently across all errors besides the error of omitting *que*. The French Immersion group generally stuck to the preterit indicative and imperfect indicative but some of their errors for the volitional

condition also came from the infinitive and the present subjunctive. The English group used the imperfect indicative, the preterit and the infinitive frequently; however, in the volitional condition, their errors stuck more to not conjugating the verb (keeping it in the infinitive) and the preterit indicative whereas the adverbial condition stuck more to the imperfect indicative and the preterit indicative.

In sum, the French Immersion group and the English group produce many different types of errors in the Oral Elicitation Task. In the present subjunctive, the majority of the error types came from the present indicative for both groups; however, in the imperfect subjunctive, there was no one error type that was more used by either group. The French Immersion group preferred to use different verb conjugations in place of the subjunctive. The English group used other verb conjugations as well, but also preferred to not conjugate the verb (leaving it in the infinitive) or to omit the verb from the sentence. With the exception of the present indicative being used in place of the present subjunctive and the omission of *que* being used with the expressions following the imperfect subjunctive, the French Immersion group and the English group display different error types and percentages for the different conditions in the Oral Elicitation Task.

8: Discussion and Conclusion

8.1 Discussion

The main objectives of the research paper were to see how the participants who speak French, as well as English, compared to those who only speak English in the acquisition of the subjunctive and the possible merits French Immersion has on foreign language learning. We also wanted to look at the receptive and productive skills of the subjunctive mood by both the bilingual and trilingual Spanish speakers. The results of this study are very pertinent to the research questions asked and they demonstrate a glimpse of what a more in-depth study could offer.

1. Does knowledge of French have a facilitative effect on mood selection in Spanish for Anglophones?

In the Grammaticality Judgement Task, the French Immersion group produced results similar to the native speaker group in the present subjunctive and the English group did not. Overall the French Immersion group was better able to distinguish between the ungrammatical and the grammatical present subjunctive than the English group. This finding was similar to Restorick Elordi's study (2012) with participants of the same language status. Also, in all but one condition in the present tense, the French Immersion group performed better with items that contained French salient verbs. This means that the verbs used in those sentences were phonologically and morphologically different from their indicative form. These findings suggest positive transfer from the French Immersion's L2 (French) to their L3 (Spanish).

However, with the imperfect subjunctive, both the French Immersion and the English group struggled to distinguish between the ungrammatical and grammatical items in this task. The only item the French Immersion group slightly distinguished was the impersonal – *es necesario que*. Several authors mention the equivalent in French (*il faut que*) is the most frequently used expression with the subjunctive in French (Bartning, 2005, Howard, 2008; King, Leblanc & Grimm, 2018; Poplack, 1990; Poplack, Lealess, & Dion, 2013; Poplack, et al., 2018). Since the French subjunctive does not have the imperfect subjunctive in its productive use, these results also suggest negative transfer from the French Immersion group's L2 (French) to their L3 (Spanish). These findings are similar to previous studies looking at SLA of the Spanish subjunctive with L1 French participants who found both positive and negative transfer from the participant French to their Spanish.

In the Oral Elicitation Task, neither the English group nor the French Immersion group had high rates of production of the subjunctive. These results concur with the research done previously regarding the production of the subjunctive by L2 speakers (Botero, 2016; Collentine 1995; Montrul, 2011).

Nevertheless, the French Immersion group produced the subjunctive more than the English group in every condition. This was most notable in the adverbial and impersonal condition. The expressions most correctly used with the subjunctive in the task were *quiero que* followed by *es necesario que*. Similarly to what was mentioned in the GJT, this could indicate positive transfer from the French *il faut que* (*es necesario que* in Spanish) which is one of the most commonly used expressions with the subjunctive in French. In general, the French Immersion group produced the subjunctive the most with the impersonal condition. As with the GJT, the imperfect subjunctive was not produced by the majority of participants in the French Immersion or the English group.

In the present subjunctive, results from both the Grammaticality Judgement Task and the Oral Elicitation Task suggest that knowledge of French has a possible facilitative effect on mood selection in Spanish by Anglophones when compared to participants with only an English L1. The French Immersion group produced and distinguished this subjunctive tense far more than the English group in all categories. This, however, does not seem to be the case with regard to the imperfect subjunctive where both the English and the French Immersion groups performed similarly.

2. What are the different types of errors English-French-Spanish speakers and English-Spanish speakers tend to produce regarding mood selection?

In the Oral Elicitation Task, the error types made, as well as the amount of these error types, were different in the French Immersion and the English group. The English group often replaced the subjunctive with an infinitive whereas this error type was not seen very frequently in the French Immersion group. The English group also completely omitted the verb that was supposed to be conjugated in the subjunctive – an error not seen in the French Immersion group. These are errors that have been seen in previous research looking at the production of the subjunctive in L1 English speakers (Collentine 1995; Montrul, 2011). The French

Immersion group tended to use other conjugated verbs in place of the subjunctive such as the conditional and the future tense.

For the two expressions requiring the imperfect subjunctive in the Oral Elicitation Task, both groups performed differently across all errors besides the error of omitting *que*. This may have been done to simplify the expressions *antes de que* to *antes de* and *deseaba que* to *deseaba*. It is interesting to note that the French immersion group also used the present subjunctive in place of the imperfect subjunctive in the volitional condition. In French, the present subjunctive is used instead of the imperfect subjunctive. Therefore, it is possible that a couple of the French Immersion participants transferred knowledge from their L2 (French) to their L3 (Spanish). This error type was not seen in the English group.

The only instance where both groups used a similar incorrect conjugation was in their use of the present indicative instead of the present subjunctive. This is another common error that has been found in previous research regarding oral elicitation tasks looking at the subjunctive mood in English L1 participants (Botero 2016, Collentine, 1995; Montrul, 2011).

8.2 Conclusion and Limitations

Overall, the French Immersion group and the English group performed better on the Grammaticality Judgement Task (GJT) than on the Oral Elicitation Task. This is similar to what has been found in previous studies looking at both productive and receptive skills of Spanish by second language learners (Botero, 2016; Collentine 1995; Montrul, 2011). That being said, in both tasks the present subjunctive was better understood than the imperfect subjunctive, as they were better able to identify it and produce it. We also saw that the French Immersion group's results regarding the present subjunctive in the GJT are closer to those of the native control group than the English group. Compared to the native speakers, the French Immersion and English group underperformed when identifying the imperfect

subjunctive in GJT and distinguishing between the grammatical and ungrammatical forms for this tense. In the Oral Elicitation Task, the French Immersion group produced the present subjunctive more frequently than the English group. These results suggest that French Immersion can be beneficial for English speakers in the acquisition of the Spanish subjunctive. This may be because French Immersion students are exposed to a language containing productive use of the subjunctive before learning the subjunctive in Spanish, unlike the students enrolled in an English school.

Both the positive and negative transfer from the trilingual participant's L2 (French) to their L3 (Spanish) demonstrate how the French Immersion students rely on the French when acquiring the Spanish subjunctive. As previously stated in the MRP, this could be due to the typological similarities between the languages. The positive transfer could be because French and Spanish share the productive use of the present subjunctive; however, the negative transfer could be due to the fact that French does not use the subjunctive as frequently as in Spanish and French does not have a productive use of the imperfect subjunctive.

This research had several limitations. The first is access to participants. This was due in part to the time restriction of this study and also due in part to the global pandemic (COVID-19). As a result, not all variables were accounted for, such as whether the participants attended a study abroad program and whether the participants had heritage languages or not. If this were a more long-term project, there would be the possibility of engaging more university students. This would then allow more diverse sets of data and therefore the results would be more precise and noteworthy. Convenience sampling was used to select participants because of time and money restrictions. As such, the results of this study are not representative of the general population. In addition, the study does not include a proficiency test. Although the participants were all university students in third and fourth year Spanish courses, adding a proficiency test to future studies could enhance and strengthen the findings.

Although this study has certain limitations, due to lack of funds, time and the global pandemic, the research questions and objectives were answered. In conclusion, findings suggest that knowledge of French facilitates the acquisition of the present subjunctive for Anglophones; that the oral production task was more challenging than the task looking at receptive skills of the Spanish subjunctive; and that French Immersion can be beneficial for the acquisition of the Spanish subjunctive. Research concerning the acquisition of mood selection in a multilingual setting is scarce and therefore, should be researched more extensively to better determine the role language status plays in it. Additionally, more research concerning French Immersion's impact on further language learning is needed to better understand the importance of the French Immersion program in Canadian education.

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Appendix A

Language Background Questionnaire

1	Name:			
2	Age:			
3	Gender:			
4	Occupation:			
5	Where have you lived? (region or city, country):			
	1: _____	Duration: _____		
	2: _____	Duration: _____		
	3: _____	Duration: _____		
	4: _____	Duration: _____		
6	What language(s) did you first speak at home as a child?:			
7	What language(s) do you speak at home now?:			
8	What languages do you speak (including your first language(s))?:			
	Language 1: _____	L2: _____	L3: _____	
	L4: _____			
9	What was the language of instruction in school?			
	Primary: _____	Secondary: _____	University: _____	
10	Do you have members of the family that have a different first language than yours? (member, language):			
11	Rank the languages that you know in the order in which you feel most comfortable using, including your first language(s) (1= most comfortable):			
	1 _____	2 _____		
	3 _____	4 _____		
Language 1:				
	<i>At what age did you start learning/speaking this language?:</i>	0-3 12-15	3-6 Other: _____	6-9 9-12
	<i>Where did you start learning this language?</i>	Home Other: _____	Primary	Secondary University

	___ Other (please specify): _____				
<i>What kind of material do you read in this language?</i>	___ Novels		___ Magazines		
	___ Textbooks		___ News		
	___ Research articles		___ Literary works		
	___ Other (please specify): _____				
<i>In which types of media are you exposed to this language?</i>	___ Music		___ Websites		
	___ Television (channels, series)		___ Movies		
	___ Other (please specify): _____				
<i>Have you ever lived in a country where they speak this language? If so, where and for how long?:</i>					
<i>What do you consider to be your fluency level in this language?:</i>	Listening comprehension: beginner intermediate advanced near-native native				
	Speaking: beginner intermediate advanced near-native native				
	Reading: beginner intermediate advanced near-native native				
Language3:					
<i>At what age did you start learning/speaking this language?:</i>	0-3 12-15	3-6 Other: _____	6-9	9-12	
<i>Where did you start learning this language?</i>	Home Other: _____	Primary	Secondary	University	
<i>How often do you speak this language?:</i>	Rarely	Sometimes	Often	Every day	
	Briefly explain: _____				
<i>In what context do you speak this language?</i>	1. Formal (in class, at work... explicit learning) 2. Informal (at home, with friends... implicit learning) 3. Both				
<i>In what situations do you tend to speak in this language with your friends/family? (check all that apply)</i>	___ When one on one		___ At home		
	___ At school / on campus		___ At work		
	___ At social gatherings		___ While playing sports		
	___ Other (please specify): _____				
<i>What kind of material do you read in this language?</i>	___ Novels		___ Magazines		
	___ Textbooks		___ News		
	___ Research articles		___ Literary works		
	___ Other (please specify): _____				
<i>In which types of media are you exposed to this language?</i>	___ Music		___ Websites		
	___ Television (channels, series)		___ Movies		
	___ Other (please specify): _____				
<i>Have you ever lived in a country where they speak this language?</i>					

<i>If so, where and for how long?:</i>	
<i>What do you consider to be your fluency level in this language?:</i>	Listening comprehension: beginner intermediate advanced near-native native Speaking: beginner intermediate advanced near-native native Reading: beginner intermediate advanced near-native native
Language 4:	
<i>At what age did you start learning/speaking this language?:</i>	0-3 3-6 6-9 9-12 12-15 Other: _____
<i>Where did you start learning this language?:</i>	Home Primary Secondary University Other: _____
<i>How often do you speak this language?:</i>	Rarely Sometimes Often Every day Briefly explain: _____
<i>In what context do you speak this language?</i>	1. Formal (in class, at work... explicit learning) 2. Informal (at home, with friends... implicit learning) 3. Both
<i>In what situations do you tend to speak in this language with your friends/family? (check all that apply)</i>	___ When one on one ___ At home ___ At school / on campus ___ At work ___ At social gatherings ___ While playing sports ___ Other (please specify): _____
<i>What kind of material do you read in this language?</i>	___ Novels ___ Magazines ___ Textbooks ___ News ___ Research articles ___ Literary works ___ Other (please specify): _____
<i>In which types of media are you exposed to this language?</i>	___ Music ___ Websites ___ Television (channels, series) ___ Movies ___ Other (please specify): _____
<i>Have you ever lived in a country where they speak this language? If so, where and for how long?:</i>	
<i>What do you consider to be your fluency level in this language?:</i>	Listening comprehension: beginner intermediate advanced near-native native Speaking: beginner intermediate advanced near-native native Reading: beginner intermediate advanced near-native native

Appendix B

Questions and Words for Interview (Oral Elicitation Task)

1. Dime, ¿qué está usted estudiando?

Words to use:

- Estoy estudiando
- Me gusta

2. Piense acerca de algo loco que ha sucedido en su vida ... ¿Qué pasó?

Words to use:

- Antes de que
- Deseaba que

3. Un amigo suyo no está seguro de qué estudiar en la universidad. ¿Qué le recomienda para ayudarlo a encontrar su camino?

Words to use:

- Es importante que
- Creo que

4. ¿Cómo piensa usted que su futuro empleo se verá?

Words to use:

- Prefiero que
- Es bueno que

5. Su viejo amigo de la escuela tiene un problema financiero con la universidad. ¿Qué le sugiere?

Words to use:

- No creo que
- Para que

6. ¿Qué cualidades busca en su pareja?

Words to use:

- Quiero que
- Es necesario que

7. Acabas de ganar la lotería. ¿Qué vas a hacer?

Words to use:

- Pienso que
- De manera que