Effects of explicit and implicit focus on form instructional methods on the acquisition of Spanish L2 future of probability

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ABSTRACT

This thesis investigated possible effects of explicit and implicit focus on form (FonF) instruction on the acquisition of Spanish future of probability (SFP) by Anglophone and Francophone students at a Canadian bilingual university. We also analyzed a possible L1 transfer from French to L2 Spanish in the acquisition of SFP, due to the typological similarity of this linguistic feature in the two languages. Twenty seven B1/B2 Spanish level students including L1 English and L1 French learners of L2 Spanish were divided into three groups according to the instruction type: explicit focus on form instruction group, implicit focus on form instruction group and control group, which received no additional instruction. All the participants were tested before the lesson (pretest), immediately after (posttest) and four weeks later (delayed posttest). The battery of tests included Untimed Grammaticality Judgment (UGJT), Written Production (WPT) and Oral Production (OPT) tasks. They aimed to test our four hypotheses which focused on both short-term and long-term effects of the two types of instruction on grammaticality judgment, written and oral production of SFP, respectively.

The results demonstrated a positive effect of explicit and implicit FonF instruction on grammaticality judgment, oral and written production of SFP compared to the control group. In particular, both instructional groups distinguished grammatical and ungrammatical uses of SFP with state and activity verbs immediately after the treatment. After four weeks, both groups retained the acquired knowledge equally well. In the implicit FonF group we found an advantage of the L1 French over the L1 English students, possibly due to the similarity of the future tense morphology in Spanish and French, as well as the fact that French uses future morphology for present time probability, although in very limited contexts (a subset of state verbs).

The results of the WPT suggest an advantage of the explicit FonF group in both immediate and long-term results and showed no difference between the L1s in either of the instructional groups. We also noticed an overgeneralization of the use of SFP with telic verbs in both instructional groups after the treatment, which is considered ungrammatical. Therefore, our participants did not distinguish the written use of telic and atelic verbs in epistemic conditions after the two types of treatment provided.

The OPT results demonstrated that similarly to the previous two tasks both experimental groups performed better than the Control group. However, there was no significant difference between the two instructional groups. L1 had no significant effect on the oral production of SFP either. Similarly to the WPT, we found an overgeneralization of the use of SFP in telic verb conditions.

Overall, Anglophone and Francophone students appear to have similar opportunities for successful acquisition of SFP and both explicit and implicit FonF instruction, activities and feedback may lead to positive results in the acquisition of SFP. To conclude this thesis, we discuss some challenges of this study and possible directions of future research.

RÉSUMÉ

Cette thèse a étudié les effets possibles des deux types d'enseignement du *futur de la conjecture* en espagnol pour les étudiants anglophones et francophones dans une université bilingue au Canada: explicitement axé sur la forme et implicitement axé sur la forme. Nous avons analysé également les effets possibles de L1 français sur l'acquisition du *futur de la conjecture* en L2 espagnol, en raison de la similitude typologique de cette caractéristique linguistique dans les deux langues.

Vingt-sept étudiants de niveau B1 / B2 en espagnol, y compris L1 anglais et L1 français, ont été divisés en trois groupes selon le type de formation et chaque groupe a été testé avant la leçon, immédiatement après et quatre semaines plus tard. La batterie de tests comportait différentes tâches soient : le jugement de grammaticalité, la production écrite et la production orale. Ces tâches visaient à tester nos quatre hypothèses portant sur les effets à court terme et à long terme des deux types d'enseignement.

Les résultats montrent que le jugement de grammaticalité a un effet positif de ces deux types d'enseignement par rapport au groupe de contrôle. En particulier, immédiatement après la leçon, le groupe de l'enseignement explicitement axé sur la forme distingue mieux les utilisations grammaticales et non-grammaticales du *futur de la conjecture* en espagnol avec les verbes d'états et les verbes d'action que le groupe de l'enseignement implicitement axé sur la forme. En outre, les étudiants L1 français ont eu de meilleurs résultats que les étudiants L1 anglais, probablement en raison de la similarité de la morphologie du futur en espagnol et en français, ainsi le fait que le français utilise la morphologie du futur pour indiquer la probabilité au présent, même si dans des contextes très limités (un sous-ensemble des verbes d'état).

Les résultats du test de la production écrite suggèrent un avantage du groupe de l'enseignement explicitement axé sur la forme dans les résultats immédiats et à long terme et aucune différence entre les L1s dans les deux groupes pédagogiques. Nous avons également remarqué une généralisation excessive de l'utilisation du *futur de la conjecture* avec les verbes téliques, qui est considéré comme une erreur grammaticale. Par conséquent, nos participants ne distinguent pas l'utilisation écrite des verbes téliques et des verbes non-téliques dans des conditions épistémiques après le traitement prévu.

Enfin, les résultats de la production orale ont montré qu'il n'avait pas de différence entre les deux groupes expérimentaux. En outre, L1 n'a eu aucun effet sur la production orale dans nos participants. De même pour le test de production écrite, nous avons trouvé une généralisation excessive de l'utilisation du *futur de la conjecture* dans des conditions avec les verbes téliques. Cette utilisation grammaticale erronée du *futur de la conjecture* a été trouvée moins souvent dans les sous-groupes L1 anglais, ce qui suggère que même si L1 français a transféré positivement l'utilisation *du futur de la conjecture* en L2 espagnol, il est également responsable de l'utilisation erronée.

Dans l'ensemble, nous avons constaté que les étudiants anglophones et francophones ont des possibilités similaires pour l'acquisition réussie du *futur de la conjecture* et que des activités axées explicitement et implicitement sur la forme peuvent conduire à des résultats positifs. Pour conclure cette thèse, nous présentons les difficultés de ce projet et futures directions de recherche.

DEDICATION

To my family, friends and other

Spanish language enthusiasts who

may enjoy this project

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CHAPTER 1 – Introduction

The complexity of the Spanish future of probability (SFP) for language learners has been brought to the attention of linguists and language instructors because of its special position at the interface of morphology, syntax, semantics, and discourse/pragmatics. Spanish future morphology can be interpreted as future time event or present time probability, i.e. how probable the speaker considers the event or action in the present time. Bruhn de Garavito and Valenzuela (2007) refer to this phenomenon as "vulnerable", especially in simultaneous bilingual and L2 acquisition, the areas of SLA studied by Montrul (2002) and Valenzuela ((2005) in Bruhn de Garavito and Valenzuela, 2007), among others. Bruhn de Garavito and Valenzuela's (2007) research on Second Language Acquisition of SFP by L1 English learners of L2 Spanish supports the claim that learners are able to acquire the epistemic interpretation of future morphology in spite of the ambiguity of the input: when learners hear "Lloverá" (3sing-rain-FUT), they can interpret it as Future tense or as present time probability. Soto (2008) also researched how learners acquire the Spanish future morphology along with its various interpretations and uses. In other languages, for example French future morphology is also used to express probability in the Present tense (Rocci, 2002). Do date, there has been almost no research done in the area of pedagogy related to this aspect of morphology/syntax interface in Spanish. Therefore, the goal of this study is to link the theoretical and practical knowledge of the acquisition of Spanish future of probability as a result of two instructional methods and examine whether explicit Focus on form (FonF) would be more beneficial than the implicit FonF instruction for grammaticality judgment, oral and written production of SFP by French and English dominant learners of L2 Spanish. The

study's final goal is to provide useful recommendations for the classroom teaching of SFP, while taking into consideration the special population of participants in this project.

This thesis consists of four chapters: Introduction (Chapter 1), Literature review (Chapter 2), The study (Chapter 3) and Discussion and conclusions (Chapter 4). The reader will also find all the materials used for this study (Appendix A, B, C, D) and some data analyses which were too detailed to be included in the main body of the thesis (Appendix E).

CHAPTER 2 - Literature review

2.1. Theoretical background to the study

2.1.0. Introduction

In this chapter we will review the important terms like *tense, aspect, modality* and *time*. After that, we will define the term *future of probability* in the context of this project. Further, we will introduce the Spanish future, its origins, forms and uses. We will then compare it with the English and French ways of using future to express probability. Next, we will review language acquisition theory and current approaches to foreign language teaching. We conclude this chapter by an overview of the most relevant previous research.

2.1.1. Time, tense, aspect and modality

In this section we will review the discussion in recent literature surrounding the terms *time*, *tense*, *aspect* and *modality*. This discussion is crucial for establishing background for the study of Spanish future of probability.

In regard to the first term, Quirk, Greenbaum, Leech and Svartvik (1973) define *tense* as a language-specific category, which makes linguistic reference to *time*. *Time*, in turn, is a universal extra-linguistic concept, which exists independently of any particular language grammar. English is said to have present and past tenses (p. 84), which suggests that the authors believe there is no *future tense* in English, although, there is no doubt that there are ways of expressing future time events, like in all languages. One of the supporters of the term, Comrie (1985), refers to *future tense* as one of the grammatical features that can have more than one meaning: one main along with possibly several peripheral ones. In this case, English *future tense*, represented by the auxiliary *will/shall* + present tense form of a verb, can have a temporal interpretation of future time (e.g., "It will rain tomorrow") and a modal interpretation –

prediction/probability in the present (e.g., "It will be raining already" – said by someone who had noticed the storm-clouds gathering, but has not yet actually ascertained that it is already raining), in addition to various other modal uses (e.g., "He will be swimming in dangerous waters" – he insists on going swimming; and "Will you do this for me?" – are you willing to do this for me?). Comrie further suggests that the main question that has surrounded the controversy around the *future tense* in English is "whether the Future (*will*) should be given a single characterization that captures both its temporal and its modal uses; or whether it should be considered basically a tense with secondary modal uses, or basically a mood with secondary temporal uses; or whether it should simply be said to have two sets of meanings, temporal and modal, with neither being dominant." (p. 21). This question is important for Comrie because he is interested in developing a dialogue around the issue of whether *future tense* is necessary as a grammatical category for general linguistics, which can be used for all languages (or their majority), as the definition of 'general linguistics' suggests. According to Comrie, the future is necessarily more speculative than the present or the past in that any prediction we make about the future might be changed by intervening events, including our own conscious intervention. He insists, therefore, that the difference between the present and the past on the one hand and the future on the other is one of mood, rather than of tense.

The second term, *modality*, as defined by Endley (2010), is the stance the speaker adopts toward some situation expressed in an utterance (or a speaker's attitude toward the situation being described). As a result, a situation can be described as possible, probable, necessary and certain (p. 264). However, Comrie distinguishes between the modal constructions like *might, may, can, must,* etc. from *will*, which expresses the future that is not necessarily modal. At the same time, besides future time reference, *will* can express present time volition and prediction,

which can be attributed to its modal uses. This controversial position of the *future tense* in English is at the center of Comrie's discussion. He reminds us that there are different ways of expressing the future without the auxiliary *will* (*present simple, present progressive* and *periphrastic future* with *to be going to + verb*). Adding to the complexity of this issue, the author mentions that using the present to express a future event is not uncommon in languages of the world (English, French, Spanish, German, Finnish, to mention only a few) (p. 44).

Although Cormie dedicates the entire book to the discussion of tense in English, he admits to not resolving the problem of the *future tense* in his book, but rather brings up the awareness of the controversy around this subject. In conclusion, Comrie comments that *future tense* is "weak or non-existent as a grammatical category", since it does not strictly refer to the future time (p. 48). He suggests that more work needs to be done in this area in order to sort out whether the need for *future tense* as a grammatical category is needed for general linguistics.

Following Comrie (1985), Bybee et al. (1994) studied a large number of world languages. As a result, they conclude that it is not uncommon for languages to have more than one way of expressing the future: there are languages that have two, three, four, five and even six forms that can be interpreted as future. This fact is explained by the possibility of different sources and ways of development at different periods. In order to survive and continue in the process of language development, these multiple forms must have different uses. Theoretically, so long as two future forms within a language differ in any of these ways, they will continue to exist. For example, Bybee et al. (1994) explain that in English *will* differs from *be going to* by the meaning of willingness, which keeps both forms alive in the English language (pp. 243-244).

Quirk et al. (1973) also comment on the multiple ways of expressing a future event in English. First, according to the authors, the modal auxiliary *shall/will + infinitive* expresses the

future, where the modal and the temporal interpretations can hardly be separated. It is stated that although they are used to express future time, they do not correspond to *future tense* like the present and the past since there is always a lesser degree of confidence when talking about the future. Second, the expression *to be going to + infinitive*: generally denotes 'future fulfillment of the present'. It also has two more specific meanings: future of present intention (e.g., "When are you going to get married?") and future of present cause (e.g., "She is going to have a baby"). Next, the present progressive form is used to express a "future happening anticipated in the present" or a "fixed arrangement, plan or programme". For example, "The orchestra is playing Mozart (now/later)", where a time adverbial is used to clarify whether the verb is being used in present or the future. In addition, Simple Present is used in subordinate conditional and temporal clauses (*if, unless, when*), e.g. "What will you say *if I marry* my boss?" and "The guests will be drunk *before they leave*." The use of present simple in main clause may be said to represent a marked future aspect of unusual definiteness, in that it attributes to the future the same degree of certainty one normally associates with present and past events, e.g., "What time *is* the football match?" Finally, the two less common but still existing ways of expressing future events are *to be to + infinitive* and *to be about to + infinitive* (Quirk, Greenbaum, Leech and Svartvik, 1973, p. 87-88). Since these two expressions are rare, they are not further discussed in this paper. Next, we will review the concept of *aspectual classes* of verbs and their implication for *probability/conjecture* interpretation.

Gennari's chapter on Spanish past and future tenses (2002) investigates what belongs to the semantic/lexical meaning of verbs and what is context-dependent. The author proposes that the *future tense* (morphological future) in Spanish is relatively simple in lexical meaning but independent factors such as *aktionsart* and conversational implicatures explain the unexpected

readings (p. 23). In other words, *aktionsart* of the sentence determines either a temporal or a modal interpretation. Therefore, in Spanish, the future tense morphology can be used to express probability provided that the context supports such interpretation and the aspectual type of the verb is an *activity* or a *state*, rather than an *accomplishment* or an *achievement*. As defined by Vendler (1967), *activities* are dynamic and do not have an end point (run, drive); *states* are static and do not have an end point (know, love); *accomplishments* have an end point and are gradual (paint a picture, build a house); *achievements* have an end point and are instantaneous (recognize, notice). The examples below demonstrate the importance of distinguishing the verb types and of the context for correct interpretation of Spanish future morphology:

a) *Juan estará en casa (ahora).*Juan will be at home. Juan must be at home (now).- State (estar, to be)

b) *Jorge vendrá.* Jorge will come. Achievement (venir, to come)

In *a)* "*Juan estará en casa",* the state verb "estar" can be interpreted as a future event (without "ahora") or as a present time probability (with "ahora"). In this case, the context specified by a single adverb changes the meaning of the sentence. In *b)* probability interpretation is not possible because of the telic achievement verb "venir"- "to come". Therefore, it can only be interpreted as a future time event. Contrary to the previous two examples, in *c)* below, there is no ambiguity of interpretation because not the verb "dibujar", but rather the predicate "el círculo" does not allow epistemic interpretation:

c) Marcia dibujará *el círculo.* Marcia will draw *the circle.**Marcia probably draws *the circle.*

The verb "dibujar" – "to draw" *w*ithout the predicate can be interpreted as epistemic, since in that case it is dynamic and durational *activity* which becomes *accomplishment* when a predicate is added.

Besides having the predicate of duration, in order to be interpreted as epistemic, the sentence has to refer to the present time, or to the moment of speech. For example, when a verb in combination with the predicate produces an accomplishment, as in the case of *caer* in *d)*, it can be made "not momentaneous" by connecting it to the present (via the context), as in *e)*:

d) La fruta *caerá* del árbol. The fruit will fall from the tree.

e) La fruta *caerá* del árbol, como tú dices, pero para mí que todavía está verde. The fruit may be falling from the tree, as you say, but for me it is still not ripe.

(Soto 2008; our translation)

Gennari (2002) explains that although the most certain epistemic interpretation of future morphology is induced by *stative* predicates and *activity* and *state* verbs, it is also possible when durative dynamic predicates referring to the present moment are a part of the sentence. In summary, due to the ambiguity of the interpretation of the Spanish *future tense* form, context is necessary, as well as the awareness that this particular structure (and not the periphrastic *ir a + infinitive*) in Spanish permits an epistemic interpretation. Finally, a native speaker feels the difference between the various aspectual types of verbs and realizes that it can change from temporal to epistemic when surrounded by a specific context. Therefore, an L2 learner needs to be aware of these details when learning Spanish as a foreign language. Next, we will discuss in more detail the future of probability – the linguistic feature which is the focus of this study.

2.1.2. Future of probability

2.1.2.0. Introduction

In this section we will discuss how the *future tense* morphology in Romance languages came to express the future time and the present time probability. We start with the history of the *future tense* form, its original meanings and further we move on to comparing and contrasting Spanish French and English, with their particular differences and similarities.

2.1.2.1. Future of probability in Spanish

There are three ways of expressing future time in Romance languages: the morphological future, the periphrastic future and the present simple form. While all three forms express future time events, only the morphological future can be used to express probability in the present. The origin of the modern Romance morphological future form goes back to the history and development of the individual Romance languages from Latin. The morphological future in Spanish and French is different from the English one that incorporates a modal-auxiliary *shall/will* to create a future form. In his concise description of the transformation of the modern synthetic form of future Lyons (1978) states that Spanish form developed from the original synthetic form, which existed in Latin and was replaced by a compound construction in Vulgar Latin (auxiliary *habere* + *infinitive* of a verb). Then the two elements of this compound coalesced into a single form (that of Modern Spanish): *cantare habeo* -> *cantar he* (until the 17th century) -> *cantaré*. Gili Gaya (1973) explains that in the Middle Ages, when the form 'cantar he' was available, it was grammatically correct to put a pronoun in between the two verbs ('cantar lo he-> lo cantaré'), which supports the idea that it was a compound, periphrastic form, that expressed obligation in the present, similar to modern "He de estudiar/I have to study" (p.

165). What is worth mentioning is the fact that the history of Spanish and French future morphology links the modern *future tense* form with the ambiguity of its interpretation. In particular, the endings of Spanish *future tense* are the forms of the auxiliary *haber* conjugated in the *Present tense* (with minor changes), which are added to the infinitive of verb. As Penny (1992) explains, *haber* had three possible interpretations: auxiliary of perfect tenses, modal of obligation and epistemic interpretation. We notice that these interpretations are still available in modern Spanish, but they are restricted to context and stylistic and dialectal differences. For example, it is still very common in Mexico to use "*haber + de + verb infinitive*" to express probability in the present (e.g. *Ha de llover*), instead of the *Future tense* morphology (*Lloverá*). So, as a result of certain historical changes, *haber* possibly got cliticized onto the verb in the form of verb endings, creating the ambiguity of interpretation. As a consequence, without sufficient context, *Future tense* morphology is generally interpreted with a simple future time.

Bybee et al. (1994) refer to Spanish synthetic future as a primary marker of probability. They state: "It has long been used for prediction in Spanish, but now, especially with the development of the future from "go" (ir a), the modal uses of the synthetic future are more common than the simple prediction uses in most dialects" (p. 202). The examples they present to support their view are presented below in *a)* and *b).*

a) Ya tú comprenderás cómo nos reímos. Now you probably understand how we laughed.

b) Tendrá veinte años. She's probably about twenty years old.

It is important to stress that providing certain context along with future tense endings leads to an epistemic interpretation of probability in the present, which is not available with the periphrastic future with "ir a + infinitive". The examples *c)* and *d)* below illustrate the difference between the

ambiguous future tense morphology interpretation and the lack of ambiguity with the periphrastic future:

c) *Lloverá. It will rain or It is probably raining (now).*

d) *Va a llover*. *It is going to rain* or **It is probably raining*.

While in *c)* there are two possible interpretations of the morphological future form without providing a proper context, i.e., an adverb of future time or another temporal expression that lets the reader/listener know that the action takes place in the future, the sentence can be interpreted as a future event or as a probable event in the present. However, there is no ambiguity in interpretation in the example *d)* where probability is impossible since periphrastic future can only refer to a future event.

According to Butt and Benjamin (2004), although the use of the future tense to express future time is disappearing in spoken Spanish, it is still widely used for "suppositional use" (p.218). This decline is more advanced in Latin America than in Spain and more deep-rooted in familiar and popular styles. Finally, the future morphology used for temporal use is usually replaced by the simple present (e.g. "Te llamo mañana") or by the periphrastic future form *ir a + infinitive* (e.g. "La voy a ver mañana") (p. 219). The Royal Spanish Academy (RAE, 2009) gives a very detailed explanation, accompanied by clear examples of the use of *future of probability*. The authors suggest that the epistemic future sentences can be paraphrased with probability adverbs (*probablemente, posiblemente, seguramente*) or of doubt (*tal vez, quizás, a lo mejor*), while in both cases the verb in present tense is used. For example:

e) *Estarán* en la cafetería. = *Tal vez están* en la cafetería.

They will be in the cafeteria. = *They may be* in the cafeteria[1].

[1] Translations for RAE examples are ours.

Therefore, the context plays a crucial role in the interpretation of sentences like "Tendrás hambre", which corresponds to the periphrastic future "*Vas a tener* hambre", or the probability adverb with a present tense verb "*Seguramente tienes* hambre" (RAE, 2009), which refers to a likely event in the present.

The Academy continues that epistemic future can be paraphrased with the use of modal verbs, like in the following examples:

f) ¿Qué *costará*? – ¿Qué *puede costar*?

I wonder what it *costs*? – What *can it cost*?

g) *Estará* ocupado. – *Debe de estar* ocupado.

He will be busy. – *He must be* busy

The fact that the epistemic future expressions can be paraphrased does not mean that they maintain exactly the same meaning when replaced with modals, adverbs or other means. The Academy insists that when a speaker chooses to use a future form to express probability, he/she is more certain in his/her supposition than, for example, when he/she uses a modal verb. For example, in the sentence *h)* below, the speaker is more certain that the person in the conversation is the manager, while in *i)* the speaker is less certain:

h) ¿Quién es ese tipo? – *Será* el encargado.

Who is that guy? – *It will be* the manager.

i) ¿Quién es ese tipo? – *Debe de ser* el encargado.

Who is that guy? – *It must be* the manager.

Finally, the Academy points out that the epistemic future can be used in interrogative sentences, relative clauses, which express modality, but not in expressions with *si* (if). For example, the sentences below are perfectly grammatical and can be interpreted as epistemic:

j) *¿Qué* *hará* Clara? – ¿*Qué puede estar haciendo* Clara?

What *can* Clara *be doing*?

k) *¿Estaré* loco?

Am I crazy? – Rhetorical question

l) No sabemos *quién será* Gonzalo.

We don't know who *can possibly be* Gonzalo.

(pp. 1771-1774)

In their most recent study, Orozco and Thoms (2014) bring together the findings in variationist studies with SLA issues. They examine the current status of the expression of futurity by surveying the sociolinguistic literature and how futurity is currently represented in Spanish Foreign Language textbooks. The authors also outline average frequencies of the use of future throughout the Spanish-speaking world. They report that 11.4% use morphological future, 17.8% use simple present and 70.8% use periphrastic future (p. 30). They conclude that the Hispanic communities, Quebec French and Brazilian Portuguese all share the clear dominance of periphrastic future use for future events over the use of morphological future. In the meantime, following Gutiérrez (1995), Sedano (1994) and Silva-Corvalán (1994), they explain that the morphological future, while gradually ceasing to function as a futurity marker, "has expanded semantically and now is used to express doubt, indeterminacy, conjecture, probability" (p.39).

So far we have reviewed the history of Romance future and how Spanish represents probability. In the next section we will look closer at how probability is expressed in English and French.

2.1.2.2. Probability in English and French

As we have mentioned in section 2.1.1., English modal auxiliary *will* besides being used as a future time event marker can be used to express probability in the present. In such case it refers to the inference concerning the present time as it involves a present situation (*That will be John at the door*). One of the most common ways of talking about a probable event is by using lexical means, i.e. adverbs of probability (*definitely, probably, most likely, possibly*). Pronouns like *everybody, somebody, all, nothing*, are also used to express epistemic modality. Similar to the use of adverbs of certainty, they all serve to modify propositions and to either strengthen or weaken the truth value of what is being said. Finally, modals like *must, should, would, ought to* and *have to* are used for epistemic interpretation (probability), besides the deontic (obligation) one. For example, the following sentences demonstrate the epistemic use of several common modals:

a) The game *will/should/must* be finished by now.
b) That *would* be his mother.
c) There *must* be/*has to* be a mistake.
(Quirk, Greenbaum, Leech and Svartvik, 1973, p. 97)

All three sentences above refer to the present time probability. Epistemic *will* is like epistemic *must* in the sense that the conclusion is reached on the basis of the evidence available. Generally speaking, *must* could replace *will* in the examples below with only a slight difference in the degree of certainty of the respective prediction:

d) *John must be in his office.* (I can see the lights on).

e) *John will be in his office* (from previous knowledge why the lights were on, we infer that John is in his office).

Since all the modals can have at least two interpretations (deontic and epistemic), which cannot coexist in the same context, the listener/reader has to decide which meaning is intended before

the sentence can be understood. Therefore, according to Depraetere and Reed (2006), the two modal interpretations are semantically distinct (p. 283). Bybee et al. (1994) suggest that most of the time the two interpretations of *must* are mutually exclusive, since in the future time context *must* always expresses future, while in the present or past time context it expresses probability. However, in a restricted set of cases, the reading of *must* can be ambiguous between an epistemic and an obligation reading. In this case the epistemic reading has present habitual aspect, while the obligation reading is future-projecting. The two readings have different implications, and cannot overlap because the contexts for the two interpretations are mutually exclusive (p. 201). For example:

f) He must play tennis a lot (or he won't win the tournament/and that is why he is so good).

Another modal, *should*, can be used to express future, present and past probability (with *Have to+ Past participle*). The examples below can all have an obligation reading and a probability reading:

g) *The letter should arrive sometime next week (future).*

h) *The letter should be in the mail (present).*

i) *The letter should have come last week (past).*

In order to have only an epistemic reading, the context must disallow the obligation reading, as in the following example, where the dummy subject (it) precludes the agent-oriented reading:

j) *It should take me about four hours to get there.*

What we see in these examples is that the obligation sense of *should* implies the probability sense, suggesting that an inferential mechanism might have been or still is at work here. The epistemic sense of *should* developed from the present obligation meaning which itself appeared quite recently and is not mentioned in the Oxford English Dictionary. Since the obligation sense

implies the probability sense, *should* gradually is coming to be used for probability as well as obligation (Bybee et al. (1994), pp. 199-202).

Epistemic modality reflects the speaker's judgment of the likelihood that the proposition underlying the utterance is true, the epistemic scale of likelihood ranging from weak epistemic possibility (That *may be* John) to epistemic necessity (That *must be* John = "it is necessary that [that is John] is true" and That *can't be* John = "it is necessary that [that is not John] is true). Bybee et al. (1994) refer to three commonly expressed epistemic modalities as possibility, probability and inferred certainty. *Possibility* indicates that the proposition may possibly be true (e.g. "I may have put them down on the table; they're not in the door"), and should be kept distinct from root possibility (e.g. "I actually couldn't finish reading it because the chap whose shoulder I was reading the book over got out at Leicester Square"). *Probability* indicates a greater likelihood that the proposition is true than *possibility* does (e.g. "The storm should clear by tomorrow"). A stronger sense of probability is found in the notion of *inferred certainty*, which strongly implies that the speaker has a good reason for supposing that the proposition is true (e.g. "There must be some way to get from New York to San Francisco for less than $600") (pp. 179-180).

For the purpose of our study, it is important to also outline the use of French future morphology for probability interpretation because our participants are either English or French dominant and represent the population in Ottawa, where the current project takes place. Therefore, this section reviews the forms and uses of French future and probability.

Unlike English, and similarly to other Romance languages, French has at least three ways of expressing future:

a) Je *vais partir* (demain). I *am going to leave* tomorrow. 'Going to' + verb + adverb construction.

b) Je *pars demain*. I *leave* tomorrow. Present time verb + adverb "tomorrow".
c) Je *partirais* demain. I *will leave* tomorrow. Synthetic or morphological future.

We notice in these examples that French differs from English in that the latter can use the present progressive to express a future event, while French cannot. Furthermore, similarly to Spanish and English, French periphrastic future (*aller+infinitive*) is not used to express probability. Similarly to Spanish, French uses morphological future in suppositions. Celle (2004-2005) suggests that although both English modal *will* and French future morphology can express conjecture, they do not correspond to each other exactly because while in French it is intrinsically related to the tense system, in English it is linked to the modal system. The author states that in English both future tense and the modal *will* are rarely used for conjecture compared to the future time interpretation (p. 118). She adds that the French future tense cannot co-occur with the temporal adverb *maintenant* because it is in contradiction with the future time reference. So that a sentence like "*Je donnerai une conférence maintenant/ I will now give a lecture" is not grammatical[2]. In contrast, English future tense marker *will* (as well as *going to* and *aller* + infinitive) is different from the French future tense and may refer to an event adjacent to the time of utterance because it does not eliminate the alternative value (p. 184). According to Celle, the French future tense may be used to refer to a present event that the speaker asserts in anticipation, though he/she cannot provide evidence to support his/her claim at the time of utterance. It is generally deemed probable until it is confirmed by future verification. However, conjecture is reported to be available only for *être* and *avoir* verbs in explanatory statements. Nevertheless, the example given by, Ultah (1978) demonstrates that it is also seen in questions: "Cet homme-la, il *sera*

[2] Although it is not mentioned by the author, the aspectual type of the expression "donner une conference" should be taken into consideration. In this case, it does not allow an epistemic interpretation not only because the morphological future form does not go with an adverb like "maintenant", but rather because it is restricted by the aspectual class of "donner une conference" where the predicate "une conference" converts the atelic verb "donner" into a telic expression.

l'inspecteur? - That man over there, *(I suppose) he would be* the inspector?" (p. 103). Therefore, if we agree with Celle, a major difference between French on the one hand and English and Spanish, on the other, is that the former limits the possibility of epistemic interpretation to atelic verbs, in particular *être* and *avoir*.

It is further pointed out that conjectural reading is not possible when the subject refers to 1st or 2nd person, while in English the modal *must* is used. For example, "I must be tired" or "You must read a lot". Assertion is blocked when the speaker does not have complete knowledge or perception of the facts; therefore, the speaker can commit her/himself only in an indirect way (p. 189). Celle continues that the use of English *will* as epistemic is subjective because when it is used instead of *must*, the speaker expresses more commitment to the truth of the utterance. At the same time, French future tense cannot express conjecture unless the predicative relation is spatio-temporally indexed to the situation of utterance. Indexation is usually marked by the verb *être*. Spatial disconnection entails temporal disconnection. In examples where the spatial adverbial is not indexed to the situation of utterance, *devoir* needs to be used to express conjecture. Therefore, the author suggests that based on her careful review of published translations into French, epistemic modality of *will* is often lost in translation, and then it is mistakenly translated as future event (through periphrastic future with *aller+inf*) (p.197). In summary, according to Celle, the use of future morphology in French is limited to *être* and *avoir* and, therefore, it is not nearly as commonly used to express probability in present compared to Spanish future morphology.

De Saussure and Morency (2012) study the use of French epistemic future from a pragmatics point of view. They also agree that context plays a crucial role in the interpretation of future morphology. However, in their opinion, Celle's assumptions that French epistemic future

is restricted to: 1) *être* and *avoir;* 2) conjectural reading is not possible when the subject refers to a discourse participant such as *je* or *tu;* 3) is rarely used to express probability; are too strong. In the course of their article, the authors show that these assumptions are indeed not accurate. In particular, they give examples of very common situations in French where future morphology is used to express probable events in the present. When referring to Celle's first assumption, the authors give these examples:

> Elle prendra son bain [c'est pour ça qu'elle ne répond pas au téléphone]/
> She will take a bath [that is why she does not answer the phone]
> Il dormira [c'est pour ça qu'il ne répond pas au téléphone]/
> He will sleep [that is why he does not answer the phone]
>
> (p. 214)

Here they state that French does not have a restriction for epistemic interpretation for *être* and *avoir,* but rather "predicates denoting activities (contrary to what the literature generally assumes) and states combine without difficulty with the simple future in an epistemic reading" (p.213). In relation to the second assumption, De Saussure and Morency explain that if the context is clear enough for the uncertainty interpretation, the modal reading is accessible independent of the person (subject) that the action refers to. The following examples demonstrate their support for the use of future morphology for present time probability with various subjects:

> A: Tu n'es pas bien? You're not well?
> B: J'aurai une petite grippe, voilà tout I will/must have a little flu, that's all.
> A: Tu auras une petite grippe, voilà tout. You will/must have a little flu, that's all.
> A: Que se passe-t-il? What's happening?
> B : Nous serons dans une zone de turbulences, voilà tout. We are just experiencing some turbulance, that's all. (p.213)

Celle's final assumption about the rare use of future morphology for epistemic interpretation is discussed by De Saussure and Morency. They notice that besides dialectal variations of French in different parts of the French-speaking world, the use of morphological future for epistemic interpretation is not as uncommon as it has been considered. The main idea of the article by De Saussure and Morency is summarized in the following sentence: "the epistemic future is possible

only in cases where the represented eventuality has a causal impact on a fact currently relevant to the interlocutors, or an impact on the actions to be presently undertaken in relation to the situation represented" (p.218). In other words, they stress the importance of pragmatics or context over the semantics or aspectual types of verbs used in a given utterance.

As discussed above, both French future and present time probability can be expressed in many different ways: morphologically, syntactically, lexically or semantically. At the same time, they both express events or actions that are not certain. As Palmer (1986) suggests, even languages that have future tenses that are not formally modal, but belong within the inflectional system, often use these tenses for similar purposes. They are used in an assumptive sense, like English *will* and French, Italian and Spanish future morphology. The author continues that in colloquial Spanish, the future tense is normally used not to express future time, but in the epistemic sense. In the meantime, future time is signaled by the verb "*Ir a + Inf*" (p.105).

So far we have seen how Spanish, English and French express future events and probability through using morphological, syntactical and lexical methods. In the next section we will consider language acquisition theory.

2.1.3 Language acquisition and SFP

2.1.3.0 Introduction

In this section, a brief overview of L1 Spanish acquisition of future will be provided, followed by a discussion of the L2 Spanish acquisition of future and probability and the role of L1 transfer.

2.1.3.1 L1 Spanish acquisition of future and probability

While various ways of expressing the future and probability exist in all languages, when it comes to learning a foreign language, these characteristics do not always correspond to the learner's L1 (or other languages he/she may speak). On the one hand, this may create difficulty for language learners for obvious reasons. On the other hand, when there is correspondence in the use of these language characteristics, for example between Spanish and French future tense and probability uses, it can be facilitative for the acquisition of these particular features. In this section we provide a brief overview of L1 Spanish acquisition of future and probability.

As stated in Rodenas et al. (1991), L1 Spanish children acquire future by the age of 4-5, after present and past tenses are acquired. This is explained by the complexity of the concept of future which is the reference to the future events. In order to master this knowledge, Spanish-speaking children have to be able to connect the linguistic and the conceptual components (pp. 225-226). According to the author, like with other tenses, the use of future grows as children get older. Obviously, with sufficient input from their peers and adults, children of any nationality successfully acquire the forms and uses of future and probability. This knowledge is improved by life experience and interaction with others. Overtime, speakers perfect their language use, including such subtleties as using modals and secondary interpretations of language structures, like the present time probability in the three languages that we are concerned with in this paper.

Gili Gaya (1972) reports the results of his study of the use of future by children in Puerto Rico. The author states that the use of morphological future in children is rare until the age of 10-14, and even then there are great individual differences. One of his surprising findings is especially relevant for this study: it was found that the children from a young age used morphological future for probability more often than for future time, taking into consideration the low frequency of epistemic use in speech. They actually rarely or never used the future

morphology for simple future events. The author explains that the uncertainty of the future event has developed a meaning of probability, possibility or hypothesis in the Spanish future. Talking about the adult use of FP in Puerto Rico, the author concludes that they use simple future almost exclusively for the present time probability, rather than for a future event. Consequently, children also use it more with that meaning. He explains that the temporal interpretation of the future form is lost, but not the modal one. He mentions that although there has been no study of children in Spain, based on the speech of the farmers, they also use future more for probability, hesitation and surprise. Gili Gaya concludes that, based on his findings, future has a clear modal sense, not a temporal one, given that it does not express future events, but rather present time.

In summary, we are aware that the acquisition of SFP is a difficult task for native Spanish-speaking children, and it is more common than expected to use future morphology for epistemic use. This is a relevant finding for our research study because it suggests an important change in the use of Spanish future morphology for probability rather than for future time events in this study of Puerto Rican Spanish. It may also be one of the reasons for the teaching of SFP in the classroom since it is more used by native speakers in some parts of the Spanish-speaking world. Next, we will explore the effect of L1 French and English during SFP acquisition by L2 Spanish learners.

2.1.3.2 L2 acquisition and L1 transfer in SFP

One of the goals of this study is to explore how the similarities and the differences between L1 and L2 facilitate or hinder language acquisition. In particular, we examine the acquisition of SFP by language learners whose first or dominant language is French or English. In order to do that, we will briefly review what each of the L1s contributes to the L2 acquisition of SFP.

As we have seen in section *2.1.2.2*, English expresses future tense and present time probability quite differently from French and Spanish. The main difference between English on the one hand and Spanish and French future tense on the other is that the first one uses modal auxiliary verbs *Will/Shall + infinitive*, while the Romance languages use bound morphemes attached to the root of verbs, as one of the ways of expressing a future event. Another common way to express future activities in English is to use the periphrastic "*To be + going to + verb*", which corresponds to the Spanish "*Ir a + Infinitive*" and French "*aller + infinitive*" - periphrastic future. So, for English or French learners using the Spanish periphrastic future should not create any problems because they can usually transfer their native language knowledge into Spanish structure (syntax) and the meaning (semantics). Morphological future tense forms are different from other Spanish verb forms because the future tense endings are added to the stem of the verb. However, it is easier than, for example, the Spanish preterit forms, where there are three types of endings and numerous exceptions. Future morphology has only one set of verb endings and 12 irregular verbs. Until now, it seems that temporal future interpretation would not cause any difficulty for L1 English learners of L2 Spanish due to its relatively simple morphology and the temporal interpretation corresponding to the English one. As we have seen earlier, other ways of expressing future are possible in English: *Present Progressive* and *Present Simple* with temporal adverbs that refer to future time. For example, "I start work next week" and "The train leaves at eight tomorrow morning". Both of these examples refer to future events that are scheduled. An example of a *Present Progressive* use for a future event is: "Louise is coming to the party tonight", which refers to a close future event, which may be planned in advance. However, in French and Spanish *Present Progressive* cannot be used to express future events. As a consequence, where an English speaker feels comfortable using *Present Progressive* to express

a future event, French or Spanish speaker would not use it. Instead, they will opt for a periphrastic or a morphological future tense form.

French, although more similar to Spanish in expressing probability with the help of future morphology, is reported to have limited use of this structure (Celle, 2004-2005, De Saussure and Morency, 2012). Nevertheless, the study of L3 acquisition of SFP conducted by Borg (2013) confirms that the typological similarity between French and Spanish helps in positive transfer from French into Spanish. Therefore, the author suggests that this similarity may be a stronger influence on the acquisition of future of probability than the order of language acquisition.

2.1.4 Summary

To conclude this section, the reader is reminded that Spanish morphological future can have at least two main interpretations: future time events and present time probability (or conjecture) which is also referred to as "epistemic future". The latter expresses how probable the speaker considers the event or action in the present time. Nevertheless, without sufficient context Future tense morphology is generally interpreted with a simple future time, rather than as a probable event in the present. This ambiguity is presented by Bosque y Demonte (2000):

a) En este momento son las diez.
It is ten o'clock at the moment (expresses simultaneity to the present moment).[3]
b) Dentro de un rato serán las diez.
Soon it will be ten (expresses an event posterior to the present moment).
c) *Serán las diez (en este momento).*
It will be ten (at this moment) (expresses the same meaning as a) but with the form of b); as a consequence of this "temporal dislocation" between the central meaning and the temporal reference, a modal interpretation, that of probability, is formed).

The various interpretations and uses of the future morphology in Spanish have been discussed by Batchelor and San Jose (2010), Bosque and Demonte (2000), Butt and Benjamin (2004), Gennari (2002), Gili Gaya (1972, 1973), Lyons (1978), Soto (2008), to name only a few.

[3] The translations for Bosque y Demonte's examples are ours.

On the subject of how learners acquire the future morphology, along with its temporal and epistemic interpretations, Benati (2001), Bruhn de Garavito and Valenzuela (2007) and Borg (2013) have shared their valuable insights. These studies will be addressed in the next chapter.

In summary, for L1 learners, in comparison to foreign language learners, there is an advantage of the surrounding people speaking the language and, therefore, they receive a much richer input and significantly more opportunities to practice the language. A student learning a second or any foreign language in a school or university environment is limited in input and output opportunities. In addition, learning a language as an adult is quite different from learning it as a young child at home. Nevertheless, in spite of an apparent disadvantage of foreign language learners compared to L1 learners, the former have experience of learning a language – their native tongue – which can be a facilitative factor in some language aspects, but at the same time it can interfere in the acquisition. In the following section we will examine the current approaches to language teaching in the classroom.

2.2 Current approaches to language teaching in the classroom

2.2.0 Introduction

Since many variables come into play when conducting studies that have implications for the classroom, we need to be aware of the different approaches and the discussions that surround foreign language acquisition in the classroom. In this section we will review important concepts like *explicit* and *implicit knowledge, explicit* and *implicit focus on form instruction* in the light of SLA and classroom pedagogy.

2.2.1 Explicit and implicit knowledge

This section is dedicated to the description of the explicit and implicit knowledge as it has been debated in the recent SLA literature. The disagreement about explicit and implicit knowledge among researchers has focused on automaticity versus controlled processes, residing in different parts of the brain, being a continuum versus a dichotomy and the ability of explicit knowledge to become implicit and vice versa (N. Ellis, 2004, pp. 228-234). Implicit knowledge is information that is automatically and spontaneously used in language tasks. Brown (2000) points out that children implicitly learn phonological, syntactic, semantic, and pragmatic rules for language, but do not have access to an explicit explanation of those rules. He continues: "implicit processes enable a learner to perform language but not necessarily to cite rules governing the performance" (p. 285). Brown gives examples of the models proposed by three major SLA researchers who turn to explicit/implicit distinction: Bialystok (1978, 1982, 1990), R. Ellis (1994, 1997, 2004) and N. Ellis (1994). For Bialystok (1990), implicit knowledge is equivalent to *unanalyzed* as explicit is to *analyzed* knowledge. Rod Ellis (2004) presents an extensive discussion of what explicit knowledge is and summarizes his definition as follows:

> Explicit L2 knowledge is the declarative and often anomalous knowledge of the phonological, lexical, grammatical, pragmatic, and socio-critical features of an L2 together with the metalanguage for labeling this knowledge. It is held consciously and is learnable and verbalizable. It is typically accessed through controlled processing when L2 learners experience some kind of linguistic difficulty in the use of the L2. Learners vary in the breadth and depth of their L2 explicit knowledge (pp. 244-245).

Further, when discussing different testing methods that tap explicit knowledge, Ellis (2004) proposes that when using Untimed Grammaticality Judgment task (GJT), it can be useful to ask students to directly state what type of knowledge the participants used to give their opinion of the

grammaticality of a sentence (feel or rule), which relatively few studies have asked of their participants. But, he insists:

> …it is precisely this kind of GJT that is best equipped to elicit explicit knowledge. Thus asking learners to confirm the kind of knowledge they used in making grammaticality judgments could help to increase the construct validity of GJTs as a measure of explicit knowledge (i.e., the researcher could discount any judgment that a learner indicated had been made on the basis of implicit knowledge) (p. 265).

Ellis highlights that the construction of tests of explicit knowledge is highly problematic and the impossibility of designing tests that provide pure measures of explicit knowledge as analyzed knowledge must be recognized. Also, no matter what the instrument, learners will be able to use their implicit knowledge to respond to the assessment tasks. Nevertheless, as he argues in his article, there is a clear theoretical need for a valid and reliable measure of explicit knowledge (p. 265). Another important suggestion by Ellis is that sentences that learners have judged ungrammatical may provide the best measure of their explicit knowledge (p. 266). Finally, in his opinion, learners' explicit knowledge cannot be measured by means of a single test but will require multiple instruments to demonstrate concurrent validity.

In this study, we use three tests that attempt to measure our learners' acquired knowledge of the future of probability in Spanish as a result of different types of instruction. These tests are *Untimed Grammaticality Judgment, Written Production* and *Oral Production* Tasks. All three measures, as well as the conditions, will be described in detail in the Methodology section (Chapter 3). However, it should be mentioned, that if we take into consideration the nature of our complex linguistic feature (SFP) that links syntax, morphology, semantics and discourse/pragmatics, it may require not only explicit knowledge, but also implicit in order to successfully perform on the tests that are seemingly directed only at explicit knowledge. This special position of our linguistic feature supports N. Ellis's (2005) view of the interface between

implicit and explicit knowledge. In particular, we assume that the future morphology can be considered explicit knowledge because it requires conscious forms memorization, but having the intuition of when to interpret it as epistemic requires implicit knowledge (subconscious, automatic, intuitive). Therefore, as N. Ellis suggests, although the two kinds of knowledge can be "dissociable", they interact in conscious processing. When it comes to production, both written and oral, it also involves both implicit and explicit knowledge. Certainly, to be fluent in using the future morphology for temporal interpretation (future time), even without the complication of the epistemic interpretation (probability being one of them), it most likely has to become automatic, which brings it closer to implicit knowledge. Therefore, to learn the epistemic interpretation will require more input and output (both in context) than future morphology for temporal use alone, since the rules of the former, although they exist, are not as salient as the rules of the latter.

2.2.2 Focus on form instruction

As seen in Doughty and Williams (1998) and in Ellis and Shintani (2014), in the last few decades there has been a noticeable shift in L2 classroom instruction from strictly form-focused instruction to more emphasis on the functional role of language, which, while approximates to meaning-focused instruction, still maintains the debate around the place of focus on form in language teaching. All the contributors in the Doughty and Williams (1998) edited volume have in common the supporting arguments for the inclusion of focus on form in communicative/meaning-focused instruction. In the introduction to *Focus on Form in Classroom Second Language Acquisition*, Doughty and Williams refer to *grammar* instruction as *focus on form* (pp. 1-2). In particular, they address the controversial question of whether and how to

include *grammar* in L2 instruction. The editors state several reasons for the need of such a discussion in current SLA. First, "when classroom second language learning is entirely experiential and meaning-focused, some linguistic features do not ultimately develop to the target-like levels" (p. 2), which leads to variable success in SLA as opposed to natural first language acquisition. Second, findings in classroom research have demonstrated that "pedagogical interventions in primarily communicative activities can be effective in overcoming classroom limitations in SLA" (p. 2). Based on the discussion of these reasons in previous literature, it is claimed that *focus on form* may be necessary to "push learners beyond communicatively effective language toward target-like second language ability" (p. 2). A weaker claim is that *focus on form*, while not absolutely necessary, "may be a part of a more efficient language learning experience in that it can speed up natural acquisition processes" (p. 2).

The term *focus of form* comes from the Interaction Hypothesis by Long which holds that SLA is a process explicable by neither a purely linguistic *nativist* nor a purely *environmentalist* theory. A crucial site for language development is interaction between learners and other speakers (more proficient speakers, written texts, among others) (Long & Robinson, 1998). According to Long (1991), *focus on form* instruction entails previous understanding of the meaning; after that, the student's attention can be directed to the form (i.e., grammatical form). To quote Long (1991): "focus on *form*… overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (pp. 45-46). Therefore, one fundamental assumption of *focus on form* instruction is that meaning and use must already be evident to the learner at the time that attention is drawn to the linguistic elements needed to get the meaning across. In contrast, *focus on formS* is a synthetic approach to language teaching. It always entails isolation or extraction of linguistic features (i.e., verb

endings, agreement features, greetings or apologies) from context or from communicative activity. *Focus on meaning* is in turn a complete opposite of *focus on formS* since the former excludes focus on formal linguistic features for the purpose of language instruction. In summary, *focus on formS* is limited to formal linguistic elements in isolation from the context; *focus on meaning* concentrates on the meaning while excluding the formal linguistic elements. Finally, *focus on form* incorporates the two by including the formal linguistic elements while concentrating on the meaning.

Long and Robinson (1998) suggest several pedagogical tasks for *focus on form* which "are designed with no specific linguistic focus, targeted to the current or future needs of the learners" (pp. 24-25). Some examples of teacher-designed materials for *focus on form* instruction are:

a) Pair work on problem solving, the solution of which requires them to synthesize information. It involves reading short passages on a specific topic (e.g., economy). Vocabulary can be highlighted for more salient input.
b) Explicit negative feedback can be used: a teacher circulates the class and if notices a pervasive and systematic error, which is remediable at the particular stage of student development, the teacher can interrupt the group work in order to draw attention to the problem.
c) Implicit negative feedback: corrective reformulation of utterances (recasts) is found more effective than models.

In the previous studies that Long and Robinson (1998) review in this article, there has been no consensus found on the results of focus on form (FonF) instruction. For example, while DeKeyser (1998) and Robinson (1997) support the idea that explicit FonF instruction leads to

significantly greater short-term learning than does implicit learning for simple L2 rules, with no advantage for implicit learners over explicitly instructed learners for complex rules, N. Ellis demonstrates a short-term advantage of learners receiving instruction in complex rules, together with structured exposure to examples (in Long and Robinson, 1998).

In conclusion, Long and Robinson summarize their view:

> Given the generally slow, non-linear, and partial nature of much L2 learning, using production measures, especially those demanding native-like performance of target items, as immediate posttests in studies of relative effectiveness of focus on formS, meaning, and form, is likely to underestimate the effectiveness of all three treatments (p. 40).

In other words, in order to improve the results, future studies should allow for longer periods of exposure than has often been the case to date, despite the difficulty of controlling extraneous variables that comes with longer exposure. To reiterate Long and Robinson's idea: short-term studies are likely to underestimate especially *focus on meaning* and *focus on form*, since these two conditions were found to be more effective with complex learning problems – problems whose solutions take time.

In the same edited volume (Doughty and Williams, 1998), Williams and Evans (1998) question what forms are suitable for effective *focus on form* instruction. They suggest four characteristics of such linguistic features:

1. the potential candidate in L2 should be different in a nonobvious way from the equivalent L1 feature;
2. the feature is not salient or is rare in the input;
3. it is not important for successful communication;
4. it is likely to be misinterpreted or misanalyzed by learners.

Reflecting back on the linguistic feature discussed in this paper - Spanish future of probability – it shares all four of these characteristics of potential candidate for FonF instruction, although

with some exceptions. In particular, these are the characteristics of the linguistic feature explored in this study:

1. there is no equivalent of expressing probability with future morphology in English (although *will* is used similarly), but in French it is similar to the Spanish use in both forms and usage;
2. it is limited to specific contexts and Spanish varieties (so, it is not common in natural input);
3. it is not crucial for communication (through meaning negotiation the speaker and listener can understand each other);
4. it is often misinterpreted by non-native speakers (especially without a clear context) because the form of future tense and the meaning of present time probability do not directly correspond to each other.

Lightbown (in Doughty & Williams, 1998) suggests that there is no doubt that a great deal of language acquisition will take place without focused instruction and feedback, when learners are exposed to comprehensible input and opportunities for meaningful interaction, as in the case of study abroad or immersion. However, some features (still not known which) are difficult or impossible to acquire without guidance (p. 196). Therefore, there is no clear decision on the stages of FonF instruction and how it should be incorporated into language instruction.

In summary, Doughty and Williams (1998) stress several ideas on *focus on form* instruction: 1. the fundamental goal of classroom teaching is communication; 2. attention should be brought to the form but not isolated from the communication/meaning; 3. some *focus on form* is applicable to the majority of linguistic forms (rules), but they should be approached differently; 4. leaving learners on their own to figure out the rules is not the best option for

effective learning; 5. certain forms (if they are part of Universal Grammar) do not need to be taught since input is enough; 6. in the case of Spanish, learners may indeed notice forms but may require assistance in sorting out their distribution (frequency versus lack of it); 7. semantically complex linguistic features (tied to both semantics and discourse) must be learned by feel and pedagogical intervention; the learners may be better at correcting these utterances than at giving a rule; 8. explicit *focus on form* (fully and clearly expressed, defined and formulated; readily available) versus implicit (implied or understood though not directly expressed). They conclude the summary with the final remarks: "whatever the pedagogical decision at hand, the primary concern of the teacher should always be the question of how to integrate attention to form and meaning either simultaneously or in some interconnected sequence of tasks and techniques that are implemented throughout the curriculum" (p. 261). In other words, current literature suggests incorporating focus on form with focus on meaning instruction for better results. However, how much of each is necessary for successful language acquisition remains an important question.

Based on this evidence, this research analyzes the acquisition of Spanish future of probability by French and English dominant learners and a possible influence of the type of classroom instruction on its acquisition. In the next section we will review the current states of research in SLA and classroom pedagogy relevant to our study.

2.2.3 Current state of research in foreign language teaching

Approximately 438 million people in the world speak Spanish (424 million are native and 14 million are L2 speakers) and it is the second most spoken language in the world, after Mandarin Chinese, based on the number of native speakers (Salaberry, 2014). Since it is among the most widely spoken languages, its importance for international development makes it a desirable

subject of college instruction. As foreign language instruction becomes more in demand in the modern world, there is noticeably more research being done in SLA and in language teaching. In this section, we will turn to the relationship between Spanish SLA research and classroom pedagogy as discussed in current literature.

Lafford and Salaberry (2003) present a detailed overview of the current state of research in Spanish second language acquisition. In this volume, Grove (in Lafford & Salaberry, 2003) focuses on the instruction methods used in Spanish classrooms. According to him, in spite of a definitely growing interest in Spanish teaching and a great variety of available materials, there is no consensus on what types of activities are more effective for development of learner language proficiency and language acquisition in general. He specifies that materials differ in the emphasis on the formal properties of input and production, how the student/teacher interaction is managed, what techniques are used to elicit student responses. Grove suggests that these differences in the instructional materials come from the theories of SLA. Since none of the theories are proven to be the most adequate, problems continue to exist for language teachers and researchers who rely on learning outcomes as results of specific instructional methods.

Grove (in Lafford & Salaberry, 2003) limits his discussion to the role of grammar instruction, in particular, *focus of form* instruction, which we discussed in the previous section. One of the approaches to improving FonF instruction is based on the *Information Processing Model* from cognitive psychology (McLaughlin, 1987, 1990). It distinguishes between controlled and automatic processes: initial stages of acquisition are slow, but with practice and repetition controlled activities become automatic. In spite of repetitions and stimulus-response sequences in audio-lingual method, it emphasizes meaningful, creative language use (Grove in Lafford & Salaberry, 2003). VanPatten's *Processing Instruction* is a mode of introducing *Information*

Processing principles to instructional practice. Their aim is to "direct learners' attention to relevant features of grammar in the input and to encourage form-meaning mappings that in turn result in better intake" (1993, p. 438). VanPatten and Cadierno's study (1993) was the first empirical study which examined the impact of *Processing Instruction (PI)* on the acquisition of Spanish clitic direct object pronouns. They tested sentence level comprehension and production outcomes of university students who were exposed to input processing versus "traditional instruction" - TI (deductive rule explanation plus oral production practice of an isolated morphosynactic feature). The results suggest significant improvement of the PI group in both interpretation and production, while the TI group only improved in production. The authors interpret the results as support for PI in assisting in acquisition and development of competence, while TI is assisting in learning or enhanced performance (VanPatten & Cadierno, 1993).

For the purpose of our research, one important issue, mentioned in VanPatten (2010), is the complexity of the linguistic feature that is the subject of our study and how it could be treated with the help of PI. In line with VanPatten's idea, Spanish future of probability is probably too complex an issue to be a suitable candidate for PI. There are several reasons for that. First, because of low frequency of this linguistic construct, there will not be enough opportunity for noticing the linguistic feature and the nuances of its use. Consequently, SFP may be processed but not acquired. Another factor that may lead to limited intake is its position at the interface of syntax, semantics, morphology and discourse. VanPatten (2010) supports this in his article by giving the above two reasons for not taking up complex issues (like the SFP). In any case, VanPatten defends his idea of the benefits of IP instruction by stating that his theoretical suggestions should be used together with communicative approaches that can be enhanced by focus on form. VanPatten also comments on the role of output in SLA, since it may seem that

there is no room for it in IP model. He suggests that output can "play a role as a focusing device that draws learners attention to something in the input as mismatches are noted and it may play a role in the development of both fluency and accuracy" (2002, p. 762).

Gass and Selinker (2001) distinguish between Krashen's *comprehensible input* (controlled by the person providing input) and *comprehended input* (controlled by the learner). Later, they proposed an *Integrated model* of SLA: where the *apperceived input* (noticed) becomes *comprehended input*, which is turned into *intake*, followed by the process of *integration* and ending in *output*. Although *input* is considered by most researchers to be crucial for language acquisition, output did not get support from everyone. Grove suggests that Swain (1985, 1995), followed by Gass and Selinker (2001) assigned a central role to output as it "represents more than the product of language knowledge; it is an active part of the entire learning process" because in their model *output* actually feeds *intake* and *comprehended input* (Lafford & Salaberry, 2003, p. 291). Swain (1985) suggests that comprehensible output is important for native-like language proficiency. In her opinion, in addition to comprehensible input, learners need to engage in the production. She points to three basic roles of comprehensible output in SLA:

1. It provides the opportunity for meaningful use of one's linguistic resources in the process of negotiating meaning. Especially valuable is the "pushed language use", which requires the student to find an alternative way of expressing the desired message.
2. Output provides the learner with opportunities to test their linguistic hypotheses to see if they work.
3. It may force the learner to move from semantic processing to syntactic processing. It acts as a trigger that forces attention to the linguistic means of expression.

(Lafford & Salaberry, 2003, p. 296)

Swain comments on some pedagogical implications of the *Output Hypothesis*:

> …just speaking and writing are not enough. Learners must be pushed to make use of their resources; they need to have their linguistic abilities stretched to their fullest; they need to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness and accuracy.
>
> (Lafford & Salaberry, 2003, p. 296)

In relation to the application of the *Pushed Output* for Spanish teaching, Grove quotes his own previous study on output-centered approach. He emphasizes the necessity of building meaningful, appropriate opportunities for production into instruction from the start. This represents contextualized focus on form: production and feedback lead to raised expectations for progress in proficiency development (Lafford & Salaberry, 2003).

In the meantime, according to Grove, White (1987) suggests that negative input is necessary so that learners notice how L2 does not work. In other words, only having positive evidence is not enough for successful language learning (Lafford & Salaberry, 2003). To support the need for negative input, Trahey and White (1993), investigate the effect of *input-flood* (only positive input) on the acquisition of uses of English adverb placement. The results showed that although input-flood affected positively the learners' interlanguage, they did not distinguish between the correct uses and the more general French ones when being tested in English adverb placements. Similar results were found in Williams and Evans's (1998) study of the English participial adjectives and passive constructions. As a result, the group that was exposed to negative input and corrective feedback in addition to input-flood performed better that the strictly input-flood group. The authors interpret their results as an indication that "a focus on form is indeed useful and should be integrated into communicative curricula" (Lafford & Salaberry, 2003, p. 297). However, Norris and Ortega (2001), after conducting a meta-analysis

of FonF methodology, confirm that it is only as effective as traditional focus on forms in promoting linguistic development and that it can work if planned interventions are built in the tasks (Salaberry & Lafford, 2006, p. 43).

The debate about a better teaching technique is not over because finding that balance between form-focused and communicative approaches is still challenging for language instructors. This brief review of previous research in SLA can be summarized as follows: after decades of research and debates in the area of language acquisition and its implications for classroom teaching, language instruction methods have grown from being limited to form focused grammar instruction, through strictly natural approach (meaningful input) to a balance of the two, which incorporates grammar instruction into communicative/meaning based instruction. In the following section we will discuss how the evolution of the approach to Spanish second language teaching has been reflected in the recent Spanish textbooks used in colleges and universities in North America and in Europe.

According to Larsen-Freeman (2003), the traditional way of teaching grammar with the presentation-production-practice model is no longer advocated because presenting grammar rules explicitly and manipulating them through drills or decontextualized production practice does not engage the cognitive processes necessary for grammar acquisition. Techniques for grammar instruction that include the provision of comprehensible input, that engage L2 learning processes such as noticing and making form-meaning connections, and that provide opportunities to use the L2 in meaningful, communicative ways are seen as the most effective ways to help learners acquire the grammar of the target language.

Fernández (2011) examines the question of how the results of the current empirical research in the area of language acquisition are incorporated in the Spanish as L2 textbooks. She

thoroughly reviews the current trends in language teaching including explicit form focused instruction and exercises, input rich meaning based activities and production based instruction which forces learners to practice output before they master language skills. In her analysis of textbooks currently available for Spanish instruction, Fernández explores six beginner level Spanish textbooks, concentrating on the instruction of preterit. Fernández noticed that the textbooks contain very similar methods of explanation: all very brief, explicit, with no inference-based techniques to allow students to deduce the rules from examples. She found that the examples were also very limited and not stimulating. Her findings suggest that although current textbooks attempt to incorporate innovative research in language teaching, they still very much resemble the traditional instruction methods. In other words, grammar is acquired through explicit grammar instruction and controlled production practice. Based on the results of her study, the author concludes that the textbooks reviewed could include more of the activities that reflect the current pedagogical trends. Fernández states:

> On the one hand, by offering just a few input-based activities, most textbooks are leaving out many of the newer approaches that encourage students to notice and connect form with meaning and that could be incorporated to facilitate L2 grammar acquisition. On the other hand, by focusing on controlled practice to promote grammar development, textbooks limit opportunities for deeper syntactic processing, noticing the gap, or hypothesis testing, and the tenets of the interaction hypothesis (p. 165).

The author suggests that language teachers should be more engaged in language acquisition research which in turn will facilitate incorporation of new findings into new teaching materials. That is, textbooks will possibly reflect the changes happening in the area of research in language acquisition. Although Fernández does not specify what changes could benefit new textbooks, she does conclude that half of the textbooks she had analyzed included innovative material, at least in the instructor manuals. Finally, we agree with the author that this hesitation to include new methods of grammar teaching in new textbooks can be attributed to the way

current language instructors were taught the language. She explains that many teachers report their success to be a result of traditional instruction methods: drills, grammar explanations and written exercises that they did when they were L2 learners.

In this section we have reviewed current approaches to language teaching in the classroom. In particular, we looked at the debate around explicit versus implicit knowledge and explicit versus implicit focus on form instruction. Then we examined several studies in SLA and classroom pedagogy, completed by a review of Fernandez's analysis of some current Spanish textbook trends. In the next section we will review the most relevant studies in the acquisition of Spanish future and probability.

2.4 Previous studies on the acquisition of SFP

2.4.0 Introduction

In this section we will present a review of three previous studies in the area of acquisition of future of probability in Spanish: the study by Bruhn de Garavito and Valenzuela (2007) the study by Borg (2013) and my pilot project on the acquisition of SFP (Goundareva, 2013).

2.4.1 Study by Bruhn de Garavito and Valenzuela (2007)

There have not been many studies done on the acquisition of SFP by L2 learners. Bruhn de Garavito and Valenzuela (2007) state that the ambiguity of the interpretation of Spanish future morphology illustrates the interface problem, meaning that the fact that SFP involves morphology, syntax/semantics and pragmatics may result more complex for L2 learners. They mention the aspectual constraints, which do not exist for future tense interpretation, but do exist for epistemic interpretation (i.e., inherently telic verbs do not allow it; therefore, any telic verb used with future morphology is interpreted as a future event). The authors also note that because

Spanish has other ways of expressing probability, it is not absolutely necessary for learners to rely on future morphology to express uncertainty. In this case, why should we even attempt to teach it in class and include it in the course syllabus? A possible answer is: it is necessary for proper interpretation when interacting with native Spanish speakers who manipulate the context to express degrees of certainty when using future morphology. We agree that the use of *Haber de* and *Deber* may be more common in some parts of the Spanish-speaking world, but the future morphology is still widely used for probability in the present time, especially in Spain and, as discussed in Gili Gaya (1972), in Puerto Rico it seems to be used mostly for the epistemic interpretation.

Bruhn de Garavito and Valenzuela (2007) developed two experimental tasks to determine whether advanced learners of Spanish acquire future of probability. The control group consisted of native speakers of Latin American Spanish. One of the tests, the Truth Value Judgment Task gave more clear results than the Oral Conjunction Task. The results of Bruhn de Garavito and Valenzuela's study have shown that advanced L2 learners of Spanish are able to acquire the future of probability in spite of the complexity of this interface phenomenon. What of probability? How can we measure it? As we had mentioned before, besides being able to distinguish the aspectual types of verbs (not necessarily consciously), learners need to have context in order to interpret the future morphology either as future tense or as a probable event in the present. A close interaction between the context (pragmatics), the form (morphology) and the use (syntax/semantics) of the future morphology reminds us of the complexity of this topic for Spanish learners. According to Bruhn de Garavito and Valenzuela's study, their participants were able to distinguish between grammatical and ungrammatical use of state/activity verbs in future of probability context 80% of the time and they had no problem interpreting temporal use

of future morphology: over 90% for both states/activities and accomplishments/achievements. Although the results of their study were reported positive on the interpretation task, those of the production task were inconclusive. The authors suggest that further replication of this study with a different population would be useful.

2.4.1 Study by Borg (2013)

A more recent study was conducted by Borg (2013). The author examined the acquisition of SFP from the third language acquisition perspective. She considered three major language transfer models: The Cumulative Enhancement Model (CEM) (Flynn et al., 2004), the L2 Status Factor (Bardel & Falk, 2007) and the Typological Primacy Model (TPM) (Rothman, 2011)[4]. Borg's study uses a mirror image methodology: the two L3 groups had the same L3 and also the same L1 and L2, but the order in which each group learned their first two languages differed (they learned either English or French first). The third test group consists of L1 English learners of L2 Spanish (with no knowledge of French). The control group included native speakers of Spanish. All participants were university students in either Canada or the United States. The participants completed two tasks: a Truth Value Judgment Task (as in Bruhn de Garavito and Valenzuela, 2007) and a Probability Scale Selection task, which was specifically designed for the study. The results suggest that L3 learners of Spanish were able to correctly interpret temporal and epistemic uses of future tense morphology (p. 19). The author explains that "of the three models for syntactic/morphosyntactic transfer to the L3, the results support most strongly the Typological Primacy Model (TPM) (Rothman, 2011), because they provide evidence for transfer from French for both the ENGL1 (L1 English and L2 French) and FREL1 (L1 French and L2 English) groups. Since the participants in the L1 English without any knowledge of French did

[4] For a review of these models, see Borg (2013).

not perform as well as the other three groups, the results show an advantage and a possible transfer from French into Spanish. However, the Cumulative Enhancement Model (CEM) (Flynn et al., 2004) could also be supported by the results of this experiment, since it states that facilitative transfer can occur from either of the previously acquired languages. It also states that transfer does not occur at all if it is not facilitative in nature. For this reason, it was not possible to truly tease apart the TPM and CEM in this experiment since there is no evidence of negative transfer to the L3, and the transfer that does occur is facilitative only (from French). To tease apart these two models, evidence of non-facilitative transfer in the L3 would have to be established. In conclusion, the results of this experiment suggest that the TPM model is the most relevant for the SFP acquisition because French and Spanish are typologically similar in the use of future morphology for present time probability and therefore the order of acquisition is not as important as the typological proximity of the languages. This similarity provides an advantage for learners of Spanish who speak French as L1 or L2 over L1 English speakers who do not speak French.

In summary, according to the results of the two recent studies on this topic (Bruhn de Garavito and Valenzuela, 2007 and Borg, 2013), SFP can be learned by advanced learners of Spanish and there seems to be an advantage for learners who speak French as L1 or L2 compared to those who only speak English, due to the typological similarity between French and Spanish. In the following section, we will briefly discuss the pilot study that was conducted prior to the current stage of the experiment in this study.

2.4.3 Pilot study

2.4.3.0 Introduction

This pilot study differs from the two mentioned above in its focus on the pedagogy, i.e. how classroom input and interaction can be manipulated for more efficient learning.[5]

This study aims to measure the difference between explicit and implicit FonF instruction of SFP for intermediate learners (B1/2) of L2 Spanish in order to make suggestions for classroom teaching which would facilitate learning of the linguistic feature in question.

2.4.3.1 Research questions and hypotheses

At the pilot stage of the project, three research questions were formulated:

1. Will explicit FonF instruction and explicit corrective feedback have a positive effect on the acquisition of SFP in L2 Spanish learners?

2. Will implicit FonF instruction without explanation of the use of SFP and recasts as a form of corrective feedback have a positive effect on the acquisition of SFP in L2 Spanish learners?

3. Will the participants in the explicit FonF instruction group retain knowledge better than the implicit FonF instruction group over a four-week period or vice versa?

Keeping in mind the three research questions, the following hypotheses were established:

1. If the explicit FonF instruction has a positive effect on the acquisition of SFP, then that group will perform better than the control group on the two tests immediately after instruction.

[5] For more details see Goundareva (2013).

2. If the implicit FonF instruction has a positive effect on the acquisition of SFP, then that group will perform better than the control group on the two tests immediately after instruction.
3. If explicit instruction facilitates long term retention of SFP better than the implicit one, the explicit FonF instructional group will show less change than the implicit FonF instructional group between posttest and the delayed posttest results, and vice versa.

A fourth hypothesis was formulated in the process of the experiment: since French is closer to Spanish compared to English in expressing future tense and probability, and transfer plays a role in L2 acquisition, we can hypothesize that L1 French learners of L2 Spanish will have an advantage over L1 English learners in the acquisition of SFP.

First, we will describe the methodology used. Then we will show the analysis of the results of the experiment, demonstrate to what extent our participants acquired SFP, and finally discuss whether L1 and/or the two methods of instruction and feedback had positive, negative or no influence on their SFP acquisition results.

2.4.3.2 Methodology

Prior to the experiment, all three groups signed a Consent form (see Appendix AC for the control group and Appendix AE for the two experimental groups) and completed a Language Background Questionnaire (see Appendix B) developed for this study. The questionnaire determined what language subgroup they were assigned to: L1 French or L1 English, according to their self-reported dominant language. For both instructional groups a Pretest was administered in order to measure their knowledge of future and SFP prior to the experiment, as well as to examine a possible effect of the instruction on the learners' acquisition later. Immediately after the instruction, the experimental groups completed two tests (posttest):

Untimed Grammaticality Judgment Task and a Limited Written Production Task. Four weeks later they completed a delayed posttest. Each testing period took no more than one hour.

The three groups of participants were formed according to the three instruction types that they received. All the instructions for the 50 minutes experimental lesson were written by the researcher, while all the exercises were collected from textbooks other than *Nuevo Ven 2* (Castro et al, 2009), which were not used at the University of Ottawa at the time of the study. The lesson plans developed for the experiment are presented in Appendix D.

Group A received explicit FonF instruction which included explicit instruction of the forms and the uses of future tense morphology, temporal and epistemic interpretations, explicit corrective feedback throughout the instruction period, four form focused and two meaning based activities. For Group A we used exercises from *Prisma A1 + A2 Fusión, Libro de Ejercicios* (Aixalà Pozas et al., p. 89, 90) and *Prisma A2, Libro de alumno* (Equipo Prisma, 2006-2007, p. 129). The goal of this instructional method was to provide an extensive explanation of the forms and uses of the future morphology with a variety of examples and exercises, while maintaining meaningful communication. The 50 minute lesson started with a thorough explanation and examples of the forms and uses of the future morphology, followed by individual and pair/group, oral and written activities.

The participants in the implicit FonF Group B were provided with meaningful input flood, explanation of future morphology and implicit corrective feedback in the form of recasts. No explicit instruction on the uses of the forms was provided for this experimental group. Therefore, the task of the participants was to deduce the uses of the forms from the examples. Starting the lesson with a comprehension exercise rather than an explicit description of SFP

intended to encourage our participants to comprehend the meaning before knowing what the forms represented. First, as a warm-up exercise they read the text with future forms underlined. Then they completed a True/False comprehension exercise. Finally, they were asked to pay attention to the highlighted forms and to separate them into three groups: present simple, future simple and periphrastic future (ir a + infinitive). Then the instructor explained what those groups represented: three ways of expressing future time in Spanish, followed by the explanation of the regular and irregular verb forms of future with examples of different ways of using the forms, but without explicit instructions of its use for probability. These were followed by four meaning-based exercises, both oral and written, which varied between individual and pair/group work. For Group B *EsEspanol 2* (Alcoba et al., 2001, p. 77) and *Horizontes* (Ascarrunz Gilman et al., 1993) were used.

Finally, the Control Group C received no instruction from the researcher. They followed the syllabus outlined by the course program for ESP 2991 (Fall 2012) in the year prior to the experiment and were enrolled in third or fourth year of Spanish during the time of the experiment. The input and practice for this group came strictly from *Nuevo Ven 2 Libro de Estudiante* (Castro et al., 2009, Unit 2, 4, 6). In Unit 2, the Simple Future is presented for the first time: the forms of regular and irregular verbs are outlined, as well as the uses for future events, predictions and real conditions are presented. There is no mention of the use of future tense for present time probability in this chapter. One exercise follows the explanation, limited to seven frequently used verbs (*hablar, beber, vivir, hacer, salir, saber, poner* and *poder*) (p. 24). In *Nuevo Ven 2 Libro de Ejercicios* (Castro et al., 2009 exercise book), Unit 2 contains a reading comprehension exercise which includes some sentences with future (p. 11). Then in Unit 4 (student book), the SFP is presented together with other ways of expressing degrees of

probability in Spanish (expressions like *seguramente* and *a lo mejor*). One example with SFP is with the verb *estar* and two with *ser* (most common verbs used in SFP). In the exercise book, Unit 4 contains a dialogue (part "Comunicación") where only one sentence is in SFP and exercise 3 (p. 17) asks students to write phrases in the future following a model (only *estar* is present). In the grammar exercises (p.17), # 2 asks to reply by using *seguramente*, *a lo mejor* or future. These sentences provide some context and use verbs like *perder el tren, estarse duchando, comer* and *ir a la playa*. This exercise uses Future Perfect besides Future Simple. In Unit 6, the Future Perfect is presented and is contrasted with the Simple Future in examples and exercises, but only with the verb *ser*, once again. One exercise in the exercise book (p. 25) uses illnesses to practice this structure with the verb *tener.*

To clarify the instruction conditions of the control group, it should be mentioned that this group did not receive any instruction from the researcher; only classroom instruction is assumed as the sole source of information for these participants. Moreover, while the two experimental groups received additional instruction and practice materials, the control group was exposed to higher level of Spanish in general, since they were students of third or fourth year. For this reason, the control group is at no disadvantage compared to the experimental groups, when it comes to learning opportunities. The difference in the three groups is in the approach and the type of feedback. In the following subsection we will describe the tests that were created specifically for this experiment.

2.4.3.3 Tests

In order to measure the effects of our instructional methods, we designed two tasks: an *Untimed Grammaticality Judgment Task (UGJT)* and *a Limited Written Production Task (LWPT)*. The first test (UGJT) was adapted from Bruhn de Garavito and Valenzuela's study (2007) and it

consisted of two sets of materials to measure the participants' sensitivity to epistemic interpretation and the aspectual classes[6]. The total number of items for this task was 60: 40 experimental and 20 distracters. The test aimed to measure acquired knowledge of the future tense morphology and its epistemic uses as a result of explicit and implicit FonF instruction. For the purpose of our study we did not distinguish between explicit and implicit knowledge because for successful acquisition of SFP both types of knowledge are necessary. If our test was sensitive enough, the participants were expected to accept *state* and *activity* verbs in future and epistemic contexts, but reject the ones where probability and future were impossible. Furthermore, we expected the participants to accept only the future tense, but reject the probability context with *accomplishments* and *achievements* because native Spanish speakers do not consider these verbs grammatical in that context. Several examples of such sentences can be seen in Table 1 below.

Table 1: Examples of UGJT items for each condition

Condition	***Example***
Activity: probability possible	Aunque Luis tiene una voz horrible, él insiste en cantar en el concierto. Cuando el maestro de música entra, él oye un ruido insoportable. El maestro dice: - Cantará Luis. **a. aceptable** b. no aceptable c. no lo sé
State: future and probability impossible	Julio llega a su casa con un trofeo después de ganar el campeonato de futbol. Se lo muestra a sus padres. Julio dice: - Mi equipo será el ganador. a. aceptable **b. no aceptable** c. no lo sé
Activity: future only possible	Diego es muy delgado pero quiere ser campeón de boxeo. Sus amigos se ríen de él, pero el entrenador lo defiende:

[6] Although the participants were tested for their sensitivity to the aspectual classes, they did not get any explicit instruction on the difference between the two groups of verbs (states/activities and accomplishments/achievements). Groups A and B had exposure to them only through error correction exercise. We assume that Group C was not exposed to them at all.

	- Diego hará mucho ejercicio para tener éxito. **a. aceptable** b. no aceptable c. no lo sé
Accomplishment: probability impossible	Los investigadores buscan un barco que se hundió en el siglo XIX. Pasa un pescador que oye muchos gritos y pregunta qué pasa. El capitán que no ha visto nada, dice: - Descubrirán el barco hundido. a. aceptable **b. no aceptable** c. no lo sé
Achievement: future only possible	Los mejores amigos de mi hermano se van a casar. Mi hermano dice: - Escucharán una canción romántica en la boda. **a. aceptable** b. no aceptable c. no lo sé

Our participants were presented with the task, where they were instructed to choose one of the three options: a. acceptable b. not acceptable and c. do not know. The first part of each scenario presents context for the situation and the second part is the actual phrase that contains the experimental item. The participants judged the grammaticality of the entire situation, taking into consideration the context and the grammatical structure. In the examples above, the correct responses are in bold.

In the LWPT, the participants were presented with a statement or a question in English or French (according to their self-reported dominant language) and the same statement or question in Spanish with an infinitive of a verb in brackets. A total of 30 tokens were presented: 20 experimental and 10 distracters. The participants were asked to express the meaning of the English or French sentence by writing the correct verb form. Some examples can be seen in the Table 2 below.

Table 2: Examples of LWPT by condition and L1

Conditions	***L1 English***	***L1 French***
Probability	Victoria's watch must cost a lot. El reloj de Victoria (valer) _____ mucho.	Qu'est-ce que mes frères seront en train de faire? ¿Qué (hacer) _____ mis hermanos?
Future tense	How much will the flight cost? ¿Cuánto (valer) _____ el vuelo?	Miguel aura 19 ans le mois prochain. Miguel (tener) _____ 19 años el próximo mes.

If our experimental lesson plans were successful, then we would expect the two experimental groups to translate the verbs in brackets according to the context, which in turn would show whether they acquired future morphology, as well as demonstrate their sensitivity to the use of probability in appropriate contexts. We took into consideration that some students may opt for translating probability with periphrastic *deber* or *haber de*, instead of the future morphology. Similar situation may happen with the future tense interpretation: some participants may opt for a more familiar way of expressing the future, "the periphrastic *ir a + infinitive*". We address these cases in the results and discussion sections. In the next subsection we present the results of the tests.

2.4.3.4 Results

We start this section with the pretest results of the UGJT and the LWPT, followed by posttest (immediately after the instruction session) and delayed posttest results after a four-week period.

2.4.3.4.1 Pretest results

UGJT pretest results show that prior to our instructional sessions the participants in both experimental groups had very little knowledge of the use of future of probability: they rejected all or a majority of both grammatical and ungrammatical tokens, with states and activity verbs. At the same time they accepted most of the cases where probability was impossible with accomplishments and achievements. However, they had no problem accepting sentences where only temporal interpretation was grammatical.

LWPT pretest results also show that our participants had no problem producing Spanish sentences using future morphology where temporal interpretation was appropriate. On the other hand, epistemic interpretation most of the time was not expressed with future morphology but rather in other ways, mostly ungrammatical (according to the context): conditional, present simple without probability adverbs and *Deber*-phrase (with "obligation" meaning). Present simple was the most common option, possibly due to the fact that the context of the sentences clearly referred to present tense. In this case, the participants did not express the probability implied in the sentences. Therefore, we can conclude that they had some knowledge of the future tense, but not of the epistemic use of the future morphology, which suggests that they were at the right level of language development before the experiment. Finally, all three groups were at a similar level of knowledge of SFP before instruction.

2.4.3.4.2 Posttest results

After the instructional sessions, we collected data from the two experimental groups and the control group. Figure 1 (see next page) shows the comparison of the responses of our participants

on UGJT immediately after instruction. Recall that UGJT tested all three groups on interpretation of future morphology by accepting or rejecting sentences in the following five conditions: probability interpretation possible with states and activities), probability and future interpretations impossible with states and activities, future time interpretation possible with states and activities, probability interpretation impossible with accomplishments and achievements and future time interpretation possible with accomplishments and achievements.

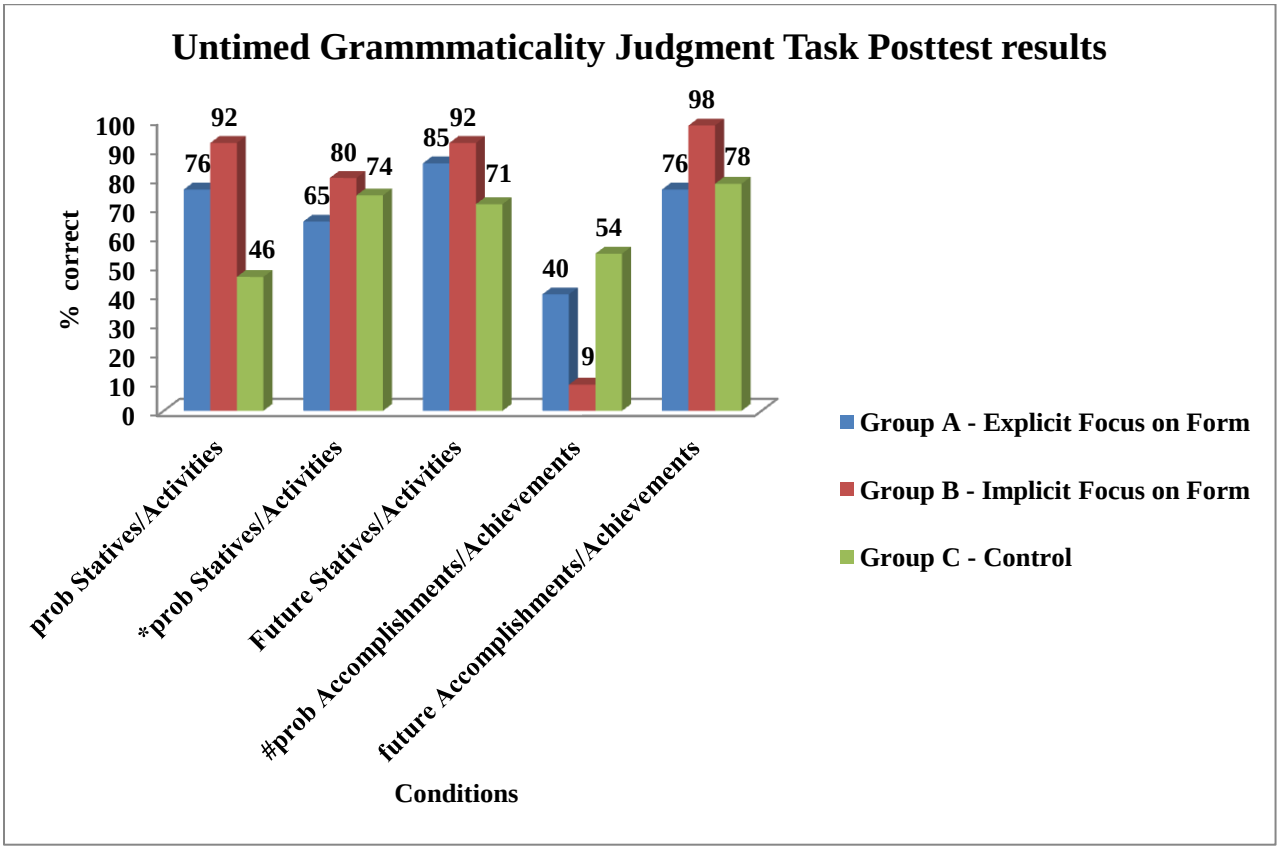


Figure 1: UGJT Posttest results (% correct)

Conditions: Prob Statives/Activities (probability interpretation possible with states and activities),
*Prob Statives/Activities (probability and future interpretations impossible with states and activities),
Future Statives/Activities (future time interpretation possible with states and activities),
#Prob Accomplishments/Achievements (probability interpretation impossible with accomplishments and achievements),
Future Accomplishments/Achievements (future time interpretation possible with accomplishments and achievements).

The scores demonstrate the percentage of correct answers by our participants. We notice a tendency that in general the implicit FonF instruction group B performed better than the explicit FonF group A and the Control group C, because the former accepted the grammatical contexts (future and probability acceptable with activities and states and future with accomplishments and achievements) and rejected the ungrammatical contexts (unacceptable probability with activities and states) better than the latter two groups immediately after the experimental treatment. These results may suggest that more exposure to input with more evidence of what is used in the language and no explicit instruction on the probability usage of Spanish future may have been more beneficial for the acquisition of SFP but did not help to distinguish between telic and atelic verb usage with SFP since all three groups accepted the ungrammatical probability interpretation with accomplishments and achievements.

Figure 2 (next page) presents the percentages of overall responses of our participants on the LWPT Posttest which was designed to measure the production of our participants. We have summarized the responses in the following conditions: F (future morphology), DP (*Deber* Probability), PRES (present simple and present continuous), PF (periphrastic future – ir a + inf) and OTHER, which included conditional, present perfect and past tenses. We should note that "Probability" refers to the condition where sentences are expected to be translated into Spanish using a probability form. Therefore, future morphology, present tense with a probability adverb and *deber* probability expressions are all possible responses in this condition. "Future time", on the other hand, is directed to the temporal interpretation. Therefore, future morphology, periphrastic future and present simple (without a probability adverb) are the target responses. In contrast with the pretest results, after the instruction session our participants in the two experimental groups did not use present simple to express future time. Figure 2 below presents

the overall results of the participants in the Limited Written Production Task immediately after the instruction.

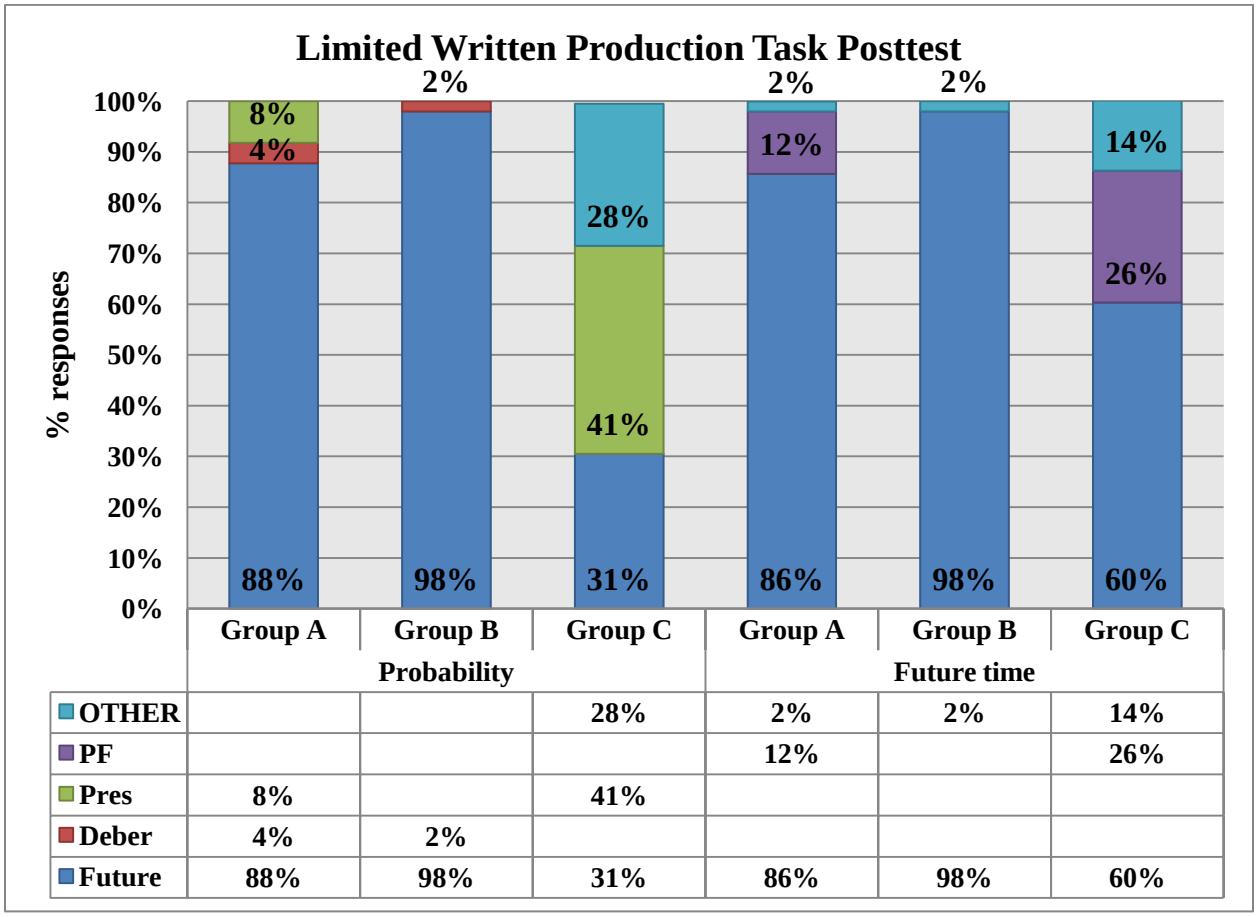


Figure 2: LWPT Posttest results (% distribution of responses)

Responses: F = Future tense, DP = "Deber" probability phrase, PRES = Present tense, PF = Ir a + infinitive, OTHER = all other forms

The results show that the two instructional groups have used future morphology in epistemic conditions correctly more often than the control group. In particular, Group B has shown especially high results (almost 100%) both for probability and for temporal interpretation. Group A (Explicit FonF) shows fairly high results (88% for probability and 86% for future time), compared to 31% and 60 % in the control group. The small difference between the two

instructional groups allows us to conclude that the Implicit FonF Group B has shown slightly better results on the production task, compared to the Explicit FonF Group A and higher scores on using future morphology compared to the control Group C, in both probability and the temporal future contexts. We cannot report any statistical significance of the results because no statistical analysis was done on the Pilot study data. Therefore, all the results discussed in this Pilot study are observed tendencies only.

In order to assess whether the knowledge of French gave our francophone participants an advantage over the Anglophones, given that French is similar to Spanish with respect to future tense and probability, we subdivided the groups based on their L1. In the UGJT posttest, we noticed that both language groups showed relatively high scores in grammaticality judgment with the future morphology for temporal interpretation (in conditions Fut S/A and Fut A/A). It is not surprising that the participants had less difficulty with the temporal interpretation compared to the epistemic one, because the former is used more frequently. It is surprising, however, that L1 French learners of Spanish have scored lower on the temporal interpretation compared to the L1 English learners, although French morphology for future tense is very similar to Spanish. This can be explained by the more common use of periphrastic future instead of the future morphology in both French and Spanish for expressing future time. What especially stands out are the higher scores of L1 French over L1 English learners on grammaticality judgment of the epistemic reading. This can be explained by the closeness of French and Spanish in the way of expressing probability with future morphology. Since the epistemic interpretation is our focus in this experiment, based on the results of the UGJT Posttest, L1 influence is possible here due to positive transfer from L1 French into L2 Spanish. Regarding L1 English, we notice some

possible interference, which is noted in lower scores of L1 English speakers in the epistemic interpretation of Spanish future morphology.

Based on the results of the LWPT of the two language groups separately, we notice that while both L1 groups display high scores on the production of future morphology for epistemic and temporal interpretation, there is an advantage of the L1 French learners over the L1 English learners of L2 Spanish. The scores suggest that the explicit FonF instruction resulted in more successful acquisition for the L1 French participants, while the implicit FonF instruction has shown very close results for both language groups. This interesting finding suggests that implicit FonF instruction may work equally well for our Anglophone and Francophone students, which is a positive result. In the two control groups L1 French participants display better results for the use of future of probability, while L1 English participants show higher scores for temporal interpretation. In the following section we will analyze the results of the Delayed Posttest.

2.4.3.4.3 Delayed Posttest results

The Delayed Posttest was performed by our participants 4 weeks after the Posttest. The control group C did not perform the posttests since the aim of these delayed tasks was to measure the long-term effect of our instruction methods developed for this study. Figure 3 (see next page) shows the distribution of the percentage of correct responses of the two experimental groups at Delayed Posttest of UGJT. We see that after the four-week period since the instruction the implicit FonF instruction group B had better results than the explicit FonF group A on most conditions. This suggests a tendency that the implicit FonF instruction had a better effect on long-term retention of SFP knowledge in our participants.

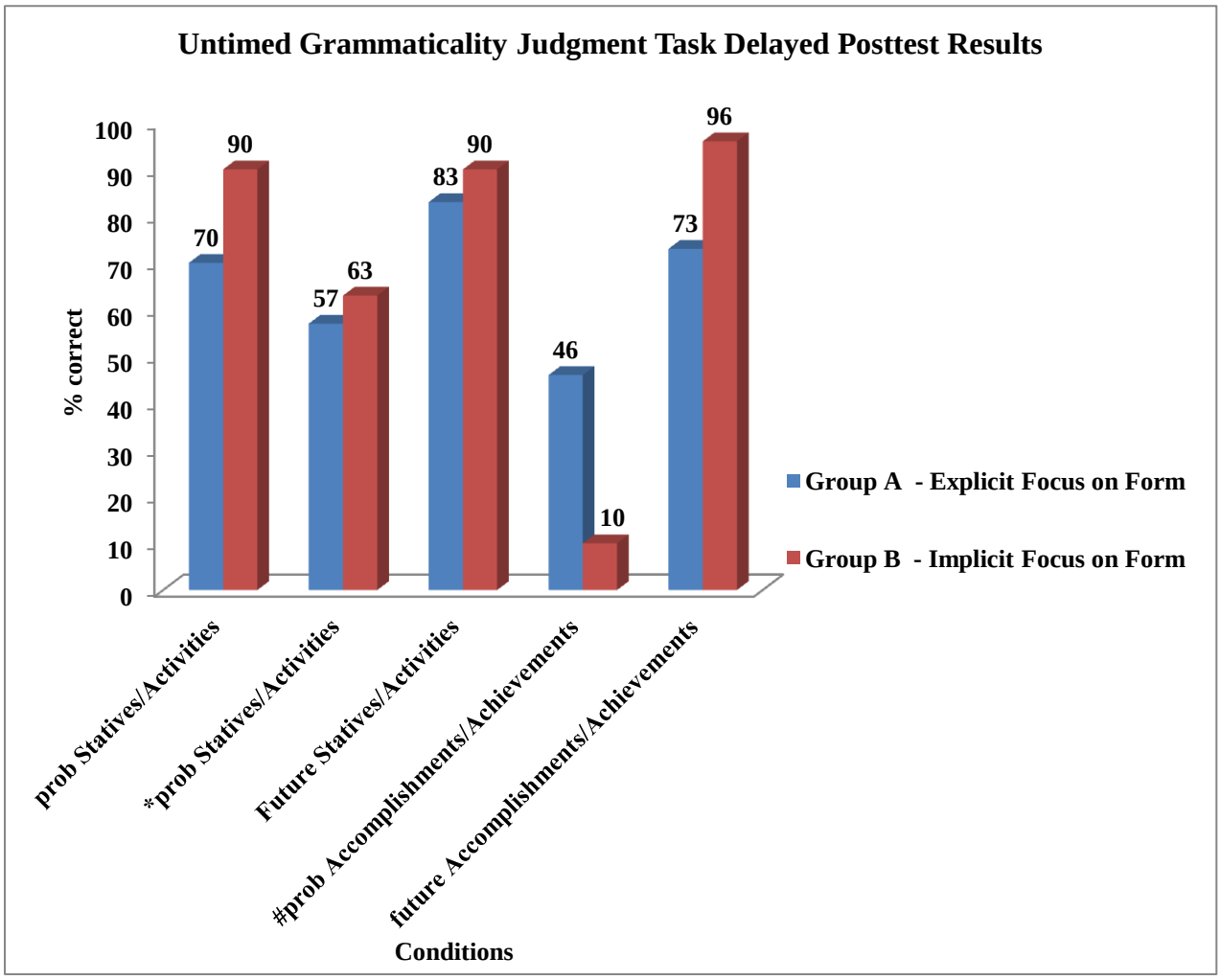


Figure 3: UGJT Delayed posttest results (% correct)

Conditions: Prob Statives/Activities (probability interpretation possible with states and activities),
*Prob Statives/Activities (probability and future interpretations impossible with states and activities),
Future Statives/Activities (future time interpretation possible with states and activities),
#Prob Accomplishments/Achievements (probability interpretation impossible with accomplishments and achievements),
Future Accomplishments/Achievements (future time interpretation possible with accomplishments and achievements).

As shown in Figure 4 below, the LWPT scores remained high after the four-week period since the instruction. Implicit FonF instruction Group B participants in particular demonstrated perfect results: they produced only the morphological future forms for future time and probability

(100%). Explicit FonF Group A showed lower results compared to Group B, especially in the probability use (76%).

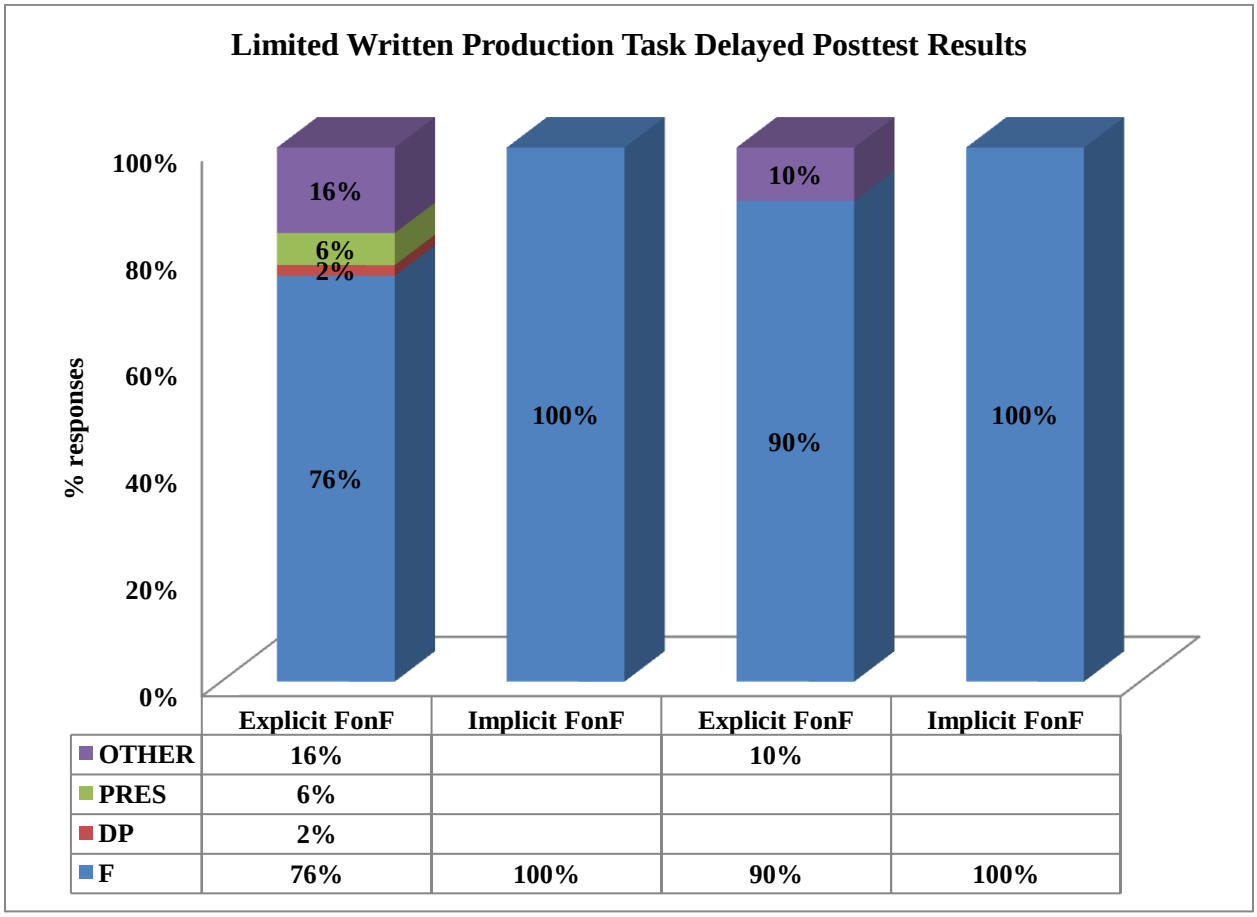


Figure 4: LWPT Delayed posttest results (% distribution or responses)

Responses: F = Future tense, DP = "Deber" probability phrase, PRES = Present tense, OTHER = all other forms

2.4.3.5 Discussion and conclusion

To conclude the pilot project, we address our research questions and hypotheses. First, we asked whether explicit FonF instruction would have a positive effect on the acquisition of SFP in L2 Spanish learners. Second question was whether implicit FonF instruction without explicit instruction of the use of SFP would have a positive effect on the acquisition of SFP in L2

Spanish learners. Based on the results of the two tests at Posttest, we conclude that both instructional methods developed for this experiment had positive immediate effect on the acquisition of SFP in our participants since they improved on the epistemic interpretation and production of the future morphology compared to the control group. Therefore, our responses to research questions 1 and 2 are positive and our first two hypotheses are supported. Based on the results of UGJT and LWPT Posttest, Group B performed better than Group A, which suggests an advantage of implicit FonF instruction over the explicit FonF instruction in both grammaticality judgment and written production of the SFP. Next, we asked whether the participants in the two experimental groups would retain the possible effect of explicit and implicit FonF instruction of SFP after a four-week period. We hypothesized that if explicit instruction facilitates long term retention of SFP better than the implicit one, the explicit FonF instructional group will show less change than the implicit FonF instructional group between posttest and the Delayed Posttest results, and vice versa. Although Group A lost some of the knowledge of SFP, the possible long-term effect of our instruction sessions was positive since both groups demonstrated retention of most or all of the knowledge acquired as a result of instruction and practice during the experimental sessions. In summary, the posttest results do not show much difference between the two instructional groups since they both showed good retention of the acquired knowledge over the four-week period on both tasks. No statistical significant results can be reported for the Pilot study since no statistical analysis was conducted.

Through conducting this pilot study, we asked whether the Explicit or Implicit FonF 50-minute lesson developed for this experiment provided better results in the acquisition of Spanish future of probability compared to the classroom materials currently used in the University of Ottawa program. As for the difference between L1 French versus L1 English learners, we

noticed a possible advantage of the first language group over the second, as was suggested in Borg (2013). While the L1 influence was not the focus of the pilot study, it will be examined in some detail in the main project. After conducting this pilot study, we noticed a possible advantage of the Implicit FonF instruction on the acquisition of SFP and identified several shortcomings of the design and the procedures. Some changes were made at this stage of the experiment as a result of the reevaluation of the pilot study outcome. A fourth hypothesis about a possible influence of the first language of the participants was also born from this pilot and played an important role in the design of the experimental tasks by modifying the Written Production Task which focused on possible L1 transfer from English of French. In the following section, we will review two studies that examined acquisition of the future tense and probability uses in Italian.

2.4.4 Summary

According to the results of Bruhn de Garavito and Valenzuela's study, SFP can be learned, but we still need to look into how it can be presented with maximum positive results for learners. Following in part Bruhn de Garavito and Valenzuela's experimental study, we investigated possible effects of explicit and implicit FonF instruction on the acquisition of SFP. After Bruhn de Garavito and Valenzuela's study we reviewed the study conducted by Borg (2013), who investigated a possible language transfer in the acquisition of SFP by L1/L2 English and L1/L2 French learners of L3 Spanish. She found that French speakers performed better than the Anglophone learners of Spanish who did not know any French. This finding suggests that our L1 French participants would have an advantage over our L1 English participants in learning SFP. This was supported by our pilot project results. We compared explicit and implicit FonF instruction and found that both Anglophone and Francophone students benefitted from the

implicit FonF instruction better which was supported by their interpretation and production task results. However, in all three groups, explicit and implicit FonF and Control, we noticed a tendency of the L1 French group to score higher than the L1 English group in grammaticality judgment and written production of the epistemic future, while the L1 English learners performed better than the L1 French group on the temporal use of future morphology. In the following chapter we present the main study.

CHAPTER 3 - The study

3.0 Introduction

This study examines the difference between explicit and implicit focus on form (FonF) instructions of Spanish future of probability (SFP) for intermediate learners (B1/B2) whose dominant language is either English or French. In this chapter we describe the experiment in detail. First, our research questions and hypotheses are presented, followed by the description of the methodology, including our participants, teaching materials and testing instruments. Finally, we will present the results of each stage of the testing process.

3.1 Research questions and hypotheses

During the pilot stage of this project, we noticed that there was a tendency of the L1 French students to perform better than the L1 English students. Therefore, we added a research question to focus on that aspect of our study. As a result, in total four research questions were formulated to guide the study:

1. Will explicit FonF instruction and explicit corrective feedback have a positive effect on the acquisition of SFP in L2 Spanish learners?

2. Will implicit FonF instruction without explanation of the use of SFP and recasts as a form of corrective feedback have a positive effect on the acquisition of SFP in L2 Spanish learners?

3. Will the participants in the explicit FonF instruction group retain the acquired knowledge better than the implicit FonF instruction group over a four-week period or vice versa?

4. Will L1 French learners have an advantage in SFP acquisition over L1 English learners of Spanish in each experimental condition?

Keeping in mind the research questions, the following hypotheses were established:

1. If the explicit FonF instruction has a positive effect on the acquisition of SFP, then that group will perform better than the control group on the three tasks immediately after instruction.
2. If the implicit FonF instruction has a positive effect on the acquisition of SFP, then that group will perform better than the control group on the three tasks immediately after instruction.
3. If explicit instruction facilitates retention of SFP better than the implicit one, the explicit FonF instructional group will show less change than the implicit FonF instructional group between posttest and the delayed posttest results, and vice versa.
4. Since French is typologically closer to Spanish compared to English in expressing future tense and probability and transfer plays a role in L2 acquisition, L1 French learners of L2 Spanish will have an advantage over L1 English learners of L2 Spanish in the acquisition of SFP.

In the following section we will discuss the methodology used for the experiment.

3.2 Methodology

The experiment consisted of a pretest, a 50-minute lesson, a posttest immediately after the lesson, and a delayed posttest completed four weeks later. After a pilot study was conducted ,

several modifications to the methodology were made and in this chapter we present a revised version of the materials. First, we will describe the participants in the study.

3.2.1 Participants

In total 27 participants were recruited for the study. They were all enrolled in the intermediate (B1/B2) Spanish courses at the University of Ottawa. All the students self-reported as either English or French dominant. We controlled for their level of Spanish as well as their knowledge of English and French since that was crucial for possible language interactions in the results. It is their self-reported dominant language that we refer to in this study as L1 English (N=13) and L1 French (N=14). Second year students (B1, N=20) were randomly assigned to one of the two experimental groups: explicit or implicit focus on form instruction (Groups A and B respectively, N=11 and N=9). The third year students (B2) were assigned to the Control group C (N=7). One of the participants in the Control group did not complete the Delayed posttest; therefore, we only have the results of the first two stages of testing for this subject. More advanced participants were selected for the control group because by the third year of the program they had covered the SFP twice: once during the second year (ESP 2991) and again during the third year (ESP 3991). In the results of the pretest, we found no significant differences between the experimental group participants and the control group even though the latter were enrolled in more advanced courses. Therefore, we believe third year students were a suitable point of comparison for the two experimental groups. The numbers of the participants in each group and their L1 subgroup are summarized in Table 3 below.

Table 3: Participants

Group	**L1**	**N**
Explicit FonF	English	5

	French	6
Implicit FonF	English	5
	French	4
Control	English	3
	French	4 – pretest and posttest 3 - delayed posttest

Groups: Explicit FonF = explicit focus on form, Implicit FonF = implicit focus on form and Control group.
L1 = dominant language;
N = number of participants.

Next, we will describe the procedures of the experimental study.

3.2.2 Procedures[7]

Five instruments were developed for the experiment. First, students enrolled in the intermediate (ESP 2991) and high-intermediate (3991) Spanish courses at the University of Ottawa were invited to participate in the study on teaching and learning of Spanish via a recruitment announcement (see Appendix A) made by email, on Blackboard Learn + and via a classroom announcement by the researcher. Second, those students who expressed an interest in participating in the study contacted the researcher directly via email. They were randomly assigned to one of the instructional groups (those enrolled in ESP 2991) or to the control group (those enrolled in ESP 3991). Prior to meeting with the researcher the participants were asked to complete a language background questionnaire (see Appendix B) and to sign a consent form (see Appendix AC for the control group and AE for the two experimental groups), which were sent to them by email. They returned the signed forms and the questionnaires to the researcher by email. The language background questionnaire determined what language subgroup they were assigned

[7] Research Ethics Board approval was obtained prior to conducting the experiment (Appendix).

to: L1 French or L1 English. From their language background questionnaire we also took into consideration the time they spent in a Spanish-speaking country. This time ranged from zero to four months. Most of the participants took part in extracurricular activities related to the Spanish language and the Hispanic culture (watching movies in Spanish, reading news and newspapers, participating in the Spanish conversation club, movie nights, zumba and salsa lessons, etc.). Nevertheless, they all had limited exposure to Spanish outside of class. The fourth instrument included a battery of tests which were administered before the instruction (pretest), immediately after the instruction (posttest) and four weeks later (delayed posttest) in order to measure an immediate and a long-term effect of instruction. The tests included an *Untimed Grammaticality Judgment Task (UGJT)*, a *Written Production Task (WPT)* and an *Oral Production Task (OPT)*. There are three lists for each of the three tests for the three times of testing. Complete tests (not randomized) can be found in the Appendix C. They are also discussed in more detail in the following section 3.2.3. The fifth instrument includes the teaching materials for the supplementary 50-minute lesson developed for the project (see Appendix D). They are also discussed in the upcoming section 3.2.4. The Table 4 below summarizes the procedures of the experiment along with the timeline of the steps.

Table 4: Summary of procedures and timeline of the experimental tasks

Procedures	Explicit FonF	Implicit FonF	Control	In-class instruction
Pre-test	09/15/14-09/29/14	09/15/14-10/01/14	09/17/14	Unit 2 (ESP2991)
10/06/14 Treatment (additional 50-minute lesson)	Explicit instruction of Future morphology (regular and irregular forms), future time and SFP.	Meaningful input flood, explicit instruction of Future morphology (regular and irregular), students deduce the uses from examples; forms are	N/A	Introduction to the future morphology ESP3991 Nothing on SFP

		highlighted.		
Corrective feedback	Explicit corrective feedback (oral error correction and explanation).	Recasts (repeating the correct response without explanation).	N/A	
Communicative interaction	YES	YES	N/A	
Activities	4 form-focused and 2 meaning-focused exercises.	Comprehension warm-up exercise, 1 form-focused and 4 meaning-focused exercises.	N/A	
Wrap-up	Present time probability can be expressed with future morphology with verbs that are not delimited by time or object.	Review of the forms and uses of future.	N/A	
Post-test	10/06/14-10/15/14	10/06/14-10/09/14	10/09/14	End of October-beginning of November Unit 4 (ESP2991)
Delayed post-test	11/3/14-11/10/14	11/1/14-11/6/14	11/3/14-11/21/14	SFP presented together with other ways of expressing probability ESP3991 Review of uses of probability, including SFP

3.2.3 Tasks

We start this section with a description of the *Untimed Grammaticality Judgment*, followed by the *Written Production* and the *Oral Production tasks*.

3.2.3.1 Untimed Grammaticality Judgment Task

Untimed Grammaticality Judgment Task (UGJT) consists of two experimental conditions, divided into three subconditions aimed at acceptability judgments of the use of future morphology in context. The first condition includes activity verbs in the following subconditions:

a. probability interpretation acceptable;

b. probability or future time interpretation not acceptable;

c. only future time interpretation acceptable.

The second condition includes state verbs with the same three subconditions:

a. probability interpretation acceptable;

b. probability or future interpretation unacceptable;

c. future time interpretation only acceptable.

The third condition consists of distracters: grammatical and ungrammatical situations with state, activity, accomplishment and achievement verbs in periphrastic future forms[8]. The participants rated the responses by choosing one of the four options: "1. no aceptable 2. más o menos

[8] After the pilot study, probability contexts with accomplishments and achievements in the UGJT were rejected by all the participants. Therefore, since these items were not controversial for the pilot testing participants and in order to keep the task length manageable for the participants, these items were not included in the revised version. Otherwise, the test was kept the same as during the pilot study.

aceptable 3. completamente aceptable 4. no lo sé". Remember that activity and state verbs can be interpreted as epistemic in some contexts, while accomplishments and achievements do not allow such an interpretation. Therefore, in this task we examine how the participants acquire the use of probability with state and activity verbs. The ungrammatical items will help us make sure students understand the sentences and do not simply guess. We expect them to reject the unacceptable contexts (conditions (b) for state and activity verbs) and accept the probability and future time contexts (conditions (a) and (c) for activities and states). "No aceptable" response received one point, "más o menos aceptable" receives two points and "completamente aceptable" received three points. A negligible number of "No lo sé" responses were discarded because they did not demonstrate a preference of acceptability but were a necessary option to include in the task in order not to force the participants to choose an option they were not sure about. The averages for each condition and for each participant were counted as scores. High acceptance rate is considered between scores "2" and "3", while rejection is anything between "1" and "2". In total there are 40 items in each of the three lists of the test. The examples of the items of this task can be seen in Table 5 below. For a complete set of task items, see Appendix C. The examples are presented in Spanish, followed by a gloss and an English translation of each item.

Table 5: Untimed Grammaticality Judgment Task item examples

Condition	***Escoger la opción más adecuada según el contexto/ Based on the context choose the most suitable option***
STa	La profesora le pregunta a Pati por qué Juan no está en la clase. Pati contesta: -Estará enfermo. The professor her asks to Pati why Juan not is in the classroom. Pati replies: - (3psing) will be sick.

	"The professor asks Pati why Juan is not in class. Pati replies: - He must/will be sick." 1. no aceptable 2. más o menos aceptable **3. completamente aceptable** 4. no lo sé
STb	Solamente la secretaria sabe dónde está el informe. Cuando el jefe pregunta por él, la secretaria dice: - Estará en el cajón. Only the secretary knows where is the report. When the boss asks for it the secretary says: - (3psing)Will be in the drawer. "Only the secretary knows where the report is. When the boss asks about it, the secretary says: - It must be/will be in the drawer." **1. no aceptable** 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
STc	María tiene vacaciones. Tiene muchas ganas de estar en la playa una semana entera. Su compañera piensa: - ¡Qué suerte! Estará en Acapulco. Maria has vacations. Wants a lot to be on the beach a week whole. Her colleague thinks: - How lucky! (3psing) Will be in Acapulco. "Maria has vacations. She really wants to spend a whole week on the beach. Her colleague thinks: - So lucky! She'll be in Acapulco." 1. no aceptable 2. más o menos aceptable **3. completamente aceptable** 4. no lo sé
ACTa	Aunque Carlota es muy inteligente, saca notas muy bajas en ciencias. Su padre dice: - Pues estudiará poco. Although Carlota is very intelligent, gets grades very low in sciences. Her father says: - Well (3psing) will/must study little. "Although Carlota is very smart, she gets very bad grades in sciences. Her father says: - Well, she must not study enough." 1. no aceptable 2. más o menos aceptable **3. completamente aceptable** 4. no lo sé

ACTb	La madre de María sabe dónde está su hija y se pregunta: - ¿María estudiará en la biblioteca? The mother of Maria knows where is POSS3psing daughter and (self) 3psing asks: - Maria will study in the library? "Maria's mother knows where her daughter is and she asks herself: - I wonder if Maria is in the library." **1. no aceptable** 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACTc	Michelle sacó una "F" en un examen. Antes del próximo examen, su padre llama a la profesora y le dice: - Para el próximo examen, Michelle estudiará mucho. Michelle got an "F" on the exam. Before of the next exam her father calls to the professor and to 3psing tells: - For the next exam, Michelle will study a lot. "Michelle got an "F" on an exam. Before the next exam her father calls the professor and tells her: - For the next exam Michelle will study a lot." 1.no aceptable 2. más o menos aceptable **3. completamente aceptable** 4. no lo sé
D5	En la fiesta de cumpleaños de Pepe, los niños están jugando con una pelota en la sala. Un amiguito le dice a Pepe que va a tirarla. Pepe grita: - Vas a romper la televisión. At the party of birthday of Pepe, the children are playing with a ball in the living-room. A friend him tells to Pepe that (3psing) is going to throw-her. Pepe yells: - You are going to break the TV. "At Pepe's birthday party the children are playing ball in the living-room. Pepe's friend tells him that he's going to throw it. Pepe yells: You'll break the TV." 1. no aceptable 2. más o menos aceptable **3. completamente aceptable** 4. no lo sé
	Los padres de Mauricio no saben dónde está el hijo. La mamá le pregunta al papá dónde está Mauricio. El papá contesta: - Va a estar en el gimnasio.

D6	The parents of Mauricio not know where is the son. The mother him asks to the father where is Mauricio. The father replies: - He is going to be at the gym. "Mauricio's parents don't know where their son is. The mother asks the father where is Mauricio. The father replies: - He's going to be at the gym." **1. no aceptable** 2. más o menos aceptable 3. completamente aceptable 4. no lo sé

STa = state verbs in probability acceptable context, STb = state verbs in probability or future unacceptable context, STc = state verbs in future time context, ACTa = activity verbs in probability acceptable context, ACTb = activity verb in probability or future unacceptable context, ACTc = activity verbs in future time context, D = distractors, periphrastic future items.

The data was coded using the Excel program and analyzed using the SPSS program. The data of each participant was sorted by the group they belonged to (Explicit FonF, Implicit FonF and Control), by first language (L1 English and L1 French) and by condition. Each response was entered in EXCEL spreadsheet by participant and by the item (condition). Since each condition included five items, an average score of the five items was the score used for statistical analysis for that condition. For example, if a participant answered on the five items "3, 3, 2, 2, 3", the average is 2.6/3. In the following section we will describe the second task – the *Written Production Task.*

3.2.3.2 Written Production Task

The *Written Production Task* is a translation task: for the L1 English participants, the translation was done from English into Spanish, and for L1 French – from French into Spanish. These were aimed at the intuition of the learners about the expression of conjecture and future events and to explore possible L1 transfer. This test was different from the LWPT designed for the Pilot study because in the latter the participants were provided with a sentence in English or French to be translated and a sentence in Spanish where they only had to conjugate the verb in brackets. That seemed to limit the options of the participants to express the original sentence meaning in a way

they felt most comfortable to do. Therefore, for the final version of the task, the participants were provided with an original sentence in English or French and the verb to be used, but without a sentence structure in Spanish. The examples are presented in Table 6 (French) and Table 7 (English) below:

Table 6: Translate the statements from French into Spanish using the verbs in parenthesis (the instructions are given in Spanish)

Condition	***Example***
State + probability	Je me demande quelle heure il est. (ser) I me ask what time it is. (to be) "I wonder what time it is (to be)."
State + future	Je me demande qui sera le gagnant le mois prochain? (ser) I me ask who will be the winner the month next. (to be) "I wonder who will be the winner next month. (to be)"
State + past	Juan Pablo était médecin. (ser) Juan Pablo was doctor. (to be) "Juan Pablo was a doctor. (to be)"
Activity + probability	Je me demande si mes frères sont en train de faire leur travail. (hacer) I me ask if my brothers are doing their work (to do). "I wonder if my brothers are doing their work (to do)."
Activity + future	Jean fera-t-il son devoir ce soir ? (hacer) Jean will do-he his homework this evening. (to do) "I wonder if Jean will do his homework tonight. (to do)"
Activity + past	Que faisaient-ils dans le jardin? (hacer) What did (IMP)-they in the garden? (to do) "What were they doing in the garden (to do)."
Telic + probability	Je me demande où Olga se fait couper les cheveux. (cortarse) I me ask where Olga self-does cut the hair. (to cut-self) "I wonder where Olga gets her hair cut. (to get her hair cut)"

Telic + future	Joanne se coupera les cheveux demain. (cortarse) Joanne self-will cut the hair tomorrow. (to cut-self) "Joanne will have her hair cut tomorrow. (to get her hair cut)"
Telic + past	Harry s'est coupé au doigt. (cortarse) Harry self-cut(PRET) at finger. (to cut-self) "Harry cut his finger. (to cut yourself)"

Table 7: Translate the statements from English into Spanish using the verbs in parenthesis (the instructions are given in Spanish)

Condition	***Example***
State + probability	I wonder what time it is. (ser)
State + future	I wonder who will be the winner. (ser)
State + past	Juan Pablo was a doctor. (ser)
Activity + probability	I wonder what my brothers are doing right now. (hacer)
Activity + future	Will Gina do her homework tonight? (hacer)
Activity + past	What did they do in the garden? (hacer)
Telic + probability	I wonder where Olga has her hair cut. (cortarse)
Telic + future	Juanita will cut her own hair. (cortarse)
Telic + past	When did you cut your finger? (cortarse)

For a complete set of items for the translation task, see Appendix C. A sample of responses from the participants over the three testing times is given in Table 8 below. We first present the original test item sentences given to the participants in French or in English, followed by their Spanish responses and the glosses in English. The examples across time are presented to illustrate the participants change in responses over time: from pretest, to posttest, to delayed posttest. The translations in the examples are some of the possible answers expected from the participants.

Table 8: Written Production Task (examples of participants' responses)

Participant	*Condition*	*Pretest*	*Posttest*	*Delayed posttest*
11 AE	Activity + probability *Hacer/to do*	I wonder what my brothers are doing right now. *Me pregunto que mis hermanos están haciendo ahora.* *"Me-ask what my brothers are doing now."*	I wonder what Juan is doing. *Me pregunto qué Juan hará.* *"Me-ask what Juan will do."*	I wonder what my friends are doing right now. *Me pregunto lo que mis amigos harán en este momento.* "Me-ask that what my friends will do at this moment."
14AE	State + probability *Ser/to be*	I wonder what time it is. *Me pregunto qué hora es.* *"Me-ask what time is."*	I wonder what date it is. *Me pregunto qué es la fecha/ ¿Qué será la fecha?* *"Me-ask what is the date/ What will be the date?"*	I wonder what the professor is like. *¿Cómo será el profesor?* *"How will be the professor?"*
13AE	Telic + probability *Robar/ to steal*	I wonder who always steals my newspaper. *¿Quién siempre robará mi periódico?* *"Who always will steal my newspaper?"*	I wonder who always steals my food. *¿Quién siempre robará mi comida?* *"Who always will steal my food?"*	I wonder who always steals my lunch. *¿Quién siempre robará mi almuerzo?* *"Who always will steal my lunch?"*
12BE	State + future *Dormir/ to sleep*	Tonight I will sleep well. *Esta noche voy a dormir bien.* *"This night I will sleep well."*	Tonight you will sleep well. *Esta noche dormirás bien.* *"This night you will sleep well."*	Tonight Joanna will sleep well. *Esta noche Joanna dormirá bien.* *"This night Joanna will sleep well."*
12BF	Activity + future *Leer/to read*	Je lirai ce livre plus tard. *Voy a leer este libro más tarde.* *"I go to read this book more late."*	Je lirai ce livre demain. *Leeré este libro mañana.* *"I will read this book tomorrow."*	Je lirai ce magazine plus tard. *Leeré esta revista más tarde.* *"I will read this magazine more late."*
11CF	State + probability	Dans ce moment ma mère doit être dans son bureau. *En este momento mi madre estará en su*	Dans ce moment le directeur doit être dans son bureau. *En este momento el*	Dans ce moment mon père doit être dans son bureau. *En este momento mi*

	Estar/to be	*oficina.* *"In this moment my mother will be in her office."*	*director estará en su oficina.* *"In this moment the director will be in his office."*	*padre estará en su oficina.* *"In this moment my father will be in his office."*
12CF	Telic + probability *Cortarse/* *Cut (self)*	Je me demande où Olga se fait couper les cheveux. *Me pregunto dónde Olga se corta su pelo.* *"Me ask where Olga self-cuts her hair."*	Je me demande où Ted se fait couper les cheveux. *Me pregunto dónde Ted se corta su pelo.* *"Me ask where Ted self-cuts his hair."*	Je me demande où Pamela se fait couper les cheveux. *Me pregunto dónde Pamela se corta su pelo.* *"Me ask where Pamela self-cuts her hair."*

AE = group A (Explicit Focus on form) L1 English; AF = group A L1 French; BE = group B (Implicit Focus on form) L1 English; BF = group B L1 French, CF = control group L1 English.

Each of the three lists of 45 items included five state verbs, five activity verbs and five telic verbs (including accomplishments and achievements). These types of verbs were presented in three contexts: a – present time probability, b – future time, c – past tense (distracters). We were interested to see whether the participants would translate probability situations with future tense forms when possible (for state and activity verbs) or with other ways, when it is impossible (telic verbs which do not allow epistemic interpretation of the future morphology in Spanish). We also looked at the difference between L1 French and L1 English learners to possibly find support for language transfer models. In particular, we expect the L1 French participants to use more SFP with state verbs, compared to the L1 English participants, since it is used in French with a subset of state verbs to express present time probability.

Since we were interested in how the participants acquired the use of future morphology for epistemic use, we coded the instances of correct use of future in epistemic contexts. The participants were expected to use future with activity and state verbs in probability and future time context but not with accomplishments and achievements in probability contexts. We

examined possible differences between the instructional groups as well as the L1 groups. The percentage of the correct use of future morphology are reported and discussed in the Results section.

3.2.3.3 Oral Production Task

The final task was an *Oral Production task (OPT)*. It was added after the pilot study in order to have an additional measure for the acquired knowledge. This oral task was aimed at tapping into the implicit and knowledge as well as a possible L1 transfer in the use of SFP. Since the previous two tasks (UGJT and WPT) allowed time for the participants to think about their answers, we designed an online task which would elicit their immediate response. The participants were presented with a written statement or a question which was read out loud by the researcher. They were then asked to express their reaction to the heard statement in a form of a supposition or a question using a given verb. The researcher recorded the participant's responses with a digital recorder. There were three lists of experimental items randomized for each instructional/control group across the three testing times. The total number of items in each list was 14. The experimental conditions included five state and five activity verbs, while the distracter conditions included two accomplishment and two achievement verbs. All sentences were aimed at probability contexts but the participants were not instructed to use the future morphology specifically. All the experimental groups' participants were tested before the instruction, immediately after and four weeks later. The control group was tested at the same time with the other groups, in order to control for possible timing effect differences. Examples from the List A are in Table 9 below. The complete set of items for all three tests can be found in Appendix C. The glosses and translations of the sample items are provided below.

Table 9: Sample of test items for the Oral Production Task

Condition	*Test item*
S1	No encuentro mis lentes. (estar) Not I-find my glasses (to be). I can't find my glasses (to be).
ACT1	Nuria siempre saca buenas notas. (estudiar) Nuria always gets good grades (study). Nuria always gets good grades (study).
ACC1	Jorge está ocupado. (dibujar un retrato) Jorge is busy (draw a portrait). Jorge is busy (draw a portrait).
ACH1	Brenda no encuentra su cartera. (perder) Brenda not find her wallet (lose). Brenda can't find her wallet (lose).

S = state verbs, ACT = activity verbs, ACC = accomplishment verbs, ACH = achievement verbs

The participants were not restricted in the use of the future morphology specifically; therefore they often opted for other ways of expressing probability in Spanish. In the analysis of the results of the oral production task, we report the use of the future morphology only. The participants were rated for a percentage of correct use of future morphology in epistemic contexts. Some examples of the responses given by the participants in the *OPT* are presented in Table 10 below. The examples were sampled randomly. The pretest, posttest and delayed posttest columns are presented in the following order: a stimulus sentence or question, a response from the student, followed by the gloss of the stimulus and the response.

Table 10: Oral production task response sample (glosses are in quotation marks)

Subject	*Condition/verb*	*Pretest*	*Posttest*	*Delayed posttest*

AE	Activity *hacer ejercicio/ to exercise*	- ¿Cómo Norma se mantiene en forma? - Norma *hace ejercicio* para mantenerse en forma. "- How Norma self-maintain in shape? - Norma *does exercise* for maintain-self in shape."	- Rosa ha bajado de peso. - Rosa *estaba haciendo ejercicio*. "- Rosa has lost of weight. - Rosa *was doing exercise*."	- Francisco se ve muy fuerte. - Francisco *está haciendo ejercicio.* "- Francisco self-see very strong. – Francisco *is doing exercise*."
BE	Activity *trabajar/ to work*	- Mark siempre va al trabajo en bicicleta. - ¿Dónde *trabaja* Mark? "- Mark always goes to the work on bicycle. - Where *works* Mark?"	- A Bárbara le gusta trabajar con niños, pero no sé qué hace. - ¿Dónde *trabajará* Bárbara? "- To Barbara to her like work with children, but not I know what does (she). - Where *will work* Barbara?"	- Mis vecinos cuidan mucho su jardín. - Mis vecinos *trabajarán* mucho. "- My neighbors care much their garden. - My neighbors *will work* a lot."
CE	State *Haber/ there is/are*	-¿Sabes si hay mucha gente en la playa? - *Habrá* mucha gente en la playa. "-You know if there are many people on the beach? - *There will be* many people on the beach."	- Parece que hay un montón de estudiantes en tu clase. - *Habrá* un montón de estudiantes en mi clase. "- *Seems that there are* lots of students in your class. - There will be a lot of students in my class."	- Hay muchas botellas de vino en la fiesta pero no sé cuántas hay exactamente. - *Habrá* muchas botellas de vino. "- *There* are many bottles of wine at the party but not I know how many there are exactly. - *There will be* many bottles of wine."
AF	Telic *Perder/* *to lose*	- Brenda no encuentra su cartera. - Brenda *perdió* su cartera. "- Brenda not find her wallet. - Brenda *lost* her	-Nadia no sabe dónde están sus lentes. -*Perderá* sus lentes. "- Nadia not know where are her glasses.	- Patricia no encuentra las llaves del coche. -Las *perderá*. "- Patricia not find the keys of the car.

		wallet.”	- *Will lose* her glasses.”	- Them *will lose*.”
BF	State *Llamarse/ to be called*	- No recuerdo el nombre del profesor. - Creo que *se llama* Luis. “- Not remember the name of the professor. - I think that *is called* Luis.”	- No recuerdo el nombre de la madre de mi novio. - *Se llamará* Maria. “- Not remember the name of the mother of my boyfriend. - W*ill be called* Maria.”	- No conozco este doctor. - *Se llamará* doctor Luis. “- Not I know this doctor. - *Is called* doctor Luis.”
CF	Telic *Perder/to lose*	- Brenda no encuentra su cartera. - Lo *había perdido*. “- Brenda not find her wallet. - It *had lost*.”	- Hanna no sabe dónde están sus lentes. - Les *perderá* ayer noche. “- Hanna not knows where are her glasses. - Them *will lose* yesterday night.”	- Patricia no encuentra las llaves del coche. - Les *perdió* a la escuela. “- Patricia not find the keys of the car. - Them *lost* at the school.”

AE = explicit focus on form L1 English group; BE = implicit focus on form L1 English group; CE = control L1 English group; AF = explicit focus on form L1 French group; BF = implicit focus on form L1 French group; CF = control L1 French group.

In the following section we will present the instructional materials used for the lessons plans for this research project.

3.2.4 Instructional materials

After the pretest, we arranged for the participants in the two experimental groups to meet the researcher for a supplementary 50-minute instructional session, which is the same length as a regular class time. Since we worked with two different instructional groups (and approaches) the lessons for each experimental group took place at different times. No major changes were made in the instructional materials since no issues arose during the pilot instructional sessions. The description of the instructional materials used for this study can be seen in Appendix D (Lesson plans for Groups A and B). Next, we will describe in detail each of the lesson plans used for the

supplementary instruction sessions. For a timeline of the experimental tasks refer to Table 4 (Section 3.2.2).

3.2.4.1 Explicit Focus on form Group A

Group A received explicit focus on form instruction, which included explicit instruction of the forms and the uses of future tense morphology, temporal and epistemic interpretations, explicit corrective feedback throughout the instruction period, mostly form focused and some meaning based exercises. For Group A, we used exercises from *Prisma A1 + A2 Fusión, Libro de Ejercicios* (Aixalà Pozas, 2008, p. 89-90), *Prisma A2, Libro de alumno* (Equipo Prisma, 2006-2007, p. 129). The goal of this instructional method was to provide an extensive explanation of the forms and uses of the future morphology with a variety of examples and exercises, while maintaining meaningful communication. The lesson started with a thorough explanation of the forms and uses of the future morphology, followed by examples which call attention to the forms and usage. The explanation was followed by six exercises, four of them were form focused and two were meaning focused, which varied between individual and pair/group, oral and written work activities. Explicit corrective feedback was provided when necessary. For example, in the exercise #2 students were asked to conjugate the verbs in future:

- ¿Crees que Richard Richardson (ser) _____ muy mayor?

– No sé, me imagino que (tener) _____ más o menos mi edad, así que no es muy mayor.

If a student replied with *es* and *tiene*, instead of *será* and *tendrá*, the instructor corrected the student by giving the correct forms and explaining that in the context of uncertainty future forms are used, not the present tense[9]. For a detailed lesson plan for the explicit FonF group, see

[9] Students in the two experimental groups were not familiar with the subjunctive at the time of the supplementary lesson; therefore, this option of expression doubt or probability was not presented or tested during the study.

Appendix D, Group A. Next, we present an overview of the materials used for the implicit FonF instruction Group B.

3.2.4.2 Implicit focus on form Group B

The participants in Group B (implicit FonF) were provided with meaningful input flood and an explanation of the morphology of the future, but no explicit instruction of the uses of the forms or explicit error correction. Therefore, the task of the participants was to deduce the uses of the forms from the examples and they received implicit corrective feedback in the form of recasts. Starting the lesson with a comprehension exercise rather than an explicit description of SFP was intended to encourage our participants to comprehend and process the meaning before knowing what the forms represented. First, they read the text with future forms underlined, and then they completed a True/False comprehension exercise. Finally, they were asked to pay attention to the highlighted forms and to separate them into three groups. After that, the instructor explained what those groups represented: three ways of expressing future time in Spanish (periphrastic future, simple present and simple future). The warm-up exercise was followed by the grammar explanation of the regular and irregular verb forms of future with examples of different ways of using the forms, but without explicit instructions of its use for probability. These were followed by one form-focused and four meaning-based exercises, both oral and written. They also varied between individual and pair/group work. For Group B *EsEspañol 2* (Alcoba et al., 2001, p. 77) and *Horizontes* (Ascarrunz Gilman et al., 2010) were used. They were not provided with any explicit corrective feedback but recasts were used throughout the lesson. For example, in the exercise #2, the participants were told to ask and answer questions about Cristina who has been missing classes:

¿Qué (pasar) _____ con Cristina?

Yo creo que (estar) _____enferma.

If a participant asked: ¿Qué pasa con Cristina? – the instructor responded with a recast: "¿Qué pasará con Cristina?" without explaining why, but allowing the students to get to the explanation themselves. For a detailed lesson plan for the implicit focus on form group, please see Appendix D, Group B. Next, we review the materials for the Control group.

3.2.4.3 Control Group C

The Control Group C received no additional instruction from the researcher. They followed the syllabus outlined by the course program for ESP 2991 (the year prior to the study, Fall 2013) and ESP 3991 (during the study, Fall 2014). The input and practice for this group came strictly from *Nuevo Ven 2 Libro de Estudiante* (Castro et al., 2009, Unit 2, 4, 6). In the Unit 2 *Libro de estudiante* the Simple Future is presented for the first time: the forms of regular and irregular verbs are outlined, as well as the uses for future events, predictions and real conditions are presented. There is no mention of the use of future tense for present time probability in this chapter. One exercise follows the explanation, limited to 7 frequently used verbs (*hablar, beber, vivir, hacer, salir, saber, poner* and *poder*) (p. 24). In *Nuevo Ven 2 Libro de Ejercicios* (Castro et al., 2009), Unit 2 contains a reading comprehension exercise which includes some sentences with future (p. 11). Then in Unit 4 (Libro de Estudiante), the SFP is presented together with other ways of expressing degrees of probability in Spanish (expressions like *seguramente* and *a lo mejor*). One example with SFP is with the verb *estar* and two with *ser* (most common verbs used in SFP). In the exercise book, Unit 4 contains a dialogue (part "Comunicación") where only one sentence is in SFP and exercise 3 (p. 17) asks students to write phrases in the future following a model (only *estar* is present). In Unit 6, the Future Perfect is presented and is contrasted with the Simple Future in examples and exercises, but only with the verb *ser*, once again. During the ESP

3991 (at the time of the experiment) the participants were exposed to the SFP once again, in the context of different uses of future morphology and other ways of expressing conjecture in Spanish. The textbook used for this course was *Método de Español para extranjeros: Nuevo nivel superior* (Millares, 2010). To clarify the instruction conditions of the control group, only classroom instruction is assumed as the main source of input and practice for these participants. Supplementary materials used in this course were provided by the course instructor and are available in Appendix D (Group C). For a summary of the timeline of al classroom activities during the experiment, refer to Table 4 (Section 3.2.2). In the meantime, the two experimental groups received the same exposure during ESP 2991 course in which they were enrolled during the study. In addition to the class time, they also received a supplementary lesson from the researcher (explicit or implicit FonF instruction, depending on the instructional group).

3.2.5 Summary

In summary, after being assigned to one of the experimental or control groups, the participants completed a language background questionnaire, a series of pretests, received a supplementary 50 minute lesson from the researcher (except for the control group), and completed three experimental tasks immediately after the lesson and then four weeks later. In total, three types of tasks were developed for the study and two lesson plans were prepared for the two instructional groups. Explicit versus implicit focus on form instruction with and without explicit corrective feedback were compared to the program currently in place at the University of Ottawa in order to examine whether the supplementary 50-minute lesson has a positive effect on the acquisition of SFP. Therefore, the major difference between the classroom instruction for the experimental groups and the control group was the supplementary treatment for the explicit and implicit FonF

groups versus more in-class exposure to Spanish, and SFP in particular, for the control group. In what follows, we will present the results of the experiment.

3.3 Results

In this section we will present the results of the *Untimed Grammaticality Judgment*, the *Written Production* and the *Oral Production Tasks*.[10]

3.3.1 Untimed Grammaticality Judgment Task

This first task examined the learners' grammaticality judgment of the use of future morphology in probability and future time contexts with activity and state verbs. The results of a Paired-Samples T-Test, an Independent-Samples T-Test and a One-way ANOVA are reported for each group, starting with the explicit FonF instruction group, followed by the implicit FonF instruction group and the control groups.

3.3.1.1 Paired-Samples T-Test

We start with a Paired-Samples T-Test to investigate the difference between the results of the three testing times. First, we address the results of the explicit FonF instruction group, followed by the implicit FonF instruction group and the Control group.

3.3.1.1.1 Explicit focus on form instruction group

A Paired-Samples T-Test was conducted in order to examine the participants' knowledge of SFP before instruction, immediately after the instruction and four weeks later. In this subsection we

[10] We are aware that besides the types of instruction and possible L1 influence, there are other factors involved in language acquisition. However, individual differences and other extraneous variables are beyond the scope of this project. Therefore, we do not focus on them, but rather concentrate on the evaluation and discussion of instructional types and L1 transfer for SFP acquisition.

present the results of the explicit FonF instructional group. The L1 English and L1 French subgroups are analyzed together as we concentrate on the effect of the type of instruction at this time. The overall within group results can be seen in the Table 1 in Appendix E.

After running a Paired-Samples T-Test, we found statistically significant differences between the testing times in the following two cases:

a) Activity verbs in probability acceptable contexts at pretest (act_prob_1) versus immediately after instruction (act_prob_2): t (10) = -.4.08, p =.002, with a large effect size (d = -1.37);
b) State verbs in probability acceptable contexts at pretest (stat_prob_1) versus immediately after instruction (stat_prob_2): t (10) = -3.96, p = .003, with a large effect size (d = -1.75);

The rest of the results are not statistically significant. Nevertheless, we can conclude based on the given results that the participants improved immediately after the explicit FonF instruction, especially on the conditions that we are most interested in (probability acceptable with activity and state verbs). The lack of significant difference in all conditions between immediate posttest and the delayed posttest indicates good retention of the knowledge acquired as a result of the supplementary instruction. In the case of the UGJT, we notice a very small change in the means between posttest and Delayed posttest, which suggests that the knowledge retention is good. From the results summarized in Table 1 we also notice the high levels of acceptability of future tense context in all three times across conditions (Mean range is between 2.55 and 2.87 out of possible 3). This finding suggests that the participants had a very good knowledge of the temporal interpretation of future morphology before as well as after the instruction. This may be due to the fact that the participants were introduced to future morphology shortly before the

study began; therefore, at pretest, they were familiar with the forms but not yet with their use for probability. Finally, in the unacceptable situations, where we expected the scores to be below "2", the results are also positive: for Act_unacc (activity verbs in probability unacceptable contexts) and Stat_unacc (state verbs in probability unacceptable contexts) the Mean range across the three testing times is 1.4-1.81 out of possible 3. Remember, that "1" = unacceptable, "2" = more or less acceptable, "3" = completely acceptable.

In summary, the results of the UGJT test for group A suggest that there was a positive immediate and long term effect of the explicit FonF instruction on the acquisition of SFP. In the following subsection we will examine the results of a Paired-Samples T-Test for the implicit FonF group.

3.3.1.1.2 Implicit focus on form instruction group

Similarly to group A, a Paired-Samples T-Test was conducted to see whether there was any difference in the performance of the participants in the implicit FonF instructional group at three testing times: before the instruction, immediately after the instruction and four weeks later. A summary of the within group results is presented in Table 2 in Appendix E. After performing a Paired-Samples T-Test, we found statistically significant differences in the scores across testing times in the following two instances:

a) Activity verbs in probability contexts immediately after instruction (Act_prob_2) versus four weeks later (Act_prob_3): t (8) = - 3.3, p = .01, with a moderate effect size (d = -.69);
b) State verbs in probability contexts at pretest (Stat_prob_1) versus immediately after instruction (Stat_prob_2): t (8) = -3.563, p = .007, with a large effect size (d = -1. 186).

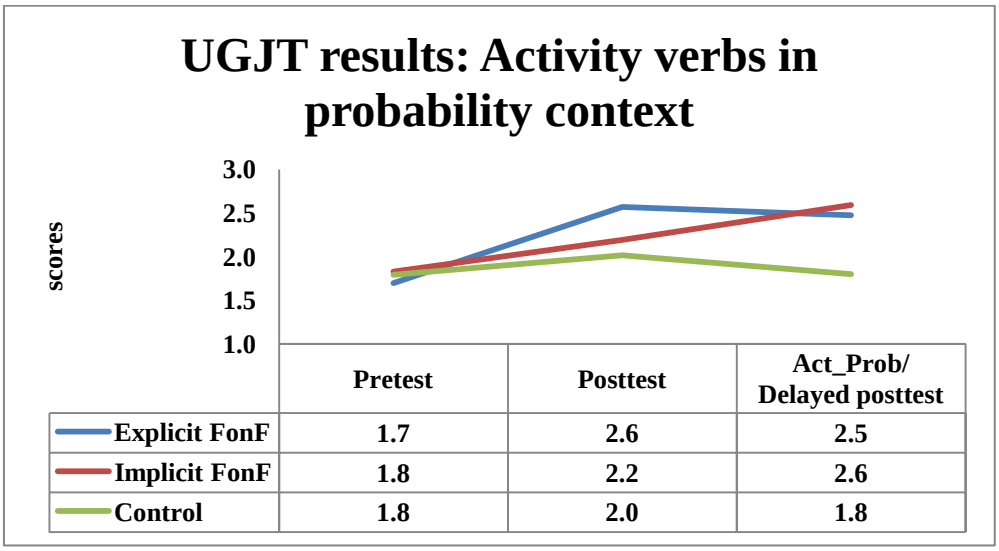
Although other results are not statistically significant, their effect size is small or medium and the results could be more significant if we had more participants. As in the explicit FonF instruction group results, the retention is good and there was always some improvement immediately after the instruction in all conditions. The results for future tense are high as expected (Mean range across activity and state verbs is between 2.6 and 2.7 out of possible 3) and for the unacceptable conditions the scores are on average lower than "2" (Mean range is between 1.4 and 1.8 out of 3). Posttest results for UGJT show that the implicit FonF instruction group acquired the use of SFP with activity and state verbs immediately after the instruction. The delayed posttest results illustrate good long-term retention of the new knowledge and even a significant improvement for the state verbs in probability context. In the next section, we present the results of the Paired-Samples T-Test for the Control group.

3.3.1.1.3 Control group

The control group did not receive supplementary instruction from the researcher; therefore, we did not expect any statistically significant different scores for this group overtime. A summary of the results for this group can be seen in Table 3 in Appendix E. As expected, the participants in the control group did not show any statistically significant difference across the three testing times. Since the Control group did not receive any extra instruction from the researcher, besides the regular class time provided by their instructor, there was no effect of supplementary instruction to measure. In other words, neither explicit nor implicit focus on form instruction was provided to this group besides the limited classroom time. The next section visually displays the change in the three groups over time.

3.3.1.1.4 Visual summary of the UGJT results

Fig. 5 and Fig. 6 below show the direction of the change in the results of the three experimental groups. The results for both L1 subgroups are collapsed, as was done for the statistical analysis above.



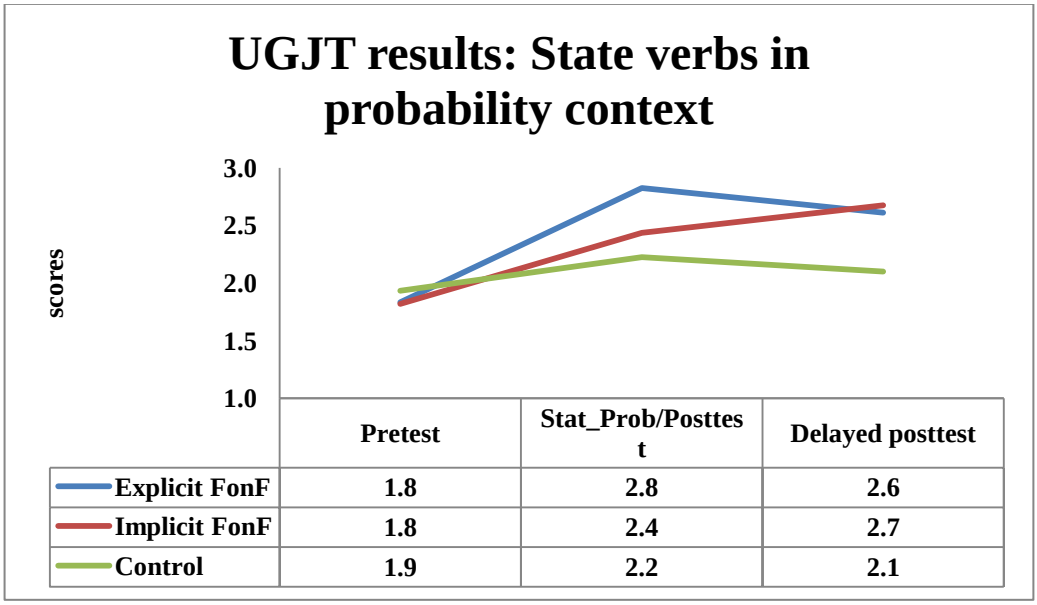
	Pretest	Posttest	Act_Prob/ Delayed posttest
Explicit FonF	1.7	2.6	2.5
Implicit FonF	1.8	2.2	2.6
Control	1.8	2.0	1.8

Figure 5: Untimed Grammaticality Judgment Task results for activity verbs in probability context

Fig. 5 above presents the results of the UGJT with activity verbs in probability context. It demonstrates the changes in the grammaticality judgment responses from our participants in the three groups over time. We notice that all three groups started off with average scores below "2"; therefore, on average, rejecting the probability statements with activity verbs and the explicit and implicit FonF instruction groups reached or surpassed it after the instruction, which means that they came to accept these statements after the instruction. In the meantime, the Control group did not reach "2" at any of the three testing times. In these results we also see that immediately after instruction, the explicit FonF instruction group scored higher than both the implicit FonF and the Control groups; in turn, the implicit FonF group scored higher than the

Control group. After a four-week period we notice a good retention of the knowledge by both instructional groups with a slight advantage of the implicit FonF instruction group over the explicit FonF group with state verbs in probability context. Both instructional groups scored higher than the Control group in the delayed posttest.

Next, Fig. 6 below demonstrates the changes in the group performance over time with state verbs in probability context.



	Pretest	Stat_Prob/Posttest	Delayed posttest
Explicit FonF	1.8	2.8	2.6
Implicit FonF	1.8	2.4	2.7
Control	1.9	2.2	2.1

Figure 6: Untimed Grammaticality Judgment Task results for state verbs in probability context

We noticed a similar trend in the scores for the UGJT with state verbs in probability context. In particular, the explicit FonF instruction group performed better than the implicit FonF group immediately after the supplementary instruction, but, in the delayed posttest, the implicit FonF group demonstrated a slightly better retention of the knowledge compared to the explicit FonF instruction group. Therefore, a decrease in the scores for the explicit FonF group and an increase for the implicit FonF group resulted in very similar scores at delayed posttest. Both instructional groups scored higher than the control group in this probability context with state verbs.

In examining the amount of grammaticality judgment variety demonstrated by the participants in the groups with different instructional conditions (explicit and implicit FonF and Control), a One-Way ANOVA test and an LSD Post-Hoc test were performed for all three groups across each condition. The descriptive statistics, the One-Way ANOVA and the LSD Post-Hoc results are presented in Appendix E (Table 4, 5 and 6). A summary of the statistically significant results of three conditions: state verbs in probability context during posttest, activity verbs in probability context during delayed posttest, and activity verbs in probability unacceptable context during the delayed posttest are presented in Figure 7 below.

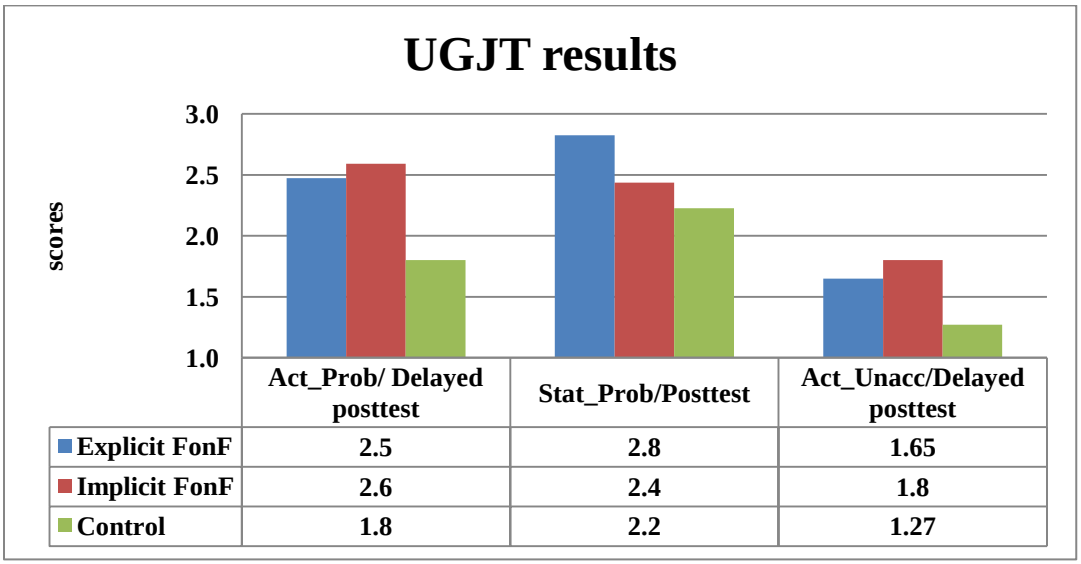


Figure 7: UGJT statistically significant results

After reviewing the UGJT results from the three groups of participants over the three testing times, we notice a possible advantage of both explicit and implicit FonF instructional groups over the control group both immediately after the treatment and four weeks later with activity and state verbs in probability contexts, with a tendency of the explicit FonF instructional group to perform better in a short term, while the implicit FonF instruction group performed

better than the explicit FonF in a long term. However, there were no statistically significant differences between the two instructional conditions. These results represent the Anglophone and Francophone learners since the scores were collapsed for this particular analysis of variance. The difference between L1 groups is discussed in the next section.

3.3.1.2 Independent-Samples T-Test

An Independent-Samples T-Test was conducted in order to examine any possible differences between L1 English versus L1 French groups and whether L1 has any influence on the acquisition of the SFP. First, we present the results of the explicit FonF instruction group, followed by the results of the implicit FonF instruction and Control groups.

3.3.1.2.1 Explicit focus on form instruction group

An Independent-Samples T-Test for the explicit FonF instruction group was aimed at the difference between the L1 subgroups in each test condition. The summary of the results is in Table 7 in Appendix E. The results showed no significant differences between the two language groups on all conditions, which suggests that both groups performed equally well immediately after the explicit FonF instruction and four weeks later. This suggests that L1 English and L1 French subgroups achieved similar long-term retention of the acquired knowledge.

3.3.1.2.2 Implicit focus on form instruction group

The Independent-Samples T-Test was conducted for the implicit FonF group in order to see whether there was any difference between the two L1 groups as a result of implicit FonF instruction. The summary of the results is presented in Table 8 in Appendix E. In the results of the implicit FonF instructional group we noticed a small or no difference between the two L1 groups in most cases. However, the results were statistically significant with activity verbs in

probability ,where the L1 French group performed better than the L1 English group the Mean for L1 English was 1.68/3, SD = .5, N = 5; the Mean for the L1 French group was 2.7, SD = .38, N = 4. The difference between the groups was statistically significant: p = .012, t (7) = -3.343, with a large effect size d = -2.3 (equal variances assumed). These results suggest that, like in the explicit FonF instruction group, the two language subgroups scores in the implicit FonF instructional group were similar, with little statistical difference between them.

3.3.1.2.3 Control group

The Independent-samples T-test results for the Control group are summarized in Table 9 in Appendix E. Statistically significant difference was found in the following condition: activity verbs in 'probability and future unacceptable' context at delayed posttest (Act_unacc_3). The Mean for L1 English is 1.53/3, SD = .31, N = 3; the Mean for L1 French is 1/3, SD = 0, N = 3. The difference between the two language groups is statistically significant: t (4) = 3.024, p = .039, with a large effect size d = 2.42. This suggests that the L1 French group rejected the ungrammatical items more often that the L1 English group at delayed posttest. Based on these results there was no difference between the two language groups in their interpretation of the SFP with activities or states where the conditions are grammatical, but we noticed some difference in the ungrammatical contexts, with an advantage of the L1 French over the L1 English groups, where the former did not accept the use of SFP in ungrammatical conditions as often as the latter.

3.3.1.2.4 Visual summary of L1 English versus L1 French subgroups

The UGJT results presented in Fig. 8 and Fig. 9 demonstrate statistically significant differences between the L1 English and L1 French subgroups that were found as a result of the Independent-

Samples T-Tests. First, the results of the implicit FonF instruction group with the activity verbs in probability context are shown in Fig. 8 next.

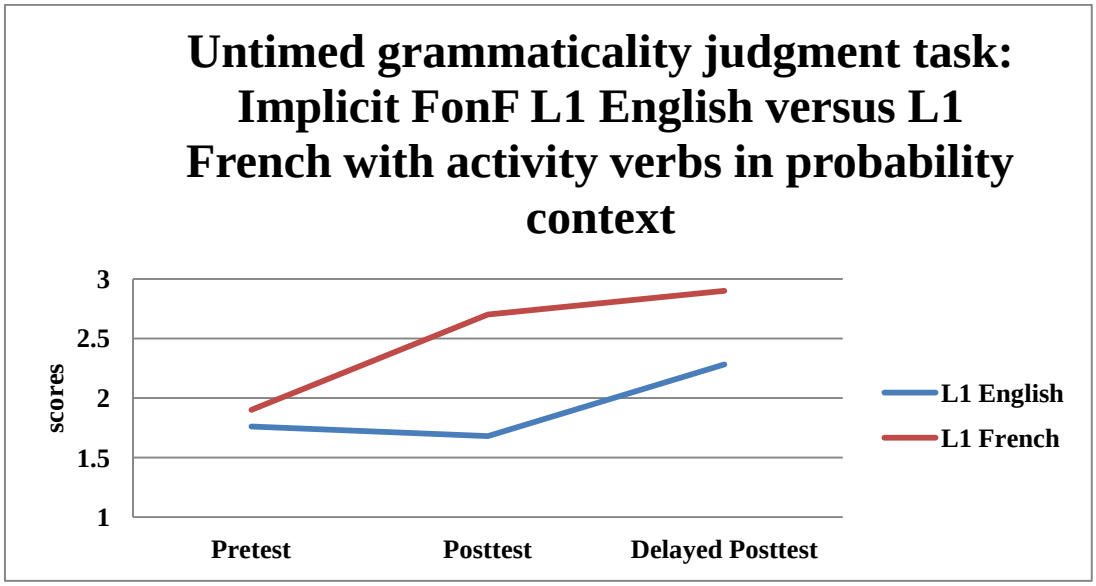


Figure 8: UGJT Implicit FonF instruction activity verbs in probability context

Fig. 8 above demonstrates the changes in grammaticality judgment from pretest to delayed posttest for the implicit FonF instructional group with activity verbs in probability context. There was a statistically significant difference between the two L1 groups immediately after the treatment. However, we notice an increase in the scores of the L1 French group at posttest and at delayed posttest, while the L1 English group only demonstrates improvement during the delayed posttest. For the L1 French group implicit FonF treatment worked well for short and long-term effect, since we noticed a steady increase in the scores of the L1 French group in both posttest and delayed posttest.

Fig. 9 below shows the results for the Control group L1 English versus L1 French group with activity verbs in probability or future time unacceptable context at Delayed posttest: both L1 groups rejected the ungrammatical conditions; in particular, L1 French group performed

significantly better than the L1 English group, because they clearly rejected the ungrammatical condition by choosing "1 = completely unacceptable" 100% of the time.

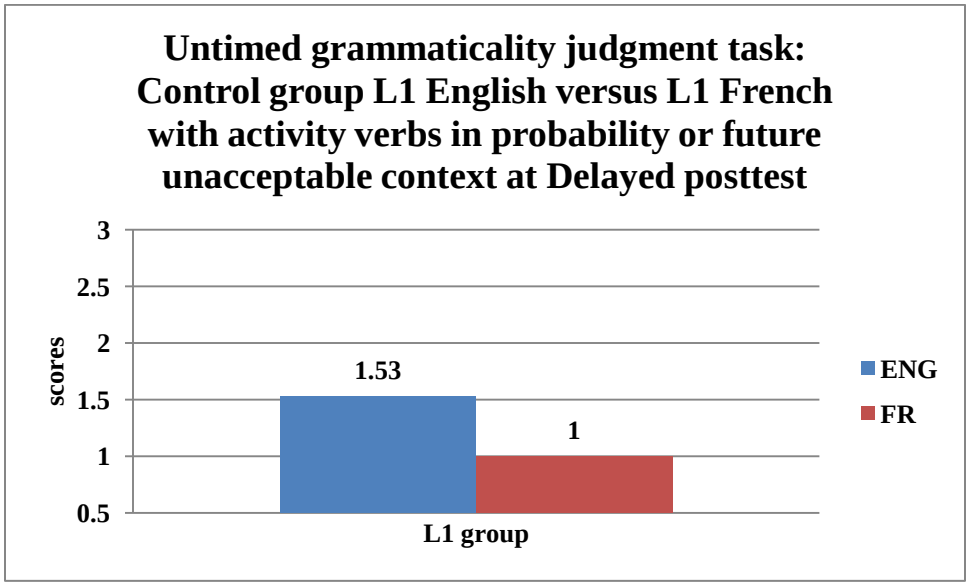


Figure 9: UGJT Control group L1 English versus L1 French activity verbs in probability or future unacceptable context at Delayed posttest

In summary, the results of the Independent-Samples and Paired-Samples T-Tests have shown that the instructional groups benefitted from the explicit and implicit FonF instruction, compared to no supplementary instruction for the Control group, specifically, in the grammaticality judgment of the activity and state verbs in probability context. At the same time, we noticed that explicit FonF instruction was equally beneficial for the L1 English and the L1 French groups in the delayed posttest. On the contrary, implicit FonF instruction was more beneficial for the L1 French participants in the grammaticality judgment of activity verbs in probability context immediately after the treatment. The lack of differences between the scores of the L1 subgroups in the Control group in grammatical probability contexts may suggest that the differences between the L1 English and L1 French experimental groups were likely due to the treatment provided for explicit and implicit FonF groups.

3.3.2 Written production task

3.3.2.0 Introduction

The *Written production task* examined participants' written production skills as a result explicit versus implicit instruction versus no supplementary treatment. We also explored possible L1 effect on the acquisition of SFP over time. We expected the participants in the explicit and implicit FonF instructional groups to demonstrate some improvement immediately after the instruction and some long-term retention of the acquired knowledge, compared to the control group. If L1 French participants indeed had an advantage over the L1 English participants, we would notice a difference between the language groups in the results of the production task.

Remember that the translation task was developed with the participants' L1 in mind: L1 English participants completed the English to Spanish translation, while the L1 French participants completed the French to Spanish version. The verbs to use were provided but the instructions did not specify which tense or expressions to use. For the data analysis, we focused on the students' use of future morphology to express future events and present time probability (see Table 12 below).

Table 12: Coding of the Written Production Task

#	Code	Verb type	Condition	Testing time
1	Stat_prob_1	state	probability	pretest
2	Act_prob_1	activity	probability	pretest
3	Acc_ach_prob_1	accomplishments and achievements	probability	pretest
4	Stat_fut_1	state	future time	pretest
5	Act_fut_1	activity	future time	pretest
6	Acc_ach_fut_1	accomplishments and achievements	future time	pretest
7	Stat_prob_2	state	probability	posttest
8	Act_prob_2	activity	probability	posttest
9	Acc_ach_prob_2	accomplishments and achievements	probability	posttest
10	Stat_fut_2	state	future time	posttest
11	Act_fut_2	activity	future time	posttest

12	Acc_ach_fut_2	accomplishments and achievements	future time	posttest
13	Stat_prob_3	state	probability	delayed posttest
14	Act_prob_3	activity	probability	delayed posttest
15	Acc_ach_prob_3	accomplishments and achievements	probability	delayed posttest
16	Stat_fut_3	state	future time	delayed posttest
17	Act_fut_3	activity	future time	delayed posttest
18	Acc_ach_fut_3	accomplishments and achievements	future time	delayed posttest

The participant responses were entered in Excel spreadsheet and analyzed using the SPSS program. For full descriptive statistics for this task please refer to Table 10 in Appendix E.

We report on the correct use of future morphology in epistemic and temporal future contexts. We expected the participants to use future morphology in future time contexts with all types of verbs and in epistemic contexts with activity and state verbs, but opt for other ways of expressing probability with accomplishments and achievements. As an alternative to future morphology, participants could use periphrastic future or present tense with adverbs of future time where appropriate. These cases were not considered incorrect but they were not counted as use of future morphology. In epistemic contexts, expressions of probability, subjunctive and periphrastic forms were accepted but were not counted as future of probability use either. In epistemic contexts with accomplishments and achievements, future morphology was not commonly used by native speakers; therefore, we examine whether the participants applied their acquired knowledge of the use of future of probability to these verbs or they were able to distinguish between the types of verbs and expressed such situations with the use of future progressive or probability expressions with ‘deber’, for example. We will address the implications of the results for learning and teaching in the discussion chapter. In the first subsection we will examine the differences between the treatment groups and the control group over time.

3.3.2.1 Paired-Samples T-Test

Similarly to the Paired-Samples T-Test conducted for the *UGJT*, this test was performed to examine a possible effect of instruction on the use of SFP in written production over the three testing times: at pretest, at posttest and at delayed posttest. First, we will present the results of the explicit FonF instruction group, followed by the implicit FonF and the Control groups. For the purpose of this task results presentation, the two L1 groups are analyzed together because we concentrate on the effect of types of instruction on the acquisition of SFP at this time. We report the percentage of correct use of future morphology in epistemic and temporal conditions.

3.3.2.1.1 Explicit focus on form instruction group

Remember that explicit focus on form group (N = 11) received explicit instruction on the forms and the uses of SFP in temporal and epistemic conditions. They were also exposed to explicit corrective feedback and were expected to be familiar with the verbs types not commonly used for epistemic future by native speakers (accomplishment and achievement verbs). The summary of the Paired-Samples T-Test results for the explicit FonF group is presented in Table 11 in Appendix E.

After conducting a Paired-Samples T-Test on our *WPT* data, statistically significant effects of treatment were found in the following five conditions:

a) State verbs in probability contexts at pretest versus posttest (stat_prob_1 - stat_prob_2): t (10) = -4.667, p = .001 with a large effect size d = -1.492;
b) Activity verbs in probability contexts at pretests versus posttest (act_prob_1 - act_prob_2): t (10) = -3.724, p = .004 with a large effect size d = 1.073;

c) Accomplishments and achievements in probability contexts at pretests versus posttest (acc_ach_prob_1 - acc_ach_prob_2): t (10) = -2.557, p = .029 with a large effect size d = -0.94;

d) Activity verbs in future time contexts at pretest versus posttest (act_fut_1 - act_fut_2): t (10) = -2.448, p = .034 with a large effect size d = -0.817;

e) Accomplishments and achievements in future time context at pretest versus posttest (acc_ach_fut_1 - acc_ach_fut_2): t (10) = -2.292, p = .045 with a large effect size d = -0.792.

These statistically significant results between pretest and posttest suggest that our participants in the explicit FonF instructional group improved in particular in the use of state and activity verbs in probability contexts and with activity verbs in future time contexts. We also saw an increase in the use of future morphology in probability contexts with accomplishment and achievement verbs, which is not commonly used by native speakers. Therefore, the participants showed a tendency to overgeneralize the use of future morphology to unacceptable conditions. Since there are no statistically significant differences between posttest and delayed posttest in these conditions, the results suggest that our participants in the explicit FonF group retained the knowledge four weeks later. In relation to the production of the future tense forms, we noticed that the participants were more comfortable using the morphological future forms for temporal rather than epistemic use. This is obvious from the fact that in the three temporal future conditions (with states, activities and accomplishments/achievements), our participants were quite consistent in their use of morphological future across the three testing times. Moreover, we

noticed that for the epistemic use, their scores were very low before the treatment and grew significantly immediately after the instruction and remained high four weeks later.

In summary, the results of the *WPT* for the explicit FonF instructional group suggest that there was a positive immediate and long-term effect of instruction on the production of SFP, but there was some overgeneralization of the use of SFP to ungrammatical conditions (accomplishment/achievement verbs in epistemic conditions). In the next section, we will examine the results of the implicit FonF instruction over time.

3.3.2.1.2 Implicit focus on form instruction group

Implicit FonF instruction group (N = 9) received explicit instruction of the forms of the future tense and meaning focused usage explanations of SFP, as well as meaning focused exercises without explicit corrective feedback. Instead, recasts were used for error correction during the treatment. Finally, as opposed to the explicit FonF group, the implicit FonF instruction group was not explained the difference between the use of SFP with telic and atelic verbs, but were provided with examples and exercises to deduce these differences. Our goal in testing this group was to see whether the participants were able to differentiate between the grammatical and ungrammatical uses of SFP relying strictly on the meaning with minimum explicit instruction (verb forms only). The summary of the Paired-Samples T-Test results is presented in Table 12 in Appendix E.

After conducting a Paired-Samples T-Test on the implicit FonF group data, statistically significant effects of treatment were found in the following three conditions:

a) State verbs in probability context at pretest versus posttest (stat_prob_1 – stat_prob_2): t (8) = -4.950, p = .001 with a large effect size d = -2.00;

b) Activity verbs in probability context at pretest versus posttest (act_prob_1 – act_prob_2): t (8) = -3.213, p = .012 with a large effect size d = -1.434;

c) Accomplishment and achievement verbs in probability context at pretest versus posttest (acc_ach_prob_1 – acc_ach_prob_2): t (8) = -3.795, p = .005 with a large effect size d = -1.862.

The results summarized above suggest that implicit FonF instruction also had a positive effect on the acquisition of SFP. In particular, we notice an improvement immediately after instruction for activity and state verbs in probability contexts and for activity verbs in future time context. There is a significant difference between pretest and posttest for accomplishment and achievement verbs in epistemic context, which suggests that similarly to the explicit FonF instruction group, the participants in the implicit FonF group overgeneralized the use of SFP to telic verbs. If we compare this difference between the two instructional groups on this condition (acc_ach_prob_1 – acc_ach_prob_2), we notice that explicit FonF group used morphological future before the treatment 28% of the time, while implicit FonM used it 11%; immediately after instruction, the percentages grew to 64% and 51% respectively. This suggests that the implicit FonF group overgeneralized the incorrect use of SFP less compared to the explicit FonF group immediately after the treatment. For both instructional groups the percentages went down slightly after four weeks: the Mean for explicit FonF was M = 54.55% and the Mean for implicit FoF was M = 37.78%. We will return to the comparison of the results of the three groups later on in the chapter.

Overall, the results of the implicit FonF instruction group suggest that the learners acquired the use of future morphology for epistemic use with atelic verbs (states and activities) and retained it four weeks after instruction. However, there was some overgeneralization of their

immediate knowledge to telic verbs which are not usually used in epistemic contexts by native speakers. Next, we will examine the results of the *WPT* of the Control group.

3.3.2.1.3 Control group

The control group did not receive instruction from the researcher but was exposed to SFP during their regular class time, as described in section *3.2.4.3*. In this results section we will examine whether the control group participants showed any differences between testing times on six testing conditions. The results are summarized in Table 13 in Appendix E. The results show no significant difference across time and conditions for the Control group. This was expected since there was no treatment provided to this group. However, we would like to point out the difference between epistemic and temporal future conditions in the table above. As seen in the table, there is a clear preference among the participants in the Control group to use future morphology in future time conditions (with all verb types), while they use SFP in epistemic conditions only 11%-30% of the time. They also seem to treat telic verbs (accomplishments and achievements) same as atelic verbs (states and activities) based on the results of this translation task. Therefore, it appears that they do not distinguish between the verb types and are not sure when to use SFP.

The visual representation of the results of the Paired-Samples T-Test summarizes all three groups across all conditions. Fig. 10 displays the results for the future time conditions.

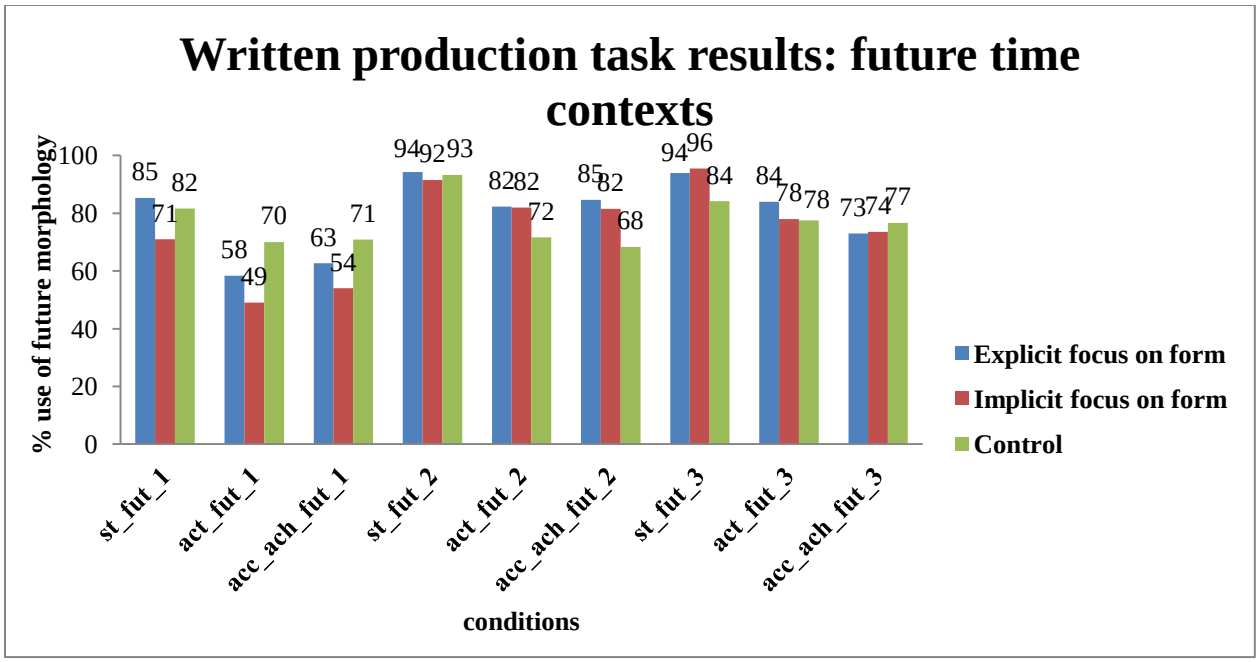


Figure 10: Written production task results: future time contexts

Conditions: st_fut_1 = state verbs in future time context at pretest, act_fut_1 = activity verbs in future context at pretest, acc_ach_fut_1 = accomplishment and achievement verbs in future context at pretest, st_fut_1 = state verbs in future time context at posttest, act_fut_1 = activity verbs in future context at posttest, acc_ach_fut_1 = accomplishment and achievement verbs in future context at posttest, st_fut_1 = state verbs in future time context at delayed posttest, act_fut_1 = activity verbs in future context at delayed posttest, acc_ach_fut_1 = accomplishment and achievement verbs in future context at delayed posttest.

All three groups scored high on these conditions across testing times, with some improvement immediately after instruction and a good retention of that knowledge after four weeks. We notice that all three groups are quite close to each other on these conditions. This is not surprising because all three groups received more exposure to the forms of future morphology and its temporal use but varied in the amount of explicit instruction on the epistemic use. These differences in the epistemic use of future morphology are presented in the Fig. 11 below:

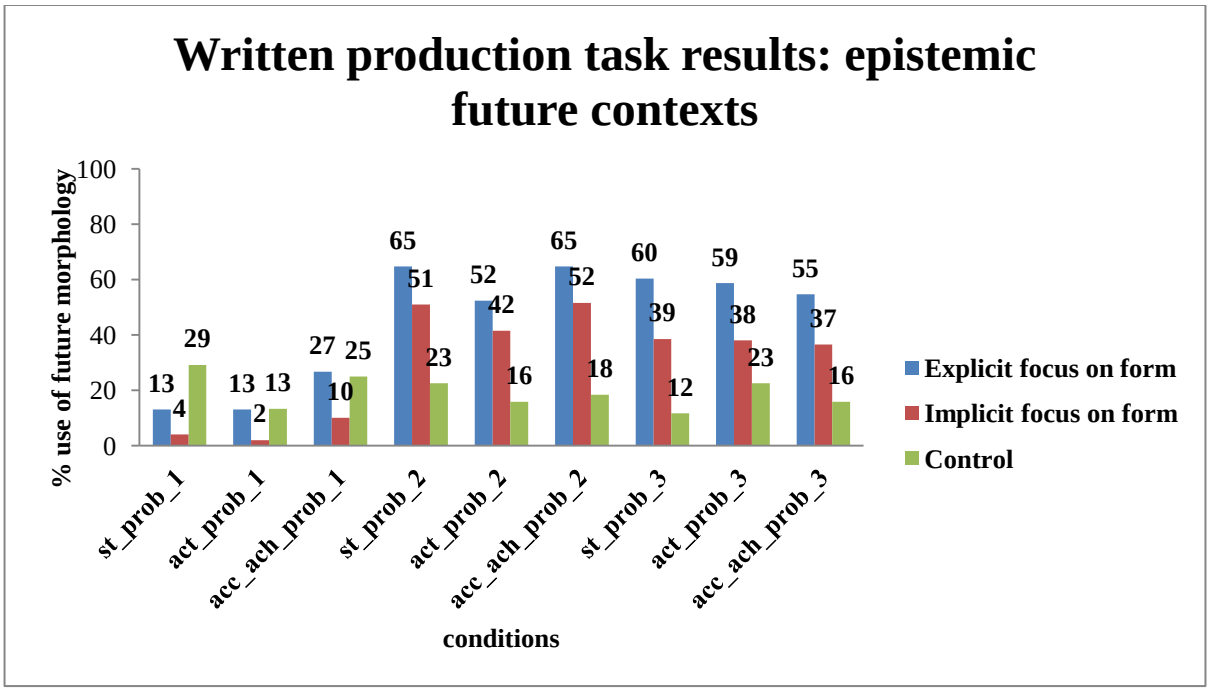


Figure 11: WPT epistemic future contexts

Conditions: st_fut_1 = state verbs in probability context at pretest, act_fut_1 = activity verbs in probability context at pretest, acc_ach_fut_1 = accomplishment and achievement verbs in probability context at pretest, st_fut_1 = state verbs in probability context at posttest, act_fut_1 = activity verbs in probability context at posttest, acc_ach_fut_1 = accomplishment and achievement verbs in probability context at posttest, st_fut_1 = state verbs in probability context at delayed posttest, act_fut_1 = activity verbs in probability context at delayed posttest, acc_ach_fut_1 = accomplishment and achievement verbs in probability context at delayed posttest.

In the Figure 11 above we notice that all three groups started off by hardly using any morphological future for epistemic use. Then, immediately after the treatment, both explicit and implicit FonF groups' correct use of SFP grew, while that of the control group remained low. Four weeks after the treatment both instructional groups retained most of their acquired knowledge of the use of SFP. We see that explicit FonF instruction group scored higher than the implicit FonF group, which suggests a possible advantage of the first type of instruction over the second one in both short and long-term in the *Written Production Task*.

3.3.2.2 One-Way ANOVA test results of the Written Production Task

A study of the results of the effect of instruction method types on the acquisition of SFP found differences between the three instruction groups. After conducting a One-Way Analysis of Variance and an LSD post-hoc test (see Table 14 in Appendix E), the results of the WPT show significant differences among the three groups in the following six conditions:

a) St_prob_2 (state verbs in probability contexts immediately after the instruction): for the explicit FonF group M = 63.64, SD = 38.8, for the implicit FonF M = 51.11, SD = 31.798, and for the CTRL group M = 22.86, SD = 37.289. The difference between the three groups was not significant: F (2, 24) = 2.737, p = .085, but LSD post-hoc test found a significant difference between the explicit FonF and the CTRL groups: p = .029, with a large effect size d = 1.07. This result indicates that immediately after the instruction explicit FonF group outperformed the Control group on the use of future morphology with state verbs in epistemic context.
b) Act_prob_2 (activity verbs in probability contexts immediately after instruction): the Mean scores and SD for the explicit FonF group are M = 50.91, SD = 41.341, for the implicit FonF group M = 40, SD = 34.641, and for CTRL group M = 14.29, SD = 19.024. The difference between the three groups was not significant: F (2, 24) = 2.413, p = .111. However, LSD post-hoc test found a significant difference between explicit FonF and CTRL groups: p = .039, with a large effect size d = 1.138. This result indicates that immediately after instruction the explicit FonF group used future morphology with activity verbs in epistemic condition more often than the control group.
c) Acc_ach_prob_2 (accomplishment/achievement verbs in probability context immediately after instruction): for the explicit FonF group M = 63.64, SD = 39.818, for the implicit

FonF M = 51.11, SD = 28.480, and for the CTRL group M = 20, SD = 20. The difference between the three groups was significant: F (2, 24) = 4.008, p = .031. LSD post-hoc test found a significant difference between explicit FonF and the control group: p = .01, with a large effect size d = 1.385. This result suggests that immediately after the treatment the explicit FonF instructional group used future morphology with accomplishment/achievement verbs in probability contexts more than the control group.

d) St_prob_3 (state verbs in probability contexts at delayed post-test): the Mean scores and SD for the explicit FonF group M = 60, SD = 40, for the implicit FonF group M = 37.78, SD = 36.667, and for the CTRL group M = 11.43, SD = 10.690. The difference between the three groups is significant: F (2, 24) = 4.442, p = .023. LSD post-hoc test found a significant difference between explicit FonF and CTRL groups: p = .007, with a large effect size d = 1.659. This result suggests that four weeks after the treatment explicit FonF group retained the acquired knowledge and used future morphology more than the CTRL group with state verbs in probability contexts.

e) Act_prob_3 (activity verbs in probability contexts at delayed posttest): the Mean and SD for the explicit FonF group M = 58.18, SD = 45.126, for implicit FonF groups M = 37.78, SD = 29.059, and for CTRL group M = 20, SD = 28.284. The difference between the three groups was not significant: F (2, 24) = 2.414, p = .111. However, LSD post-hoc test found a significant difference between explicit FonF and CTRL groups: p = .041, with a large effect size d = 1.014. This result indicates that four weeks after the treatment explicit FonF instructional group used future morphology with activity verbs in probability contexts more often than the CTRL group.

f) Acc_ach_prob_3 (accomplishment/achievement verbs in probability contexts at delayed post-test): the Mean and SD for the explicit FonF group M = 54.55, SD = 34.746, for implicit FonF group M = 37.78, SD = 36.667, and for CTRL group M = 17.14, SD = 21.381. The difference between the three groups was not significant: F (2, 24) = 2.822, p = .079. However, LSD post-hoc test found a significant difference between the explicit FonF and the CTRL groups: p = .026. This result suggests that four weeks after the treatment, explicit FonF group used future morphology with accomplishment/achievement verbs in probability contexts more often than the CTRL group.

The results analyzed above highlight a possible advantage of the explicit FonF instruction for the written production of the SFP. It is evident from the higher scores of the explicit FonF instructional group over the CTRL group. Even in comparison to the implicit FonF instructional group, explicit FonF treatment seems more beneficial for the written production. Nevertheless, we should mention that higher scores in activity and state verb conditions may have caused higher scores in the ungrammatical condition: accomplishment and achievement verbs in probability contexts. This suggests that our participants in the two experimental groups show an overextension of the acquired knowledge of the use of morphological future in probability contexts to telic verbs, which is considered unacceptable by native speakers of Spanish. As for the future time contexts, there was no significant difference between the three groups.

3.3.2.3 Independent-Samples T-Test

3.3.2.3.0 Introduction

Independent-Samples T-Test was used in order to distinguish between the two L1 groups. We were interested in looking at possible L1 influence in the production of SFP by our participants. First, we will examine the explicit FonF instruction group, followed by the implicit FonF and the Control groups. The percentages of the use of future morphology in temporal and epistemic future contexts will be presented in order to compare the L1 subgroups.

3.3.2.3.1 Explicit focus on form instruction group

This Independent-Samples T-Test for the explicit FonF instruction group aims at finding possible differences between L1 English and L1 French in each experimental condition. The summary of the results is presented in Table 15 in Appendix E. The results of the Independent-samples T-test for the explicit FonF instruction group show significant differences between the L1 groups in only one condition: Acc_ach_fut_2 = accomplishment and achievement verbs in future time context immediately after the treatment. For the L1 English group, the Mean is 96%, SD = 8.944, N = 5 and for the L1 French group, the Mean = 73.33, SD = 16.330, N = 6. The difference between the two language groups is significant: $p = .022$, $t(9) = 2.762$ with a large effect size $d = 1.72$. This suggests that the L1 English group performed better than the L1 French group on the translation task in the use of future morphology for future time with accomplishments and achievements immediately after instruction. However, if we look at the pretest results in the same condition (acc_ach_fut_1) we see that L1 English group started off with a higher score than L1 French. Therefore, both groups improved around 20% between pretest and posttest, which

suggests that the improvement of the two language groups was equal, so we cannot talk about an advantage of either of the L1 groups in explicit FonF instruction group.

In the probability context the L1 groups' scores changed from pretest to posttest in each condition: the L1 English group scored higher than the L1 French group in these conditions immediately after the treatment (although no statistical significance was found). However, the L1 French group retained their knowledge slightly better than the L1 English group over a four-week period. The results suggest tendencies where the L1 English group may have an advantage over the L1 French group immediately after instruction but, but there is a better long-term retention by the French learners of Spanish compared to the Anglophone students.

In the future time context the results are not statistically significant (except for acc_ach_fut_2) which may suggest that both L1 groups acquired the temporal use of future morphology equally well.

3.3.2.3.2 Implicit focus on form group results

An Independent-Samples T-Test was conducted for the implicit FonF instructional group in order to examine any L1 differences between our language groups as a result of the implicit FonF instruction. The summary of the results is presented in Table 16 in Appendix E. In the results of the implicit FonF instructional group no significant differences were found between the L1 groups in the probability or temporal future conditions. L1 English and L1 French used very little or no future morphology before the treatment and there was no difference between the two language groups. After the implicit FonF instruction we saw a growth in the scores for both groups with activities, states and accomplishments/achievements. Immediately after the treatment both groups used future morphology in epistemic context with

accomplishment/achievement verbs about 50% of the time, similarly to the activities and states in the same context. This context is not common for probability use with future, but our participants seem to have extended the knowledge they acquired with atelic verbs to the unacceptable contexts with telic verbs, like we saw in explicit FonF group. Four weeks after the treatment, we noticed some loss of the knowledge by both L1 groups. Interestingly, the best retention seems to be by the L1 French group in the ungrammatical condition (acc_ach_prob_3).

In summary, the scores of the implicit FonF instruction group in the epistemic future use in written Spanish are low, compared to its temporal uses. This may suggest that even after the implicit FonF instruction our participants did not feel comfortable using SFP in probability contexts and opted for other ways of expressing conjecture. This reflects natural language use: Spanish speakers do not use future morphology 100% of the time for probability, since there may be other more common ways of expressing probable events. Compared to the explicit FonF instruction group, implicit FonF group participants used SFP slightly less.

3.3.2.3.3 Control group results

An Independent-Samples T-test was conducted for the control group in order to identify any possible L1 effects on the use of future morphology in epistemic and future time contexts by the learners of Spanish. The results of this task are summarized in Table 17 in Appendix E. There were no statistically significant differences between the L1 English and L1 French in the Control group.

3.3.2.3.4 Summary of the Independent-Samples T-test results

The Independent-Samples T-Test was performed in order to determine possible differences between the L1 English and L1 French learners of Spanish. We explored the written production results in the three groups: explicit and implicit FonF groups and Control. There were no statistically significant differences between the L1s in all three groups in this *Written Production Task*. Nevertheless, we did notice improvement of the experimental groups in the use of future morphology in epistemic contexts for both L1 English and L1 French groups.

3.3.2.4 Summary

In this section we reviewed the results of the *Written Production Task* which consisted of translating English or French sentences into Spanish using given verbs. The goal of this task was to examine how our participants in the two experimental (explicit and implicit FonF) and one control groups used future morphology to express present time probability and temporal future. We looked at the effects of explicit and implicit FonF and at possible effect of L1 English and L1 French in the acquisition of L2 SFP.

The results showed improvements in the use of SFP in temporal future and epistemic future contexts with activity, state and accomplishment/achievement verbs. We have seen an advantage of the explicit FonF instruction over CTRL group in particular, but there was no statistically significant difference between the results of the two instructional conditions. The difference between pretest and posttest was significant in most conditions for both instructional groups. We also noticed that the instruction may have contributed to the overgeneralization of the use of morphological future to unacceptable contexts (with telic verbs in epistemic contexts). There were no statistically significant differences between the L1s in explicit FonF group except

for one condition: accomplishment and achievement verbs in future time context immediately after the treatment. In the implicit FonF and in the Control group we found no statistically significant results. In the following section, the results of the *Oral production task* are presented.

3.3.3 Oral Production Task

3.3.3.0 Introduction

The *Oral Production Task (OPT)* was performed in order to measure the participants' use of SFP in spoken Spanish. Remember, in this task the participants were asked to produce a question or an answer expressing a conjecture or doubt in Spanish with states, activities, accomplishments and achievements. 16 items in Spanish were given as triggers, as well as 16 verbs in brackets (one verb per sentence item). The sentences were read out loud and the responses were digitally recorded. We expected the participants in the experimental groups to use more future morphology with activity and state verbs in epistemic contexts after the treatment and retain some of that use four weeks later. For the Control group we expected no changes over time. With accomplishments and achievements, we examined whether the participants overgeneralized what they learned about the SFP to these ungrammatical conditions. If they used other ways of expressing conjecture they would be correct, but we only report the use of future morphology in epistemic contexts; therefore, we report only if our participants used SFP with accomplishments and achievement. The conditions in the *Oral Production Task* are displayed in Table 13:

Table 13: Oral Production Task conditions by verb type and testing time

#	Code	Verb type	Testing time
1	ACT1	activity	pretest
2	ST1	state	pretest
3	ACC1	accomplishment	pretest
4	ACH1	achievement	pretest
5	ACT2	activity	posttest
6	ST2	state	posttest

7	ACC2	accomplishment	posttest
8	ACH2	achievement	posttest
9	ACT3	activity	delayed posttest
10	ST3	state	delayed posttest
11	ACC3	accomplishment	delayed posttest
12	ACH3	achievement	delayed posttest

All the conditions consider only the epistemic use. We will compare the two instructional groups and the control group in order to examine possible effects of explicit and implicit FonF treatments on the acquisition of SFP. Finally, we will examine a possible L1 effect of the oral production of SFP by our Anglophone and Francophone learners of Spanish. The data were set up in Excel and analyzed using SPSS program.

First, we will examine possible differences between the treatment groups over time with the help of a Paired-Samples T-Test (section *3.3.3.1*) and the One-Way Analysis of Variance for possible differences between the instructional groups in each condition (section *3.3.3.2*). Then we will report the results of the Independent-Samples T-Test to examine the difference between the L1s (section *3.3.3.3*).

3.3.3.1 Paired-Samples T-Test

3.3.3.1.1 Explicit focus on form instruction group

The readers are reminded that the explicit FonF instructional group was presented with an explicit lesson about the forms and uses of SFP in temporal and epistemic conditions. The participants in this group were also exposed to explicit corrective feedback during group class exercises. We hoped that as a result of the explicit teaching these participants would be able to distinguish accomplishment and achievement verb conditions from activity and verb conditions. However, based on the results of the written production task results, our participants seemed to

not separate the grammatical and ungrammatical situations of the epistemic future. The results of the Paired-Samples T-Test for the explicit FonF group are presented in Table 18 in Appendix E.

In the analysis of the Paired-Samples T-test for the explicit FonF group we found four statistically significant differences between the pairs of conditions:

a) Activity verbs in pretest versus posttest (Pair 1): t (10) = -5.104, p = .0001 with a large effect size d = -1.908;
b) State verbs between pretest and posttest (Pair 3): t (10) = -5.022, p = .001 with a large effect size d = -1.727;
c) Accomplishment verbs between pretest and posttest (Pair 5): t (10) = -2.283, p = .046 with a medium effect size d = .855;
d) Achievement verbs between pretest and posttest (Pair 7): t (10) = -3.833, p = .003 with a large effect size d = -1.419.

The above described statistically significant results suggest that our participants in the explicit FonF used significantly more morphological future for conjecture immediately after instruction compared to the pretest. The results of the delayed posttest show that they retained their knowledge of SFP with activities, since there was no significant difference between posttest and delayed posttest in all conditions. This suggests good retention of the acquired knowledge after a four-week period . In the unacceptable conditions (accomplishments and achievements), our participants used future morphology very little before the lesson (13.6% and 9% respectively) and that percentage grew after the lesson (45.5% and 63.6% respectively). This shows some overgeneralization of the use of SFP to ungrammatical conditions as was seen in the the WPT. However, in the delayed posttest these numbers are reduced to 40% and 36% - well below 50% mark, which suggests that in a long term they used other ways of expressing future of probability

with accomplishments and achievements instead of SFP. In comparison, the delayed posttest for activity and state verbs in SFP stay high even after four weeks: 56% for both verbs types.

In summary, the results of the Paired-Samples T-Test for the *OPT* data of the explicit FonF instructional group showed significant improvement in the use of SFP in state and activity verbs immediately after the treatment and a good retention of the knowledge four weeks later. On the other hand, we notice overgeneralization of that knowledge to telic verb conditions, where native speakers normally do not use future simple to express present time probability. In the next section, we will review the results of the *OPT* in the implicit FonF group.

3.3.3.1.2 Implicit focus on form instruction group

Remember that implicit FonFgroup received explicit instruction of the forms of the future tense and meaning focused usage explanations of SFP, as well as meaning focused exercises without explicit corrective feedback. Instead of explicit correction, recasts were used for during the treatment. In addition, as opposed to the explicit FonF group, the implicit FonF instructional group was not explained the difference between the use of SFP with telic and atelic verbs, but was provided with examples and exercises to deduce these differences. Our goal in testing this group was to see whether the participants were able to differentiate between the grammatical and ungrammatical uses of SFP relying on the meaning with minimum explicit instruction (forms only). The Paired-Samples T-Test results of this group are summarized in Table 19 in Appendix E. In the analysis of the Paired-Samples T-Test for the implicit FonF group we found six statistically significant differences between the pairs of conditions:

a) Activity verbs at pretest versus posttest (Pair 1): $t(8) = -6.102$, $p = .0001$ with a large effect size $d = -2.658$;

b) Activity verbs at posttest versus delayed posttest (Pair 2): t(8) = 2.530, p = .035 with a small effect size d = .44;

c) State verbs at pretest versus posttest (Pair 3): t(8) = -7.333, p = .0001 with a large effect size d = -3.127;

d) Accomplishment verbs at pretest versus posttest (Pair 5): t(8) = -7.071, p =.0001 with a large effect size (d = -3.33);

e) Accomplishment verbs at posttest versus delayed posttest (Pair 6): t(8) = 3.5, p = .008 with a large effect size (d = 1.04);

f) Achievement verbs at pretest versus posttest (pair 7): t (8) = -4.619, p = .002 with a large effect size (d = -2.0).

The above described statistically significant results suggest that our participants in the implicit FonF group improved on the use of SFP immediately after the instruction in all conditions: they used significantly more morphological future for conjecture immediately after instruction compared to the pretest. The results of the posttest show that they retained well their knowledge of SFP with states. In the unacceptable conditions (accomplishments and achievements), our participants used future morphology very little before the lesson (0% and 5.5% respectively) and that percentage grew after the lesson (83% and 72% respectively). This shows some overgeneralization of the use of SFP as was seen in the other tasks. However, in the delayed posttest these numbers are reduced to 44% in both conditions, which is below 50% mark and suggests that the participants from the implicit FonF group used other ways of expressing future of probability with these conditions in a long term. In comparison, the delayed posttest results for activity and state verbs are noticeably higher: 60% and 68% respectively.

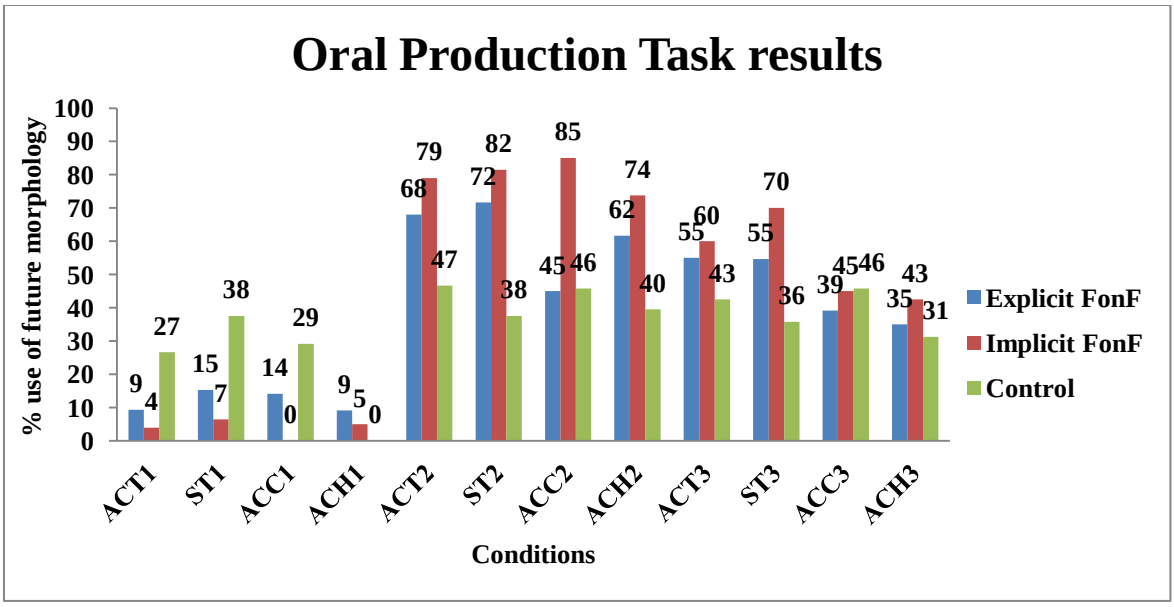
In summary, the results of the Paired-Samples T-Test for the *OPT* data of the implicit FonF instructional group show some improvement in the use of SFP with state and activity verbs immediately after the treatment and a good retention of the knowledge four weeks later. On the other hand, similarly to the explicit FonF group, we notice some overgeneralization of that knowledge to telic verb conditions immediately after instruction, but these scores diminish by delayed posttest. In the next section, we will examine the results of the control group.

3.3.3.1.3 Control group

The control group did not receive instruction from the researcher but was exposed to SFP during their regular class time, as described in Section *3.2.4.3.* In this section we examine whether the control group participants show any differences between testing times on the four testing conditions: probability with activities, states, accomplishments and achievements. Since this is a control group, we did not expect any differences over time. The results are summarized in Table 20 in Appendix E. As expected, there were no significant differences across time and conditions in the control group. In general, all the results for the control group are quite low, compared to the experimental groups. This suggests that the treatments may have had a positive effect on the oral production of SFP. Finally, we noticed that the control group participants, like the treatment groups participants used SFP with telic verbs at approximately the same rate as with atelic verbs. Therefore, they did not distinguish between the use of SFP with telic and atelic verbs. In summary, the *OPT* demonstrated that both instructional groups performed better than the control group, but both treatment groups overgeneralized the use of SFP with telic verbs.

3.3.3.1.4 Visual representation of between group results of OPT

Figure 22 below summarizes all three groups' results across time and conditions.



Conditions: ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

Figure 22: OPT results for explicit FonF, implicit FonF and Control groups at pretest, posttest and delayed posttest

All three groups (explicit FonF, implicit FonF and Control) showed improvement in the oral use of SFP across time. In particular, explicit FonF group (in blue) improved significantly immediately after the treatment: for the activity verbs posttest (ACT2 average is 68%) and for the state verbs at posttest (ST2 average is 72%), with lower scores for accomplishment verbs at posttest (ACC2 average is 45%) and achievement verbs at posttest (ACH2 average is 62%). However, the telic verb conditions scores were much higher than at pretest, which suggests that our participants in the explicit FonF group applied the new knowledge of SFP with atelic verbs to accomplishments and achievements. Delayed posttest results show a good retention of the knowledge of the use SFP with activities and states: ACT3 and ST3 – 55%. We noticed that the ungrammatical conditions results for ACC3 and ACH3 are 39% and 35% respectively, which is

well below the 50% mark and suggests that in a long term the participants used other ways of expressing conjecture with accomplishment and achievement verbs.

Looking at the results of the implicit FonF group we noticed that these participants scored higher than both explicit FonF and Control groups on the use of SFP. Their use of future increased significantly from extremely low to quite high immediately after the treatment: for ACT2 – 79%, ST2 – 82%, ACC2 – 85% and ACH2 – 74%. Like for the implicit FonF group, we noticed the use of SFP with telic verb conditions. At delayed posttest we see good retention of the knowledge for ACT3 and ST3 (still above 60%) and below 50% for the ACC3 and ACH3.

The Control group, although shows an increase in the scores over time, does not get above 47% across all conditions. Interestingly, their results in the delayed posttest of telic verbs conditions are close to those of the instructional groups. This suggests that in a long term, all three groups are similar in the use of SFP with telic verbs. Overall, the results are low and maybe a result of different interpretation of the stimuli sentences by the participants.

3.3.3.1.5 Summary of the Paired-Samples T-test results

In summary, the results of the Paired-Samples T-Test demonstrated some significant improvements in the oral use of SFP in epistemic conditions with activity, state, accomplishment and achievement verbs. We have examined the advantages of the treatment groups over the control group. We notice an advantage of the implicit FonF instruction over the explicit FonF. However, both instructional group participants showed overgeneralization of the use of SFP with ungrammatical conditions where atelic verbs are not normally used in conjecture context by native speakers.

3.3.3.2 One-Way ANOVA test results of the Oral Production Task

In examining the amount of use of future morphology in epistemic contexts by the three groups (explicit and implicit FonF and Control), a One-way Analysis of Variance test was conducted and a Post-Hoc LSD test was performed for all three groups across conditions and L1 backgrounds. The descriptive statistics are presented in Table 21 of Appendix E and the full Post-Hoc test results are presented in Table 22 of Appendix E.

A study of the results of the effect of instruction methods on the oral production of SFP found differences between the instructional groups in the following three conditions:

a) ST1 (state verbs at pretest): for explicit FonF M = 14.5, SD = 20, N = 11; for implicit FonF M = 6.6, SD = 14, N = 9; for Control M = 37, SD = 33.5, N = 7. The difference between the three groups was significant: F (2, 24) = 3.722, p = .039. Post-Hoc LSD test showed a difference between the explicit FonF and Control groups p = .051 and a large effect size, d = -.8. It also showed a statistically significant difference between implicit FonF and Control groups p = .014* with a large effects size, d = -1.18;

b) ACC1 (accomplishment verbs at pretest): for explicit FonF M = 13.6, SD = 23, N = 11; for implicit FonF M = 0, SD = 0, N = 9; for Control group M = 28.5, SD = 39, N = 7. The difference between the three groups was not statistically significcant: F (2, 24) = 2.624, p = .093. Post-Hoc LSD test has shown a statistically significant difference between implicit FonF and Control groups: p = .031 with a large effect size, d = -1;

c) ST2 (state verbs at posttest): for explicit FonF group M = 72, SD = 43, N = 11; for implicit FonF M = 80, SD = 30, N = 9; for Control M = 34, SD = 44, N = 7. The difference between the three groups was not statistically significant: F (2, 24) = 2.964, p

= .071. Post-Hoc LSD test has shown a statistically significant difference between implicit FonF and Control groups p = .031 with a large effect size, d = 1.22.

The results analyzed in this section showed that the Control group stayed at the same level from pretest to posttest in the condition where state verbs were used in epistemic contexts, while the two experimental groups show improvement from pretest to posttest in the same condition. There was little difference between the two instructional groups; therefore, there is no evidence for advantages of explicit or implicit FonF instruction on the oral production of SFP.

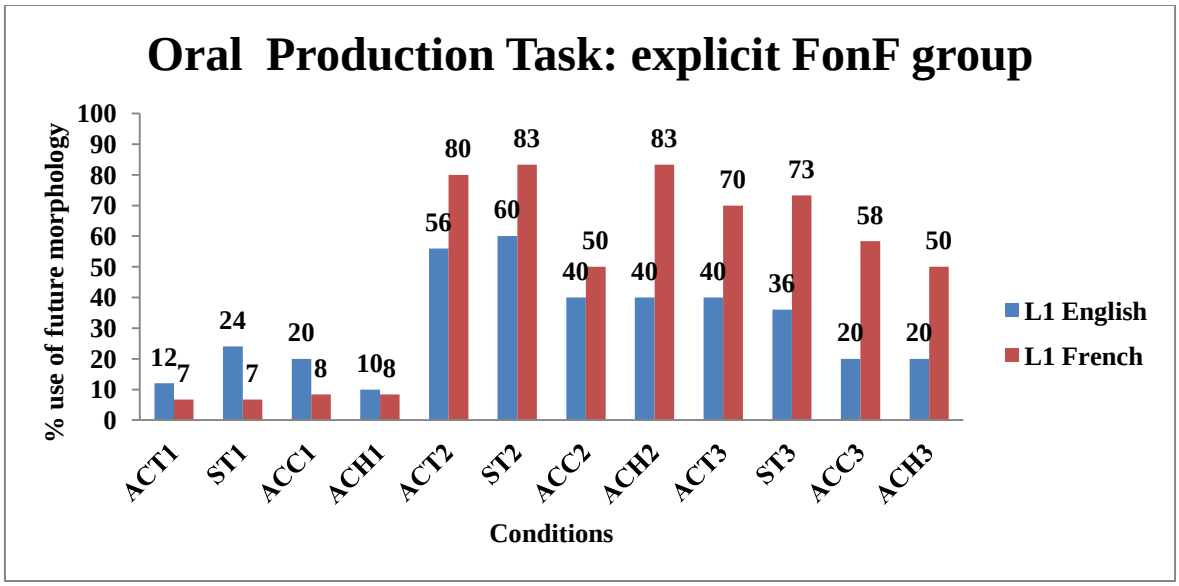
3.3.3.3 Independent-Samples T-test

3.3.3.3.0 Introduction

The Independent-Samples T-Test was used to distinguish between the L1 groups. We are interested in examining a possible L1 influence in the oral production of SFP by our participants. First, we will analyze the results of explicit FonF instruction group, followed by implicit FonF and Control groups. The percentages of the correct use of future morphology in epistemic contexts are presented for the comparison of the L1 groups.

3.3.3.3.1 Explicit focus on form instruction group

An Independent-Samples T-test for the explicit FonF instructional group aims at the difference between L1 English and L1 French groups in each experimental condition. The summary of the results is presented in Table 23 in Appendix E. The results of the Independent-Samples T-test for the explicit FonF instructional group show no significant differences between the two language groups Figure 23 below displays the scores of the two language subgroups of the explicit FonF instructional group.



ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

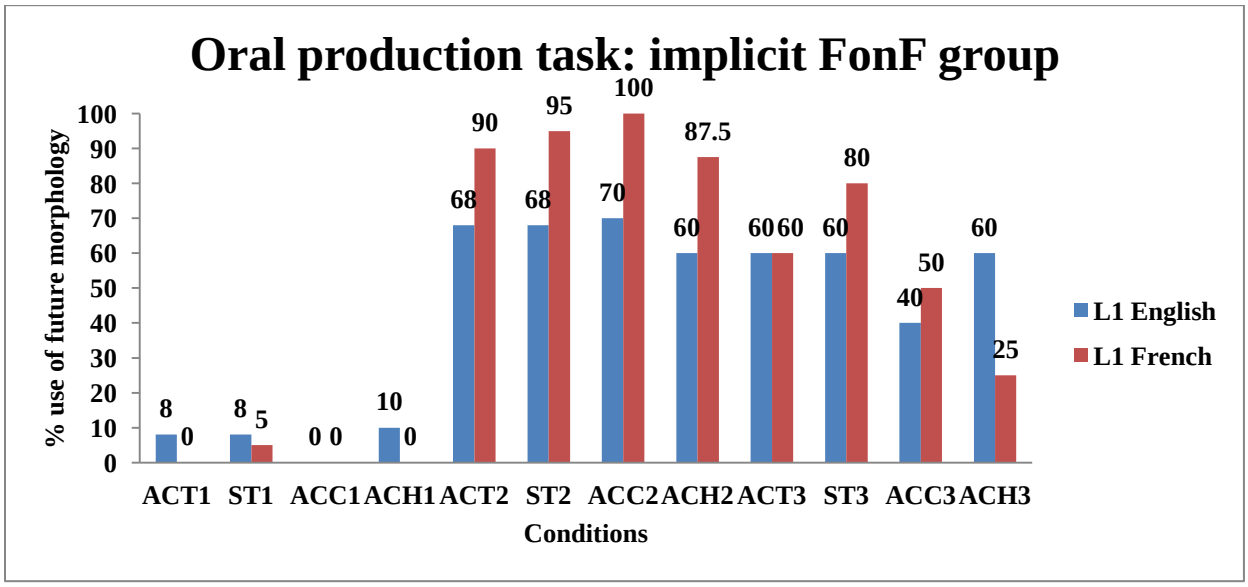
Figure 23: Oral Production Task results explicit Focus on form group L1 English versus L1 French

Fig. 23 above summarizes the results of the Oral Production Task for the explicit FonF group. We notice the difference in tendencies between the two language groups: while both the L1 English and L1 French groups' scores started off low at pretest, at posttest, the L1 French group used SFP significantly more than at pretest, including the unacceptable conditions with telic verbs. Finally, delayed posttest, the scores for the L1 English group went down, but the L1 French group averages stayed higher than those of the L1 English group. In summary, in the explicit FonF group there was no significant difference between the language group results.

3.3.3.3.2 Implicit focus on form group

An Independent-Samples T-Test was conducted for the implicit FonF instructional group in order to examine any possible L1 differences between our language subgroups. The summary of the results is presented in Table 24 in Appendix E.

The results presented in Table 24 show no significant difference between the two language groups in the *OPT* for the implicit FonF group. We noticed, however, that both language groups started off with low scores for the use of SFP orally at pretest, with an increase in the scores across the four conditions at posttest and a good retention of the knowledge by delayed posttest. Figure 24 below displays the trends of the two language groups.



ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

Figure 24: Oral Production Task results implicit Focus on form L1 English versus L1 French groups results

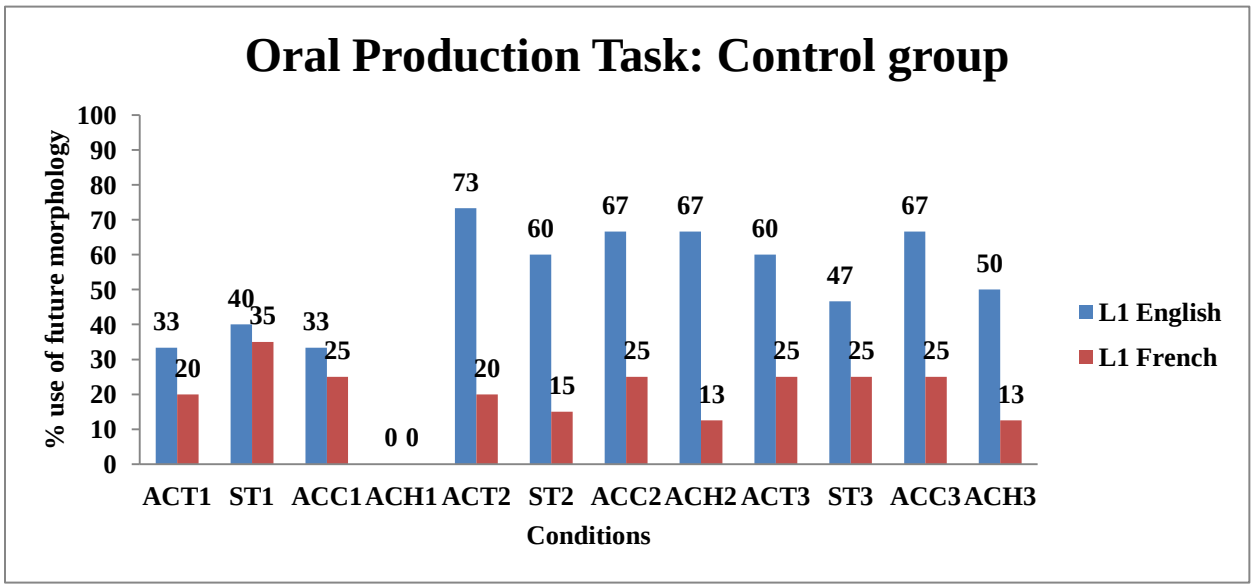
Fig. 24 above shows results similar to those of the explicit FonF group, where we saw a tendency of the L1 French group to score higher than the L1 English group on most conditions.

In summary, the results of both instructional groups suggest that although both explicit and implicit FonF treatments had positive effects on the oral use of SFP with activity and state verbs in epistemic contexts, the participants in both groups did not distinguish the ungrammatical contexts with accomplishment and achievement verbs in similar conditions. In addition, L1 French appeared to have a positive effect on the acquisition of SFP in general, but does not help in distinguishing telic and atelic contexts when it comes to the oral production of SFP.

3.3.3.3.3 Control group

The Independent-Samples T-Test was conducted for the control group in order to identify any possible L1 transfer in the use of Spanish future morphology in epistemic contexts in oral production. Table 25 in Appendix E summarized the results of this test. The results of the Control group show no significant differences between the two language groups. In all the conditions in the Control group we see higher scores for the L1 English participants. This result is different from the two instructional groups, where we saw a consistent trend of the L1 French subgroups to score higher than the L1 English ones. Fig. 25 below demonstrates the Control

group results.



Conditions: ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

Figure 25: Oral Production Task results Control group L1 English versus L1 French

Fig. 25 above displays higher scores of the L1 English participants in the Control group. On the other hand, it means their scores on the ungrammatical conditions (ACC and ACH in epistemic contexts) are also higher than those of the L1 French. The increase in the scores at posttest and delayed posttest could be due to the exposure to the linguistic feature during the five terms in the Spanish program, in which the students were enrolled at the time of the experiment. We will discuss the implications of these results for the classroom in the discussion chapter of the dissertation.

In summary, the Independent-Samples T-Test of the *OPT* showed no statistically significant differences between the L1 subgroups in all three participant groups. However, we noticed a tendency of the L1 French group to use SFP more often than the L1 English group in

the two instructional groups, while in the Control group, the opposite was noticed. This important observation may suggest that the L1 French groups responded better to the FonF instruction, compared to the L1 English. Nevertheless, similarly to the WPT we saw an overgeneralization of the use of SFP with telic verbs, which may suggest that the FonF instruction (explicit or implicit) did not help with the distinction of telic and atelic verbs' use of SFP.

3.3.3.4 Summary

In this section we reviewed the results of the *Oral Production Task* which consisted of responding orally to 14 given questions or statements aimed at eliciting a present time probability event. The goal of this task was to examine how the participants would react to the statements and express conjecture with state, activity, accomplishment and achievement verbs. We compared possible immediate and long-term effects of explicit and implicit FonF and Control treatments and possible L1 transfer in the oral production of SFP. The results of the *OPT* are similar to those of the *WPT*, as expected. Although the *OPT* requires a more immediate reaction and does not allow much time for thinking about the answer, the participants seemed to behave similarly in written and oral production. Like in the written production, there is no significant difference between the language groups in explicit and implicit FonF and Control groups.

CHAPTER 4 – Discussion and conclusions

4.0 Introduction

In this thesis we explore possible effects of explicit and implicit *focus on form* instructional methods on the acquisition of SFP by L1 English and L1 French learners of L2 Spanish. Two sets of teaching materials were developed based on a variety of existing materials in the field. They were compiled in order to present each group with a 50-minute lesson focused on SFP. The two methods differed in the degree of explicitness of instruction of SFP and in the types of exercises employed, and of feedback given, while providing communicative practice in both types of lessons. Our primary interest was in the effects of explicit FonF instruction on the uses of SFP and explicit corrective feedback versus implicit FonF and recasts on acquisition of SFP. Three experimental tasks were developed specifically for this project. First, the *Untimed Grammaticality Judgment Task* aimed at the recognition of grammatical and ungrammatical uses of morphological future in epistemic and temporal contexts with activity and state verbs. The second task, the *Written Production Task* aimed at the written use of SFP and temporal future through translation from the students' dominant language (English or French) into Spanish. The final task, the *Oral Production Task*, required the participants to respond to a given phrase with a conjecture statement or a question. In this chapter we compare the findings of the *UGJT*, the *WPT* and the *OPT*. The discussion will address each of the research questions proposed for this study.

4.2 Discussion

Our first research question addressed whether supplementary 50-minute explicit FonF instruction and explicit corrective feedback would have an effect on the acquisition of SFP. The results

showed that the explicit FonF instructional group improved on the grammaticality judgment and the written production of SFP immediately after the treatment. These results supported our first hypothesis because the explicit FonF group outperformed the Control group in the two tasks. However, the *OPT* results did not provide support for Hypothesis 1.

The second research question addressed whether supplementary 50-minute implicit FonF instruction and recasts would have a positive effect on the acquisition of SFP in L2 Spanish learners. The results of the three tasks showed support for the immediate effect of the implicit FonF treatment only in the *OPT*, where the implicit FonF group outperformed the Control group in the state verbs condition. There was no support for Hypothesis #2 from the *UGJT* and the *WPT*.

The third research question addressed whether the participants in the explicit FonF instruction group would retain the acquired knowledge better than the implicit FonF instruction group over a four-week period or vice versa. The results of the three tasks do not provide support for this hypothesis since there was no significant difference between the two instructional groups at delayed posttest.

Finally, the fourth research question addressed whether L1 French learners would have an advantage in SFP acquisition over L1 English learners of Spanish in each experimental condition due to the typological similarity between French and Spanish. The results of the *UGJT* found an advantage of the L1 French group over the L1 English group with the activity verbs in probability contexts immediately after the implicit FonF supplementary treatment. However, the *WPT* and the *OPT* showed no differences between the L1 groups. Since we did not find transfer effect from L1 French in the use of future morphology in probability context with state verbs (as is common in French), we may suggest that the fact that French speakers use state verbs in

probability contexts but not activities, accomplishments or achievements did not help our Francophone participants in the written production of SFP in the same conditions. Once again our results may suggest that both Anglophone and Francophone have similar opportunities when learning SFP, in spite of the similarities and differences in the use of future morphology in the three languages.

Since the SFP is considered to be a so-called interface property where morphology, syntax, pragmatics and discourse all interface, it requires both implicit and explicit knowledge, which is seen in the different results of our three tasks. In particular, we see that in certain cases explicit instruction is more effective, while in others implicit instruction has more positive outcomes. Following Ellis (2005), we agree that implicit and explicit knowledge interact in conscious processing of SFP. Therefore, both kinds of knowledge are necessary for successful use of SFP by learners of Spanish. They can benefit from explicit instruction of the morphology, followed by the meaning-focused activities and explicit feedback on the use of future morphology in epistemic context. This context is hard to notice, or can be potentially confusing, in natural input and therefore should be stressed in the classroom. The results of our study have shown an overgeneralization of the use of SFP to telic verbs, which is likely due to the fact that we focused on classroom interaction and therefore avoided explicit corrective feedback in the implicit FonF lessons. In the explicit FonF classes we also provided limited explicit feedback on the difference between telic and atelic verbs in order to keep the communication and avoid going into metalinguistic explanations, which may not be accessible to all intermediate level students of Spanish.

In summary, our results in part support several previous studies, discussed in Norris and Ortega (2000), Spada and Tomita (2010), where explicit focus on form instruction was found

more effective than implicit attention to form. However, Spada and Tomita also highlight that success of instructional method depends on the type of L2 knowledge measured and on the tests used. This is clear in the differences in the results of our three tasks, where we saw an immediate and long-term positive effect of explicit FonF instruction on grammaticality judgment and the written production of SFP, but a better immediate effect of the implicit FonF instruction in *OPT*.

The effect of L1 transfer was another focus of this study. A positive transfer from L1 French was expected, based on the previous studies in the field (i.e., Borg, 2013) which support transfer from French to Spanish. We found some advantage of L1 French over L1 English learners of L2 Spanish in the results of the *UGJT* , but not in the *WPT* and *OPT*, although the WPT was developed with an idea of separating the two L1 groups and tapping into possible differences between them. In the next section, we will address what our results mean for future work in the classroom.

4.2 Implications for the classroom

After discussing the results of our study, the main outcome states that both instructional methods (explicit and implicit FonF) can have positive outcomes in the classroom, depending on the type of knowledge and assessment tools used. We also found no significant effect of L1 transfer in the oral or written production of SFP, which suggests equal opportunities for both Anglophone and Francophone students in our bilingual classrooms.

One of the goals of this study was to contribute to the classroom research in the field of Spanish as a foreign language acquisition, as well as add to the pedagogical materials for Spanish programs, in particular in the Canadian context, where L1 English and L1 French students are often placed in the same classroom to learn Spanish. As we already know from recent research in

SLA, students with different language backgrounds bring a variety of knowledge and prior linguistic experience to the classroom, and they do not necessarily achieve the same level of success in their target language. Therefore, for the purpose of this project, we designed and conducted a study of the acquisition of SFP with the purpose of examining explicit and implicit FonF instructional methods of language teaching at the university level. Based on the results of our study, several implications for the classroom can be made.

First, we have to consider that explicit and implicit FonF lessons have different outcomes for grammaticality judgment and written production of SFP on the one hand, and oral production on the other, as well as for the immediate and delayed task results. As seen in the results of the UGJT in the interpretation of SFP, the explicit FonF supplementary lesson had more positive immediate and long-term results, compared to the implicit FonF instruction. In the two production tasks we saw that the explicit FonF instruction resulted in higher scores in the written production in both short and long-term, but the oral production task results were better for the implicit FonF instructional group compared to the explicit FonF group. This means that although explicit instruction of the forms and uses of SFP was useful for recognition and written production tasks, more implicit focus on form and elaborate context and recasts may have proved beneficial for the oral production. This suggests that more implicit focus on form and rich context may have been more effective for long-term retention of oral production and recognition of SFP.

A second suggestion for the classroom can be based on the results of the L1 transfer that we found in the UGJT immediately after the implicit FonF treatment: a tendency of the L1 French to facilitate the acquisition of SFP in L2 Spanish learners. Therefore, the fact that both Francophone and Anglophone students achieve similar long-term results in the acquisition of

SFP suggests that they have similar opportunities in the classroom. This is an important positive outcome of our study, since it supports the ability of both instructional methods to benefit both L1 French and L1 English students. Typological similarity between the French and the Spanish future morphology uses may be an advantage for the Francophone learners of Spanish, but a lack of such similarity with the English language does not seem to cause more difficulties in the acquisition for SFP for the Anglophones.

Lastly, the two types of instruction examined in this study differed in the types of corrective feedback (CF) provided: while explicit FonF instruction provided explicit CF, implicit FonF instruction provided implicit CF in the form of recasts. The differences in the CF types were discussed in recent literature extensively. In particular, Li (2010) conducted a meta-analysis which showed that explicit CF worked better than implicit CF. However, he also reported that implicit CF proved to be more effective in post-tests completed a long time after the instruction. This was due to an increase in its effects over time whereas those of the explicit CF did not change. This finding is supported by our results of the UGJT where the immediate posttest results were better for the explicit FonF group (explicit CF), while delayed posttest results did not differ for explicit and implicit FonF groups. This outcome suggests that, like instructional methods, types of feedback also depend on the assessment tools used in the classroom. Therefore, teachers should use different feedback methods depending on the task and the skills in question.

As for the L1 transfer, we noticed only a tendency of the L1 French groups performing better than L1 English groups in both instructional groups in all three tasks. The only statistically significant difference was found in the *UGJT* for the implicit FonF group. This suggests that in the classroom, although Francophone students seem to respond better to instruction, overall,

students from either L1 English or L1 French background have equal or similar opportunities to successfully acquire SFP as a result of both instructional methods. Even though in French a subset of state verbs is used in present time probability context, we did not find any evidence of the L1 transfer in this particular context among our participants. Returning to the implicit versus explicit instruction and their place in the classroom, we see benefits of the both types of instruction, depending on the nature of skill that is being assessed. In particular, when assessing explicit knowledge, the explicit tasks will demonstrate stronger results (e.g., written production, multiple choice interpretation tasks, etc.), while implicit knowledge will be better assessed through implicit instruction based tasks which rely heavily on context (e.g., oral production, fill-in-the-blanks, spontaneous production, etc.).

In conclusion, there is room for both types of instruction, depending on the program objectives, goal of a particular task and the knowledge being assessed. In a typical Canadian university classroom where Anglophone and Francophone students (among others) learn Spanish as a foreign language, both linguistic groups have equal opportunities to be successful in the acquisition of SFP, in spite of the typological differences/similarities between the three languages. Both explicit and implicit FonF instruction allow for successful acquisition of this complex phenomenon.

4.3 Limitations

Based on the discussion of results of our study and their implication for the classroom, we will now address several limitations of this project and ideas for future studies. One of the limitations

of the project was recruitment of the students, which resulted in a small number of participants[11]. Although many students were interested in learning and contributing to the research, majority of them did not have time to commit to a longitudinal study. Nevertheless, we had minimal attrition rate of those who agreed to participate.

Another limitation that should be considered for future studies is the duration of the instructional session provided to our participants. Long and Robinson (1998) suggest that acquisition of complex features takes time and may require longer time of exposure. We agree that more than one lesson period is needed for the acquisition of SFP, but it could also lead to more difficulties due to more chances of influence from extraneous variables, which would be harder to control for, as well as it could cause greater participant attrition. Limited time in the classroom does not allow for more than 50 minutes to be spent on this topic. Therefore, we had to maximize the class time for the presentation and practice of SFP.

Our third limitation, also related to timing, is a relatively short delayed posttest period: four weeks may have been too short a period to measure a long-term effect of instruction. Nevertheless, we chose this time for two reasons. First, a four-week period was mentioned in several studies that have investigated effects of instruction on learning of other linguistic features. Second, due to the limit of time in a semester, we had to recruit the participants, conduct a pretest, lesson, posttest and delayed posttest within ten weeks. This did not allow us for a longer time period between posttest and delayed posttest in order to collect all the necessary data, provided the different schedules of participants.

[11] This is a common limitation for classroom research studies, as discussed in Lightbown (2000) and Chaudron (2001).

Our fourth limitation is in the second experimental task, *WPT*. Translation tasks are rarely done in communicative classrooms and it was not included in the practice exercises in this study. This may have led the participants to interpret the stimuli literally and expressing them as present or future events but omitting the probability context. Our experimental items were kept short for logistical reasons.

Several other limitations were pointed out by the reviewers[12]. One of their suggestions for improving the study was to include a group of native speakers for control. Another one was to include a group that combined explicit and implicit FonF in order to examine a possible effect of the combination of the two methods for acquisition of SFP, similarly to the study by Hernandez and Rodriguez-Gonzalez', 2012). Finally, another important observation was that the participants should have been pretested for their linguistic abilities in all three languages (English, French and Spanish) with the help of standardized tests in order to make sure they are truly L1 English or L1 French learners of L2 Spanish at a B1 level. These important limitations should be taken into consideration in future studies.

4.4 Conclusions

This study examined possible effects of explicit and implicit FonF instruction, as well as possible L1 transfer effect in the acquisition of SFP by Anglophone and Francophone learners of Spanish at a Canadian university. Two types of lesson plans and three experimental tasks were designed in order to examine the above mentioned differences and effects. As a result, we found a tendency of the Francophone learners to perform better than the Anglophone learners in *UGJT* immediately after the implicit FonF treatment, which may suggest that the L1 French learners

[12] I greatly appreciate the revisions and suggestions provided by the members of the thesis committee. Their input was extremely helpful in creating the final version of the thesis.

responded to the instruction better than the L1 English learners of Spanish. Overall, the results are similar for both L1 groups in a short- and long term; therefore, the fact that there is no significant difference between the L1 English and L1 French learners of Spanish in the classrooms that we explored, means that they have similar chances in the acquisition of SFP.

Our results also demonstrated an advantage of the explicit FonF instruction on the grammaticality judgment and the written production immediately after instruction and four weeks later. However, the results of the *OPT* showed an advantage of the implicit FonF instructional group over the Control group in one condition (state verbs in probability condition). These results may suggest that explicit FonF instruction proved effective for the explicit knowledge acquisition demonstrated in immediate and delayed *WPT* and immediate *UGJT* posttest results. However, the implicit FonF instruction may have been more effective for the implicit knowledge, as seen in the *OPT* posttest. Overall, the results suggest that both instructional methods developed for this study may have been beneficial for different aspects tested. Our participants demonstrated some significant improvement in grammaticality judgment, oral production, and the written production task from pretest to posttest and a good retention of the acquired knowledge after a four-week period.

This study examined an aspect of classroom Spanish language acquisition from the pedagogical point of view, which was lacking in the recent literature. The results of this experimental study on acquisition of SFP have made some important suggestions for the classroom and have addressed important challenges in conducting a classroom language acquisition research. The limitations discussed in this chapter should be taken into consideration when conducting similar research in order to improve the methodology and achieve stronger results.

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LIST OFAPPENDICES

APPENDIX A - “Participants wanted” announcement

PARTICIPANTS WANTED!

We are currently looking for students enrolled in ESP2991 and ESP 3991to participate in an experiment on language learning. This experiment is part of a Hispanic linguistics PhD student research project at the Department of Modern Languages and Literatures at the University of Ottawa, Canada.

The experiment involves a maximum of 4 sessions (4 x 40min) which may include grammar instruction and follow-up testing. The total time for participation will not exceed 2.5 hours over 4 sessions.

If you are interested in participating in this project, please contact XXXXXXX at XXXXX@XXXX to arrange a suitable time.

Your participation is most appreciated and will be rewarded with a $15 stipend upon completion of testing.

Thank you!

Sincerely,

Irina Goundareva

APPENDIX AC - Letter of information and consent form (control group)

Investigator:
Irina Goundareva, PhD Candidate
Dept. of Modern Languages and Literatures and Dept. of Linguistics
University of Ottawa

Invitation: You are invited to participate in a research study conducted by Irina Goundareva.

Purpose of the Study: In this study, we wish to investigate the effects of form-focused and meaning-based instruction on acquisition of Spanish Future of Probability in intermediate learners of Spanish at the University of Ottawa.

Participation: If you wish to participate in the study, please complete the attached consent form and bring it to the first testing session. You do not have to participate and you can decline this invitation at any point. Your decision to participate or not participate will not affect your evaluation in your Spanish course. As the control group, you will not be exposed to extra instruction sessions, but you will be asked to fill out a Language background questionnaire and to perform three experimental tasks, which should take no longer than 60 minutes. The testing will take place outside of regular class time. Only the principal investigator will be present during testing sessions. Total commitment time will be approximately 120 minutes which includes a posttest. All participants will be compensated in the amount of $15 dollars for their time.

Benefits: You will benefit from this study because it will contribute to development of new materials for the instruction and practice of the future of probability in Spanish.

Confidentiality and anonymity: The information that you share will remain strictly confidential and will be used solely for the purposes of this research. The only persons who will have access to the research data are the investigator and the project supervisor. Results will be published in pooled (aggregate) format, which means that the answers will be discussed collectively and not be released individually. In order to best recreate a classroom context, all the testing will take place in a group setting. In this way other participants will know that you are participating in the study, but will never see the results of your tests. You will be assigned an alpha numeric code that you will use on your tests instead of your name and student number. This will guarantee the anonymity of your results.

Conservation of data: The surveys will be kept in a locked filing cabinet in the office of Irina Goundareva at the University of Ottawa for a period of 5 years, at which time they will be destroyed. In the case that the principal investigator is not on campus for the total duration of the data conservation period, the data and the results will be safely stored in Dr. Valenzuela's office.

Voluntary Participation: You are under no obligation to participate and if you choose to participate, you may refuse to answer questions that you do not want to answer. Completion and return of this form implies consent.

Information about the Study Results: The results of this study will be available to you via e-mail if you are interested.

If you need any additional information feel free to contact the investigator.

If you have any questions with regards to the ethical conduct of this study, you may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5, tel.: (613) 562-5387 or ethics@uottawa.ca.

Thank you for your time and consideration.

There are two copies of this form. If you wish to participate, please return the signed copy to the researcher and keep the other copy for your records.

Acceptance: I, _____, agree to participate in the above research study conducted by Irina Goundareva of the Department of Modern Languages and Literatures, Faculty of Arts, which research is under the supervision of Dr. Elena Valenzuela.

Participant's signature: _____ _____

(Signature) Date: (Date)

Researcher's signature: _____ _____

(Signature) Date: (Date)

APPENDIX AE - Letter of information and consent form (experimental groups)

Investigator:
Irina Goundareva, PhD Candidate
Dept. of Modern Languages and Literatures and Dept. of Linguistics
University of Ottawa

Invitation: You are invited to participate in a research study conducted by Irina Goundareva.

Purpose of the Study: This study is part of a requirement for the PhD program under the supervision of Dr. Valenzuela. In this study, we wish to investigate the effects of form-focused and meaning-based instruction on acquisition of Spanish future of probability in intermediate learners of Spanish at the University of Ottawa.

Participation: If you wish to participate in the study, please complete the attached consent form and hand in to the investigator during the first session. You do not have to participate and you can decline this invitation at any point. Your decision to participate or not participate will not affect your evaluation in your Spanish courses. As a participant, you will be asked to fill out a pretest and a language background questionnaire. Then you will be exposed to one 50 minute session of instruction, followed by three experimental tasks, which should take no longer than 60 minutes. In addition, a 60 minute delayed post-test will be performed 4 weeks after the first test. The instruction and the testing will take place outside of regular class time. Only the principal investigator will be present during the instruction and testing sessions. Total commitment time should not exceed 160 minutes. All participants will be rewarded with the amount of $15 upon completion of the last test.

Benefits: You will benefit from this study because it will contribute to development of new materials for the instruction and practice of the future of probability in Spanish.

Confidentiality and anonymity: The information that you share will remain strictly confidential and will be used solely for the purposes of this research. The only persons who will have access to the research data are the investigator and the project supervisor. Results will be published in pooled (aggregate) format, which means that the answers will be discussed collectively and not be released individually. In order to best recreate a classroom context, all the instruction and testing will take place in a group setting. In this way other participants will know that you are participating in the study, but will never see the results of your tests. You will be assigned an

alpha numeric code that you will use on your tests instead of your name and student number. This will guarantee the anonymity of your results.

Conservation of data: The surveys will be kept in a locked filing cabinet in the office of Irina Goundareva at the University of Ottawa for a period of 5 years, at which time they will be destroyed. In the case that the principal investigator is not on campus for the total duration of the data conservation period, the data and the results will be safely stored in Dr. Valenzuela's office.

Voluntary Participation: You are under no obligation to participate and if you choose to participate, you may refuse to answer questions that you do not want to answer. Completion and return of this form implies consent.

Information about the Study Results: The results of this study will be available to you by e-mail if you are interested.

If you need any additional information feel free to contact the investigator.

If you have any questions with regards to the ethical conduct of this study, you may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5, tel.: (613) 562-5387 or ethics@uottawa.ca.

Thank you for your time and consideration.

There are two copies of this form. If you wish to participate, please return the signed copy to the researcher and keep the other copy for your records.

Acceptance: I, _____, agree to participate in the above research study conducted by Irina Goundareva of the Department of Modern Languages and Literatures, Faculty of Arts, which research is under the supervision of Dr. Elena Valenzuela.

Participant's signature: _____ _____

(Signature) Date: (Date)

Researcher's signature: _____ _____

(Signature) Date: (Date)

APPENDIX B - Language background questionnaire

1. Curso:

2. Primera(s) lengua(s):

3. Otros idiomas que se hablan en casa:

4. Otras lenguas:
- entiendes
- lees
- escribes
- hablas

5. Tu idioma dominante (en la que te sientes más seguro/a):

6. Años de hablar o estudiar español

7. Si has viajado (o vivido en) a un país hispanohablante, ¿adónde fuiste y por cuánto tiempo?

8. ¿Qué actividades haces para mejorar o mantener el español?

APPENDIX C – Tests

Untimed Grammaticality Judgment Task

Each list consists of 40 items in total. 30 experimental: conditions: 15 ST (states) and 15 ACT (activities) - three subconditions: probability possible (a), probability impossible (b), future time only (c); 10 D (distracters) – periphrastic future – 1-5 grammatical/6-10 ungrammatical.

	Lista A: escoger la opción más adecuada según el contexto[13]
ST1a	La profesora le pregunta a Pati por qué Juan no está en la clase. Pati contesta: -Estará enfermo. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST1b	Solamente la secretaria sabe dónde está el informe. Cuando el jefe pregunta por él, la secretaria dice: - Estará en el cajón. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST1c	María tiene vacaciones. Tiene muchas ganas de estar en la playa una semana entera. Su compañera piensa: - ¡Qué suerte! Estará en Acapulco. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2a	Alguien le pregunta la hora a Juan. Él no tiene reloj, pero dice: - No se…Serán las ocho. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2b	Julio llega a su casa con un trofeo. Se lo muestra a sus padres y dice: - Mi equipo será el ganador. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2c	Bárbara está embarazada de 8 meses. Va al hospital a hacerse una ecografía. El doctor le dice: - Felicidades, será niño. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3a	El presidente está dando una conferencia en el jardín pero no se quita los lentes de sol. Un reportero supone: - Le brillará la luz en los ojos. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3b	Javier está en la playa con su esposa. Están disfrutando del calor. Javier le dice a su mujer: - El sol brillará. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3c	El piso de la casa está muy sucio. Juanita lleva más de una hora limpiándolo y dice: - Cuando termine, este piso brillará de limpio. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4a	Alex y María van caminando por la calle. Alex se tapa la nariz con la mano. María lo ve y piensa: - Olerá mal la calle. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4b	Carlos tira sus zapatos viejos a la basura y dice: - Olerán mucho.

[13] Choose the most suitable option

	1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4c	María limpia el piso con un jabón de manzana y dice: - Por fin, mi casa olerá muy bien. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5a	Cada vez que Susana escucha música su perro de deja de ladrar. Susana piensa: - Mi perro amará la música. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5b	Sofía y José llevan 10 años juntos. Sus amigos los ven felices y dicen: - Sofía no amará a José. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5c	Leticia consiguió un puesto en una universidad nueva. Ha oído muchas cosas buenas del departamento. Sus padres piensan: - Leticia amará su trabajo. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT1a	Lucía no tiene auto. Para llegar al trabajo sale a las ocho y llega a las ocho y cinco. Nadie entiende cómo lo hace. Alguien dice: - Pues correrá para llegar a tiempo. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT1b	Carlos ha ganado la maratón. Su novia María dice: - Pues Carlos correrá. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT1c	El padre de Juan quiere que su hijo participe en la maratón. Le dice a su esposa: - Juan correrá en la próxima maratón. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT2a	Los amigos de Paco no entienden cómo se mantiene delgado, aunque come un montón. Un amigo dice: - ¿Hará mucho ejercicio? 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT2b	Pedro ve a Juan sudando en el gimnasio. Pedro piensa: - Juan hará mucho ejercicio. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT2c	Diego es muy delgado pero quiere ser campeón de boxeo. Sus amigos se ríen de él, pero el entrenador lo defiende: - Hará mucho ejercicio para ganar. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3a	Aunque Carlota es muy inteligente, saca notas muy bajas en ciencias. Su padre dice: - Pues estudiará poco. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3b	La madre de María sabe dónde está su hija y se pregunta: - ¿María estudiará en la biblioteca? 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3c	Michelle sacó una "F" en un examen. Antes del próximo examen, su padre llama a la profesora y le dice: - Michelle estudiará mucho. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT4a	José le pregunta a un compañero por qué todo el mundo se tapa los oídos cuando oyen a Pedro cantar. Su compañero le dice: - Pues Pedro cantará muy mal. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT4b	Luis acaba de cantar una canción con una voz horrible. Cuando el maestro de música entra y ve a Luis cantando, dice: - Luis cantará muy mal. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé

ACT4c	Amparo ha tomado clases de canto. Un día su maestra le anuncia a la clase: - Amparo cantará en la opera. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5a	Clara no tiene facilidad para la música pero toca el violín muy bien. Su profesor dice: - Pues practicará mucho. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5b	Laura acaba de presentar un concierto. Hernán la encuentra en la sala de música, tocando el piano y piensa: - Laura practicará para el concierto. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5c	La hermana de Sara sabe que ella quiere ser campeona de tenis. Piensa: - Sara practicará todos los días antes del campeonato. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D1	Cinthia le pidió unas flores a su esposo. Cuando no lo encuentra en casa, Cinthia piensa: - Va a comprarme las flores. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D2	Marisol y Alberto se despiertan por la mañana. Alberto sabe que Marisol no sale de casa sin un café. Piensa: - Marisol va a tomarse un café antes de salir. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D3	Ricardo rompió la ventana con una piedra. Tiene miedo cuando ve que su padre regresa a casa. Ricardo piensa: - ¿Lo va a notar? 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D4	Mariana y su hermana están sentadas en el comedor. Entra su mamá y les pregunta qué están haciendo. La hermana responde: - Nos vamos a comer el pastel que preparaste. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D5	En la fiesta de cumpleaños de Pepe, los niños están jugando con una pelota en la sala. Un amiguito le dice a Pepe que va a tirarla. Pepe grita: - Vas a romper la televisión. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D6	Los padres de Mauricio no saben dónde está el hijo. La mamá le pregunta al papá dónde está Mauricio. El papá contesta: - Va a estar en el gimnasio. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D7	Lucía no tiene auto. Para llegar al trabajo sale a las ocho y llega a las ocho y cinco. Sus compañeros no entienden cómo lo hace. Alguien dice: - Pues va a correr a la oficina. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D8	Maria le pregunta a José qué hacía para mantenerse en forma antes del campeonato. Él le contesta: - Voy a correr 10 kilómetros tres veces por semana antes del campeonato. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D9	Sandra tiene un perro que deja de ladrar cuando ella toca el piano. Sandra no entiende por qué el perro lo hace y piensa: - Mi perro va a amar la música. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D10	Bárbara y Miguel están en el teatro. El esposo le pregunta a Bárbara quién canta. Ella contesta: - No lo sé, a lo mejor esta canción la va a cantar Paco. 1. no aceptable 2. más o menos aceptable 3. completamente aceptable 4. no lo sé

	Lista B: escoger la opción más adecuada según el contexto
ST1a	La directora le pregunta a Marta por qué Juan no está en su oficina. Marta le contesta: -Estará de vacaciones. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST1b	Juanita no ha preparado el informe para la clase. Cuando el maestro se lo pide, la niña dice: - Estará en casa. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST1c	Olga se va de viaje. Tiene muchas ganas de estar en la playa una semana entera. Su compañera le dice con envidia: - ¡Qué suerte! Estarás cerca del mar. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2a	Mauricio le pregunta la hora a Pedro. Él no está seguro, dice: - No se…Serán las once. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2b	Marco regresa a casa con un pastel de cumpleaños. Dice a sus nuevos compañeros de piso: - Hoy será mi cumpleaños. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2c	Bárbara está embarazada de 6 meses. Va al hospital para saber el sexo del bebe. El doctor le dice: - Felicidades, será niña. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3a	El primer ministro está dando una conferencia en el jardín pero no se quita los lentes del sol. Un reportero supone: - Le brillará el sol en los ojos. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3b	Una pareja está disfrutando del calor en la playa. El hombre le dice a su mujer: - El sol brillará mucho hoy. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3c	Normalmente el piso de la casa está muy sucio. La mujer lleva más de una hora limpiándolo y dice: - Pronto, el piso brillará de limpio. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4a	Mauro y Silvia van caminando por la playa. Ella se tapa la nariz y el hombre piensa: Olerá mal el mar. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4b	Al llegar del gimnasio, el chico tira sus zapatos viejos a la basura y dice: - No los quiero usar más porque olerán mucho. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4c	Ana limpia el piso de la casa con un jabón de limón y dice: - Por fin, mi casa olerá rico. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5a	Cada vez que Paquita escucha música su perro deja de ladrar. Ella piensa: - Mi perro amará la música. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5b	Sofía y José están bailando en su boda. Sus amigos los ven felices y dicen: - ¿Se amarán? 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5c	Leti pronto empieza un puesto en una universidad. Ha oído muchas cosas buenas del

	departamento. Sus padres piensan: - Leti amará su nuevo trabajo. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
AST1a	Nicolás no tiene auto. Para llegar al colegio sale a las ocho y llega a las ocho y cinco. Nadie entiende cómo lo hace porque el chico vive lejos. Alguien dice: - Pues correrá para llegar a tiempo. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT1b	Carlos terminó la maratón. Su compañero dice: - Pues Carlos correrá. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT1c	Juan quiere participar en la maratón. Su esposa dice a una amiga: - Juan correrá en la próxima maratón. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT2a	Los amigos de Felipe no entienden cómo se mantiene delgado, aunque come un montón. Un amigo dice: - Pues hará mucho ejercicio. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT2b	Pedro ve a Juan acostado en el sofá. Pedro piensa: - Juan hará mucho ejercicio. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT2c	Julián está un poco gordo pero quiere ser campeón de karate. Sus amigos se ríen de él, pero el entrenador lo defiende: - Hará mucho ejercicio para ganar. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3a	Aunque Carla es muy inteligente, saca notas muy bajas en ciencias. Su madre dice: - Pues estudiará poco. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3b	La abuela de María sabe dónde está su nieta y dice: - ¿Será que María estudiará en la biblioteca? 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3c	Berta fracasó el examen. Antes del próximo examen, su padre llama a la profesora y le dice: - Mi hija estudiará mucho para el próximo. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT4a	José le pregunta a un compañero por qué todo el mundo se tapa los oídos cuando lo oyen cantar. Su compañero le dice: - Pues cantarás muy mal. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT4b	Carlos acaba de cantar una canción con una voz horrible. Cuando el maestro de música entra y oye el ruido insoportable, dice: - Cantará Carlos otra vez. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT4c	Alicia ha tomado clases de canto. Un día su maestra le anuncia a la clase: - Alicia cantará en el concierto. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5a	Lucia no tiene facilidad para la música pero toca el violín muy bien. Su profesor dice: - Pues practicará mucho. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5b	Brenda acaba de presentar un concierto. Hernán la encuentra en la sala de música, tocando el piano y piensa: - Practicará para el concierto. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5c	La hermana de Rafael sabe que él quiere ser campeón de tenis. Piensa: - Practicará todos los días antes del campeonato.

	1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D1	Cinthia le pidió unas flores a su esposo. Cuando no lo encuentra en casa, Cinthia piensa: - Va a comprarme las flores. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D2	Marisol y Alberto se despiertan por la mañana. Alberto sabe que Marisol no sale de casa sin un café. Piensa: - Marisol va a tomarse un café antes de salir. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D3	Ricardo rompió la ventana con una piedra. Tiene miedo cuando ve que su padre regresa a casa. Ricardo piensa: - ¿Lo va a notar? 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D4	Mariana y su hermana están sentadas en el comedor. Entra su mamá y les pregunta qué están haciendo. La hermana responde: - Vamos a comernos el pastel que yo preparé. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D5	En la fiesta de cumpleaños de Pepe, los niños están jugando con una pelota en la sala. Un amiguito le dice a Pepe que va a tirarla. Pepe grita: - Vas a romper la televisión. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D6	El papá y la mamá de Mauricio no saben dónde está él. La mamá le pregunta al papá dónde está Mauricio. El papá contesta: - Va a estar en el gimnasio. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D7	Lucía no tiene auto. Para llegar al trabajo sale a las ocho y llega a las ocho y cinco. Sus compañeros no entienden cómo lo hace. Alguien dice: - Pues va a correr a la oficina. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D8	Maria le pregunta a José que hace para mantenerse en forma antes del campeonato. Él le contesta: - Voy a correr 10 kilómetros tres veces por semana antes del campeonato. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D9	Sandra tiene un perro que deja de ladrar cuando ella toca el piano. Sandra no entiende por qué el perro lo hace y piensa: - Mi perro va a amar la música. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D10	Bárbara y Miguel están en el teatro. El esposo le pregunta a Bárbara quién canta. Ella contesta: - No lo sé, a lo mejor esta canción la va a cantar Paco. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé

	Lista C: escoger la opción más adecuada según el contexto
ST1a	La profesora le pregunta a Lorena por qué Juan no está en la clase. Lorena contesta: -Estará enfermo. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST1b	La secretaria no sabe dónde está el documento. Cuando el director pregunta por él, la secretaria dice: - Estará en su mesa. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST1c	Luisa tiene vacaciones. Tiene muchas ganas de estar en la playa una semana entera. Su compañera piensa: - ¡Qué envidia! Estará en Acapulco. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2a	Paco le pregunta la hora a Juan. Él no tiene reloj, pero dice: - No sé…Serán las seis.

	1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2b	Pablito llega a su casa con un trofeo. Se lo muestra a sus padres y dice: - Mi equipo será el ganador. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST2c	Belén está embarazada de 8 meses. Va al hospital a hacerse una ecografía. El doctor le dice: - Felicidades, será niña. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3a	El director de la empresa está dando una conferencia en el jardín pero no se quita los lentes del sol. Un empleado supone: - Le brillará la luz en los ojos. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3b	Javier está en la playa con su esposa. Están disfrutando del calor. El marido le dice a su mujer: - El sol brillará. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST3c	El piso de la casa está muy sucio. Alicia lleva más de una hora limpiándolo y dice: Cuando termine, este piso seguramente brillará de limpio. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4a	Jorge y María van caminando por la calle. Ella se tapa la nariz con la mano. Jorge lo ve y piensa: Olerá mal la basura en la calle. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4b	Carlos tira sus zapatos viejos a la basura y dice: - Olerán mucho porque son sucios y viejos. Me tengo que comprar unos nuevos. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST4c	Linda lava el piso con un jabón de manzana y dice: - Por fin, mi casa olerá muy bien. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5a	Cada vez que Susana escucha música su perro deja de ladrar. Susana piensa: - ¿Será que mi perro amará la música? 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5b	Sofía y Miguel llevan 10 años juntos. Sus amigos los ven felices y dicen: - ¿Sofía amará a Miguel? 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ST5c	Mónica consiguió un puesto en una universidad nueva. Ha oído muchas cosas buenas del departamento. Sus padres piensan: - Nuestra hija amará su trabajo. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT1a	Lucía no tiene auto. Para llegar al trabajo sale a las ocho y llega a las ocho y cinco. Nadie entiende cómo lo hace. Sus compañeros dicen: - Pues correrá para llegar a tiempo. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT1b	Carlos ha ganado la maratón. Su novia Raquel dice: - Pues correrá. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT1c	El padre quiere que su hijo participe en la maratón. Le dice a su esposa: - Juan correrá en la próxima maratón. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT2a	Los amigos de Paco no entienden cómo se mantiene delgado, aunque come mucho. Un amigo dice: - Pues, hará mucho ejercicio. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé

ACT2b	Pedro ve a Marco sudando en el gimnasio y piensa: - Marco siempre hará mucho ejercicio. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT2c	Diego es muy delgado pero quiere ser campeón de boxeo. El entrenador lo alienta: - Harás mucho ejercicio para ganar. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3a	Aunque Carlota es muy inteligente, saca notas muy bajas en ciencias. Su padre dice: - Pues estudiará poco. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3b	La madre de Marta sabe dónde está su hija y dice: - Seguramente estudiará en la biblioteca. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT3c	Michelle sacó una "F" en un examen. Antes del próximo examen, su padre llama a la profesora y le dice: - Michelle estudiará mucho. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT4a	José le pregunta a un compañero por qué todo el mundo se tapa los oídos cuando oyen a Tito cantar. Su compañero le dice: - Pues cantará muy mal. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT4b	Beto acaba de cantar una canción con una voz horrible. Cuando el maestro de música entra y oye el ruido insoportable, dice: - Cantará Beto. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT4c	Ángela ha tomado clases de canto. Un día su maestra le anuncia a la clase: - Ángela cantará en la opera. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5a	Clara no tiene facilidad para la música pero toca el violín muy bien. Su profesor dice: - Pues practicará mucho. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5b	Liliana acaba de presentar un concierto. Hernán la encuentra en la sala de música, tocando el piano y piensa: - Liliana practicará para el concierto. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
ACT5c	El hermano de Sara sabe que ella quiere ser campeona de tenis. Piensa: - Sara practicará todos los días antes del campeonato. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D1	Cinthia le pidió unas flores a su esposo. Cuando no lo encuentra en casa, Cinthia piensa: - Va a comprarme las flores. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D2	Marisol y Alberto se despiertan por la mañana. Alberto sabe que Marisol no sale de casa sin un café. Piensa: - Marisol va a tomar un café antes de salir. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D3	Ricardo rompió la ventana con una piedra. Tiene miedo cuando ve que su padre regresa a casa. Ricardo piensa: - ¿Lo va a notar? 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D4	Mariana y su hermana están sentadas en el comedor. Entra su mamá y les pregunta qué están haciendo. La hermana responde: - Mariana va a comer el pastel que yo preparé. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D5	En la fiesta de cumpleaños de Pepe, los niños están jugando con una pelota en la sala.

	Un amiguito le dice a Pepe que va a tirarla. Pepe grita: - Vas a romper la televisión. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D6	El papá y la mamá de Mauricio no saben dónde está él. La mamá le pregunta al papá dónde está Mauricio. El papá contesta: - Va a estar en el gimnasio. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D7	Lucía no tiene auto. Para llegar al trabajo sale a las ocho y llega a las ocho y cinco. Sus compañeros no entienden cómo lo hace. Alguien dice: - Pues va a correr a la oficina. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D8	Maria le pregunta a José que hace para mantenerse en forma antes del campeonato. Él le contesta: - Voy a correr 10 kilómetros tres veces por semana antes del campeonato. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D9	Sandra tiene un perro que deja de ladrar cuando ella toca el piano. Sandra no entiende por qué el perro lo hace y piensa: - Mi perro va a amar la música. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé
D10	Bárbara y Miguel están en el teatro. El esposo le pregunta a Bárbara quién canta. Ella contesta: - No lo sé, a lo mejor esta canción la va a cantar Paco. 1. no aceptable. 2. más o menos aceptable 3. completamente aceptable 4. no lo sé

Written Production Task

Lista A Traducción francés-español: traducir utilizando los verbos entre paréntesis[14]

1a Je me demande quelle heure il est. (ser)

1b Je me demande qui sera le gagnant le mois prochain? (ser)

1c Juan Pablo était médecin. (ser)

2a Dans ce moment ma mère doit être dans son bureau. (estar)

2b Qui sera à la maison demain soir ? (estar)

2c Le mois dernier Marta était en Espagne. (estar)

3a Je me demande quel âge a Marie. (tener)

3b Miguel aura 19 ans le mois prochain. (tener)

3c Julia avait 30 ans quand nous nous sommes rencontrées. (tener)

[14] Translate into Spanish using the verbs in parentheses

4a La montre de Victoria doit coûter chère. (costar)

4b Combien coûtera le vol? (costar)

4c Le voyage, combien a-t-il couté? (costar)

5a Penses-tu qu'ils sachent la vérité? (saber)

5b Julia saura les réponses. (saber)

5c Que savait Jorge de Lucía? (saber)

6a Je me demande si mes frères sont en train de faire leur travail. (hacer)

6b Jean, fera-t-il son devoir ce soir ? (hacer)

6c Que faisaient-ils dans le jardin? (hacer)

7a Les enfants doivent être en train d'étudier à la bibliothèque. (estudiar)

7b Jo étudiera en Espagne le mois prochain. (estudiar)

7c Marta a étudié les arts à l'université. (estudiar)

8a Je me demande si les enfants sont en train de dormir. (dormir)

8b Hugo dormira toute la nuit. (dormir)

8c Ma tante a dormi pendant huit heures. (dormir)

9a Je me demande si les écrivains lisent beaucoup. (leer)

9b Je lirai ce livre plus tard. (leer)

9c J'ai lu ce magazine hier soir. (leer)

10a Les journalistes doivent écrire tous les jours. (escribir)

10b Vas-tu m'écrire lorsque tu arriveras à Paris? (escribir)

10c J'ai écrit dix pages ce matin. (escribir)

11a Je me demande où Olga se fait couper les cheveux. (cortarse)

11b Joane se coupera les cheveux demain. (cortarse)

11c Harry s'est coupé au doigt. (cortarse)

12a Je me demande quand Sam finira son travail. (terminar)

12b George finira de nettoyer sa chambre ce soir. (terminar)

12c Jean a fini son devoir avant de se coucher. (terminar)

13a Je me demande si Dina est en train de partir. (salir)

13b Luisa partira avant que je me lève. (salir)

13c Claire est parti à huit heures. (salir)

14a Je me demande s'ils courent 10 km chaque semaine. (correr)

14b Vas-tu courir le marathon le mois prochain? (correr)

14c Dan a couru le semi-marathon en deux heures. (correr)

15a Je me demande qui vole mes journaux. (robar)

15b Quelqu'un va voler ta voiture. (robar)

15c Une personne qui portait une chemise rouge a volé mon porte-monnaie. (robar)

Lista B Traducción francés-español: traducir utilizando los verbos entre paréntesis

1a Je me demande quelle heure il est. (ser)

1b Je me demande qui sera mon professeur l'année prochaine? (ser)

1c Nicolas était médecin. (ser)

2a À ce moment le directeur doit être dans son bureau. (estar)

2b Jean sera à la maison demain soir ? (estar)

2c Le mois dernier Marcus était en Espagne. (estar)

3a Je me demande quel âge a Sandra. (tener)

3b Miguel aura 24 ans le mois prochain. (tener)

3c Jaques avait 35 ans quand nous nous sommes rencontrés. (tener)

4a La montre de Vivian doit coûter chère. (costar)

4b Combien coûtera le voyage? (costar)

4c Le vol, combien a-t-il couté? (costar)

5a Penses-tu que Harry sache la vérité? (saber)

5b Nina saura les réponses. (saber)

5c Que savait Kyle de Lidia? (saber)

6a Je me demande si mon frère est en train de faire son travail. (hacer)

6b Sam fera-t-il son devoir ce soir ? (hacer)

6c Que faisaient-ils au gymnase? (hacer)

7a Les enfants doivent être en train d'étudier à la maison. (estudiar)

7b Joseph étudiera en Espagne le mois prochain. (estudiar)

7c Marta a étudié les arts au collège. (estudiar)

8a Je me demande si les filles sont en train de dormir. (dormir)

8b Ben dormira toute la nuit. (dormir)

8c Ma tante a dormi pendant quatre heures. (dormir)

9a Je me demande si les écrivains lisent beaucoup. (leer)

9b Je lirai ce livre demain. (leer)

9c Mark a lu ce magazine hier soir. (leer)

10a Les journalistes doivent écrire chaque jour. (escribir)

10b Vas-tu m'écrire lorsque tu arriveras à Rome? (escribir)

10c J'ai écrit sept pages ce soir. (escribir)

11a Je me demande où Ted se fait couper les cheveux. (cortarse)

11b Joanne se coupera les cheveux demain. (cortarse)

11c Henry s'est coupé au doigt. (cortarse)

12a Je me demande quand Samantha finira son travail. (terminar)

12b Jane finira de nettoyer sa chambre ce soir. (terminar)

12c Leanne a fini son devoir avant de se coucher. (terminar)

13a Je me demande si Clara est en train de partir. (salir)

13b Luis partira avant que je me lève. (salir)

13c Cora est parti à huit heures. (salir)

14a Je me demande si Kate court 10 km chaque semaine. (correr)

14b Vas-tu courir le marathon le mai prochain? (correr)

14c Daniel a couru le semi-marathon en deux heures. (correr)

15a Je me demande qui vole mes stylos. (robar)

15b Quelqu'un va voler ta bicyclette. (robar)

15c Une personne qui portait une chemise bleue a volé mon sac à dos. (robar)

Lista C Traducción francés-español: traducir utilizando los verbos entre paréntesis

1a Je me demande quelle heure il est. (ser)

1b Je me demande qui sera le gagnant l'année prochaine? (ser)

1c Paul était médecin. (ser)

2a À ce moment mon père doit être dans son bureau. (estar)

2b Qui sera à la maison ce soir ? (estar)

2c Le mois dernier Julien était en Espagne. (estar)

3a Je me demande quel âge a Juliette. (tener)

3b Miguel aura 20 ans la semaine prochaine. (tener)

3c Marta avait 30 ans quand nous nous sommes rencontrées. (tener)

4a La sac de Laura doit coûter chère. (costar)

4b Combien coûtera sa voiture? (costar)

4c Le voyage, combien a-t-il couté? (costar)

5a Penses-tu qu'elle sache la vérité? (saber)

5b Tina saura les réponses. (saber)

5c Que savait Jorge de Luis? (saber)

6a Je me demande si mes amis sont en train de faire leur travail. (hacer)

6b Jeanine fera-t-il son devoir ce soir ? (hacer)

6c Que faisaient-ils dans le jardin? (hacer)

7a Les enfants doivent être en train d'étudier à la bibliothèque. (estudiar)

7b Jacques étudiera en France le semestre prochain. (estudiar)

7c Marie a étudié la musique à l'université. (estudiar)

8a Je me demande si les garçons sont en train de dormir. (dormir)

8b Sam dormira toute la nuit. (dormir)

8c Ma tante a dormi pendant six heures. (dormir)

9a Je me demande si auteur lisent beaucoup. (leer)

9b Je lirai ce magazine plus tard. (leer)

9c J'ai lu ce roman la semaine passée. (leer)

10a Les journalistes doivent écrire tous les jours. (escribir)

10b Vas-tu vas m'écrire lorsque tu arriveras à Londres? (escribir)

10c J'ai écrit dix pages hier. (escribir)

11a Je me demande où Pamela se fait couper les cheveux. (cortarse)

11b Fiona se coupera les cheveux ce soir. (cortarse)

11c Henry s'est coupé au doigt. (cortarse)

12a Je me demande quand Bill finira son travail. (terminar)

12b George finira de nettoyer la maison ce soir. (terminar)

12c Jonathan a fini son devoir avant de se coucher. (terminar)

13a Je me demande si Diana est en train de partir. (salir)

13b Lena partira avant que je me lève. (salir)

13c Claudie est parti à huit heures. (salir)

14a Je me demande s'ils courent 5 km chaque matin. (correr)

14b Vas-tu courir le marathon cette fin de semaine? (correr)

14c Dan a couru le semi-marathon en deux heures et demie. (correr)

15a Je me demande qui vole mes fleures. (robar)

15b Quelqu'un va voler ton cellulaire. (robar)

15c Une personne qui portait une chemise grise a volé mon porte-monnaie. (robar)

Lista A Traducción inglés-español: traducir utilizando los verbos entre paréntesis

1a I wonder what time it is. (ser)

1b I wonder who will be the winner. (ser)

1c Juan Pablo was a doctor. (ser)

2a I wonder if my mother is in her office. (estar)

2b Where will he be this afternoon? (estar)

2c Last month Marta was in Spain. (estar)

3a I wonder how old Mark is. (tener)

3b Miguel will be 19 next month. (tener)

3c Hanna was 20 when I met her. (tener)

4a Victoria's watch must cost a lot. (costar)

4b How much will the flight cost? (costar)

4c This trip cost us very little. (costar)

5a I wonder if they know the truth. (saber)

5b Julia will know the answers. (saber)

5c What did Jorge know about Lucia? (saber)

6a I wonder what my brothers are doing right now. (hacer)

6b Will Gina do her homework tonight? (hacer)

6c What did they do in the garden? (hacer)

7a I wonder if Diana studies a lot to get good grades. (estudiar)

7b Jo will study in Spain next year. (estudiar)

7c Marta studied arts at the university. (estudiar)

8a I wonder if Ronaldo is sleeping. (dormir)

8b Tonight I will sleep well. (dormir)

8c How did you sleep? (dormir)

9a I wonder if writers read a lot of books. (leer)

9b I will read this book later. (leer)

9c I read the paper this morning. (leer)

10a Journalists must write a lot. (escribir)

10b Will you write me a letter when you get to Paris? (escribir)

10c I wrote five pages this morning. (escribir)

11a I wonder where Olga has her hair cut. (cortarse)

11b Juanita will cut her own hair. (cortarse)

11c When did you cut your finger? (cortarse)

12a I wonder when he finishes work. (terminar)

12b Jorge will finish cleaning his room soon. (terminar)

12c John finished his homework before going to bed. (terminar)

13a I wonder if Rosa is leaving for Paris already. (salir)

13b Luisa will leave for school before I wake up. (salir)

13 c Clara left for school at 8. (salir)

14a I wonder if they run 10 k every week. (correr)

14b Will you run the half-marathon this fall? (correr)

14c John ran the marathon last week. (correr)

15a I wonder who always steals my newspaper. (robar)

15b Someone will steal the jewelry. (robar)

15c A man in a red jacket stole the money. (robar)

Lista B Traducción inglés-español: traducir utilizando los verbos entre paréntesis

1a I wonder what date it is. (ser)

1b I wonder what will the prize be (ser)

1c Pablo was a teacher. (ser)

2a I wonder if director is in his office. (estar)

2b Where will Marc be this evening? (estar)

2c Last month Marta was in Tokio. (estar)

3a I wonder how old Teresa is. (tener)

3b Miguel will be 18 next week. (tener)

3c Julia was 15 when we met. (tener)

4a Valentina's jacket must cost a lot. (costar)

4b How much will the trip cost? (costar)

4c This ticket cost us very little. (costar)

5a I wonder if they know the answer. (saber)

5b Monica will know the truth. (saber)

5c What did Jorge know about Norma? (saber)

6a I wonder what Juan is doing. (hacer)

6b Will Carlos do his homework tonight? (hacer)

6c What did they do in the park? (hacer)

7a George must be studying right now. (estudiar)

7b Billy will study in Mexico next year. (estudiar)

7c Maria studied sciences at the university. (estudiar)

8a I wonder if Franco is sleeping. (dormir)

8b Tonight you will sleep well. (dormir)

8c How did you sleep? (dormir)

9a I wonder if poets read a lot of books. (leer)

9b I will read this article later. (leer)

9c I read the paper last night. (leer)

10a Good authors must write a lot. (escribir)

10b Will you write me a letter when you get to Rome? (escribir)

10c I wrote two pages this morning. (escribir)

11a I wonder where you get your hair cut. (cortarse)

11b Marcia will cut her hair. (cortarse)

11c When did you cut your hand? (cortarse)

12a I wonder when Joan finishes work. (terminar)

12b Jorge will finish work soon. (terminar)

12c Harry finished his homework before going to bed. (terminar)

13a I wonder when she leaves for Cuba. (irse)

13b Tara will go to school before I wake up. (irse)

13c Laura went to school at 7. (irse)

14a I wonder if he runs 10k every day. (correr)

14b Will she run the half-marathon this fall? (correr)

14c John ran the marathon last year. (correr)

15a I wonder who always steals my food. (robar)

15b Someone will steal the car. (robar)

15c That man stole the money. (robar)

Lista C Traducción inglés-español: traducir utilizando los verbos entre paréntesis

1a I wonder what the professor is like. (ser)

1b What time will it be when we get home? (ser)

1c Pablo was a lawyer. (ser)

2a I wonder if the teacher is in his office. (estar)

2b Where will Marta be this evening? (estar)

2c Last month Mike was in Mexico. (estar)

3a I wonder who old Laura is. (tener)

3b Bill will be 18 next week. (tener)

3c Carl was 25 when we met. (tener)

4a Julia's shoes must cost a lot. (costar)

4b How much will the ticket cost? (costar)

4c This dinner cost us very little. (costar)

5a I wonder if they know the secret. (saber)

5b Julia will know the answer. (saber)

5c What did Mike know about Heather? (saber)

6a I wonder what my friends are doing right now. (hacer)

6b Will Bianca do her homework tomorrow? (hacer)

6c What did they do in the evening? (hacer)

7a The children must be studying right now. (estudiar)

7b Billy will study in London next year. (estudiar)

7c Sasha studied sciences at the university. (estudiar)

8a Francisco must be sleeping. (dormir)

8b Tonight Joanna will sleep well. (dormir)

8c How did you sleep? (dormir)

9a I wonder if scientists read a lot of books. (leer)

9b I will read this article later. (leer)

9c I read the paper last night. (leer)

10a Poets must write a lot. (escribir)

10b Will you write me a letter when you get to Moscow? (escribir)

10c I wrote 15 pages this morning. (escribir)

11a I wonder where Marisa has her hair cut. (cortarse)

11b Rosa will have her hair cut. (cortarse)

11c When did Marcus cut his finger? (cortarse)

12a I wonder when Kaila finishes work. (terminar)

12b Jorge will finish reading soon. (terminar)

12c Henry finished his homework before going to bed. (terminar)

13a I wonder when he leaves for China. (irse)

13b Tanya will go to school before I wake up. (irse)

13c Laura went to school late. (irse)

14a I wonder if he runs 15 k every day. (correr)

14b Will she run the half-marathon next May? (correr)

14c Nicole ran the marathon last year. (correr)

15a I wonder who always steals my lunch. (robar)

15b Someone will steal your bike. (robar)

15c That man stole the newspaper. (robar)

Oral Production Task

Instructions for the participants: Hazte preguntas originales basándote en las siguientes situaciones utilizando el verbo entre paréntesis.[15]

[15] Ask a question based on the given phrase and using the verbs in parentheses

Three versions of the test (S – states; ACT – activities, 5 verbs for each type; Distracters ACH – achievements, ACC- accomplishments 2 verbs for each type; a- version 1, b – version 2, c- version 3). Each version includes 14 items: 10 experimental and 4 distracters.

Ej. Es medianoche y está sonando el teléfono. (llamar)

Possible answer: ¿Quién llamará a estas horas?

List A

S1a No encuentro mis lentes. (estar)

S2a No recuerdo el nombre del profesor. (llamarse)

S3a Tocan a la puerta. (ser)

S4a Juan viene a mi casa hoy pero no le he dado mi dirección. (saber)

S5a ¿Sabes si hay mucha gente en la playa? (haber)

ACT1a Nuria siempre saca buenas notas. (estudiar)

ACT2a Los poetas escriben bien. (leer)

ACT3a Mark siempre va al trabajo en bicicleta. (trabajar)

ACT4a Parece un día horrible. (llover)

ACT5a ¿Cómo Norma se mantiene en forma? (hacer ejercicio)

ACC1a Jorge está ocupado. (dibujar un retrato)

ACC2a Luis estudia para ser escritor. No lo encuentro. (escribir un poema)

ACH1a Brenda no encuentra su cartera. (perder)

ACH2a Rita no sabe dónde está su esposo. (salir)

List B

S1b He perdido la cartera. (estar)

S2b No recuerdo el nombre de la madre de mi novio. (llamarse)

S3b No sé qué hora es. (ser)

S5b Parece que hay un montón de estudiantes en tu clase. (haber)

S4b Los estudiantes tienen que prepararse para el examen. (saber)

ACT1b A Enrique le va muy bien en los cursos. (estudiar)

ACT2b Los periodistas escriben sobre temas muy variados. (leer)

ACT3b A Bárbara le gusta trabajar con niños, pero no sé qué hace. (trabajar)

ACT4b Hoy está nublado y hace frio. (llover)

ACT5b Rosa ha bajado de peso. (hacer ejercicio)

ACC1b Carla está en su cuarto. (dibujar un cuadro)

ACC2b Ramón quiere ser periodista, por eso escribe todos los días. (escribir un artículo)

ACH1b Hanna no sabe dónde están sus lentes. (perder)

ACH2b Los padres no encuentran a sus hijos adolescentes. (salir)

List C

S1c He perdido las llaves. (estar).

S2c No conozco este doctor. (llamarse)

S3c Julia no me ha dado su dirección. (ser)

S4c Voy a una fiesta de cumpleaños, pero no le he dicho a la señora de la casa que yo soy vegetariana. (saber)

S5c Hay muchas botellas de vino en la fiesta, pero no sé cuántas hay exactamente. (haber)

ACT1c A Ana no le va muy bien en la clase de física. (estudiar)

ACT2c Los filósofos saben de todo. (leer)

ACT3c Mis vecinos cuidan mucho su jardín. (trabajar)

ACT4c Está oscuro y no sale el sol. (llover)

ACT5c Francisco se ve muy fuerte. (hacer ejercicio)

ACC1c Gina está en el estudio. (dibujar un retrato)

ACH2c Lola llama a su amiga pero ella no está. (salir)

ACH1c Patricia no encuentra las llaves del coche. (perder)

ACC2c Tania es buena escritora. (escribir un ensayo)

APPENDIX D

Lesson plan Group A: explicit focus on form instruction

<table>
<tr><td>Topic</td><td>Future</td></tr>
<tr><td>Level</td><td>B1</td></tr>
<tr><td>Duration</td><td>50 min</td></tr>
<tr><td>Grammar (syntax and morphology)</td><td>Comprehension and production of Spanish future tense forms and uses</td></tr>
<tr><td>Pragmatics</td><td>Use of future tense forms for a probable event in the present</td></tr>
<tr><td>Previous knowledge</td><td>Present simple, present continuous, past simple, vocabulary (verbs, adverbs, nouns at B1 level)</td></tr>
<tr><td>Materials</td><td>Power Point Presentation, exercises (in PPT)</td></tr>
<tr><td>Lesson description</td><td>Warm up (3 min): the students are presented with two sentences:
a. Mañana viajo a Londres. b. Mañana voy a viajar a Londres.
Students’ attention is brought to the use of adverbs to express future time events, while the verbs are in the present tense (a) or with the expression ir a + infinitive (b).
Presentation of the future forms of regular verbs:
Viajaré a Londres.

Después de la clase de español regresaré a mi cuarto.

Infinitivo + é/ás/á/emos/éis/án
Presenting the forms of regular verbs
<table>
<tr><td></td><td>trabajar</td><td>comer</td><td>vivir</td></tr>
</table>
</td></tr>
</table>

(yo)	trabajar-é	comer-é	vivir-é
(tú)	trabajar-ás	comer-ás	vivir-ás
(usted, él, ella)	trabajar-á	comer-á	vivir-á
(nosotros, -as)	trabajar-emos	comer-emos	vivir-emos
(vosotros, -as)	trabajar-éis	comer-éis	vivir-éis
(ustedes, ellos, ellas)	trabajar-án	comer-án	vivir-án

Then the irregular verbs are presented with the bases used for the future forms in Spanish.

Caber – cabr - é
Decir – dir - é
Haber – habr - é
Hacer – har - é
Poder – podr - é
Poner – pondr – é
Querer – querr - é
Responder – respondr - é
Saber – sabr – é
Tener – tendr - é
Salir – saldr - é
Valer – valdr – é

Uses:
Acciones futuras
Un día de estos cogeré mis maletas y dejaré todo.
Present time probability and conjecture
*¿Dónde **estará** tu hermano ahora?* (me pregunto dónde está tu hermano ahora)
*No sé; **vendrá** camino a casa. Ha terminado de trabajar.* (probablemente viene camino a casa, ahora)
*El bolso **valdrá** 50 euros más o menos.*
*Marta todavía está en la oficina. **Tendrá** mucho trabajo* (probablemente).

The instructor brings the students' attention to the importance of the context for proper distinction between the two ways of using the future forms.
¿Quién ganará? Puede interpretarse como "¿Quién va a ganar?" o "Me pregunto quién es el ganador (ahora)".

Serán las siete = (probablemente) son las siete (ahora) o Van a ser las siete (en

el futuro).

The instructor points out that probability interpretation is imposible with verbs like *descubrir, encontrar, escribir un poema, cantar una canción, correr una milla, nacer, morir, tomarse un vaso de agua*.
¿Por qué?
Porque son acciones limitadas, momentáneas, no durativas. In order to express probability in present with these verbs the use of modals (deber, haber de, poder), future pefect or future progressive is common.
Eg. - Juan parece sorprendido. Me pregunto ¿qué le pasará? ¿Habrá descubierto la verdad sobre su medio hermano?

Practice.

#1: Completar con verbo entre paréntesis

Seguir el modelo:
Seguramente ___iré___ (ir) a Egipto el próximo verano.
Te aseguro que Bárbara no (decir) _____ nada y (guardar) _____ el secreto.
No sé cuándo (poder) _____ ir a visitarte pero creo que (ir, yo) _____ en la Semana Santa.
Aproximadamente (haber) _____ quinientos alumnos en este instituto y solo unos cien (estudiar) _____ en la universidad.
Mañana (llover) _____ en la mitad norte mientras que la mitad sur (disfrutar) _____ de un día soleado.
No sé dónde (estar) _____ Juan y Marta, dijeron que iban a estar aquí a las 9 y ya son 9 y media, supongo que (venir) _____ de camino.
La semana que viene (ser) _____ fantástica para los nacidos en acuario: (realizar) _____ viajes imprevistos, (conocer) _____ personas interesantes y (hacer) _____ realidad sus sueños.
No sé si Ángela (querer) _____ dejarme su casa de la playa este fin de semana pero (preguntárselo, yo) _____ de todas formas.
Javi y Julia (tener) _____ 30 años o así, no estoy seguro, pero parecen más jóvenes.
No sé si Melisa (poder) _____ acompañarnos al viaje pero hasta entonces estoy segura que (ahorrar) _____ todo lo posible.
Vosotros (ser) _____ los próximos en casaros y (tener) _____ al menos tres hijos, aunque ahora decís que no.

#2: completar con el verbo en futuro
1. -¿Quién crees tú que (ganar) _____ la liga de fútbol este año?

-La verdad es que no entiendo nada de futbol pero pienso que (tiene) _____ que ganar el mejor, ¿no?
2. -¿Vas a venir a la fiesta mañana? – No sé si (poder) _____, tengo muchísimo trabajo.
3. - Estoy muy preocupado por Luis, todavía no ha llegado y es siempre muy puntual.
- ¡Tranquilo! (estar) _____ en un atasco.
4. - ¿Tú sabes cuándo (volver) _____ Pepe y Pepa de sus vacaciones?
- Pues no estoy muy seguro, creo que (venir) _____ la semana próxima.
5. -¿Crees que Richard Richardson (ser) _____ muy mayor?
– No sé, me imagino que (tener) _____ más o menos mi edad, así que no es muy mayor.
6. -¿Ya tienes planes para esta noche?
– Bueno, todavía no hay nada seguro, pero creo que (salir) _____ con mis amigos a dar una vuelta por el centro.

#3 trabajo en grupo/pareja: corregir la oración donde sea necesario

Ejemplo:
Imagino que Concha no tendrás problemas en su nuevo trabajo. Es muy eficiente.
Corrección: <u>tendrá</u> (ella – Concha)

1. No sé si Mauricio querré venir al cine con nosotros porque está muy ocupado.
2. Narciso y yo no podremos cambiar de casa hasta dentro de un año por lo menos.
3. Supongo que ni Luis ni Antonio viene a mi fiesta después de lo que pasó.
4. Si consigo reunir suficiente dinero irá el verano al Caribe, lo pasaré genial.
5. Seguro que vosotros no diremos ninguna mentira, confío en los dos.
6. Mis padres irán a Francia la semana que viene si no hay ningún contratiempo.
7. ¿Sabrás Paulina lo que está pasando? Yo creo que no.
8. Tú no tendrás que hablar, lo dirá todo yo.
9. Si viene Jorge, nos reiremos mucho porque es divertidísimo.
10. Creo que me ponen buena nota en el examen, lo he hecho fenomenal.

#4 Entrevista: pregunta a dos personas en la clase ¿qué harán durante la semana de descanso? Compartir las respuestas con la clase.

¿Qué vas a hacer/ Qué harás…?

#5 Te estás imaginando…
Utiliza las formas del futuro para expresar que están haciendo estás personas (probablemente)
Modelo
Mi madre / estar / en su oficina
Mi madre estará en su oficina

1. Mis amigos / jugar fútbol / en la clase de educación física
   _____
2. Mi perro / dormir / en el sofá
   _____
3. Mis abuelos / dar una caminata / por el parque
   _____
4. ¿Qué / hacer / mi padre?
   _____
5. Mi mejor amiga / presentar / un examen difícil / en la clase de matemáticas
   _____

#6 ¡Qué cosas se imagina Rosita! Based on a picture.
Rosita está en el aeropuerto de Buenos Aires. Se da cuenta de que en la sala de espera, frente a ella, hay un muchacho muy guapo que de vez en cuando la mira con curiosidad. Rosita en silencio se pregunta **quién será** ese chico tan guapo. Escribe lo que **se imagina** Rosita.
Ejemplo: ser argentino
Rosita: Será argentino.

- estar de viaje
- gustar viajar
- tener unos 20 años
- ser estudiante
- ir a Chile
- querer divertirse en Santiago
- pensar que soy chilena
- ser soltero

REPASO: Probabilidad en el presente se puede expresar con
la forma del Futuro
Los verbos durativos, no limitados por tiempo u objeto

Fin

Lesson plan Group B: implicit focus on form instruction

Topic	Future
Level	B1
Duration	50 min
Grammar (syntax and morphology)	Comprehension and production of Spanish future tense forms and uses
Pragmatics	Use of future tense forms for probable events in the present
Previous knowledge	Present simple, present continuous, past simple, vocabulary (verbs, adverbs, nouns at B1 level)
Materials	Power Point Presentation, exercises (in PPT)
Lesson description	Warm up: Reading comprehension: Begoña está planeando irse a Pamplona. Ahora llama a su amiga Julia. Leer el diálogo y distinguir las afirmaciones verdaderas de las falsas. *Begoña:* Hola Julia, ¿cómo estás? *Julia:* Muy bien, ¿y tú? ¿Cómo va todo? *Begoña*: Muy bien, gracias. Te llamaba para saber qué <u>harás</u> en vacaciones. ¿Al final vas a Pamplona para los Sanfermines, no? *Julia:* Probablemente sí, pero todavía no lo sé. Lo que sí es seguro es que el 7 de julio unos amigos de la escuela y yo <u>hacemos</u> una fiesta, no sé si aquí o en Pamplona. ¿Por qué lo preguntas? ¿Tú <u>vas a ir</u> a Pamplona? *Begoña*: Seguramente sí. Supongo que todos mis amigos <u>estarán</u> allí y la verdad es que quiero verlos, pero no me gusta viajar sola. ¿Sabes si alguien de la escuela <u>va a ir</u>? *Julia:* Creo que Marta y Ramón comentaron algo la semana pasada, pero no estoy segura. Mañana <u>hablo</u> con ellos y <u>te digo</u> algo, ¿vale? *Begoña*: Estupendo. Mira, yo <u>sacaré</u> un billete de autobús para el 6 y el que quiera venir, que me lo diga, ¿te parece bien? *Julia:* Perfecto. *Begoña*: Pues, quedamos que mañana <u>me llamas</u>, ¿no? *Julia:* Sí, sí, ya <u>te llamaré</u>, no te preocupes. Hasta luego. *Begoña*: Adiós.

After reading the dialog, students are asked to answer: Verdadero o falso

1. Begoña y Julia hablan sobre lo que harán en vacaciones. V F
2. Probablemente Julia no irá a Pamplona para los Sanfermines. V F
3. Begoña seguramente irá a Pamplona. V F
4. Ninguno de los amigos de Begoña estará en Pamplona. V F
5. Julia llamará a Begoña. V F

ahora fíjate en las expresiones subrayadas en el diálogo. Para hablar de los planes para el futuro podemos utilizar tres tiempos verbales.
¿Cuáles son? (El presente de indicativo, Ir a + Infinitivo, Futuro Imperfecto)
Dividir los verbos subrayados en el texto en tres grupos

Grammar explanation:
Modelo:
Después de la clase de español regresaré a mi cuarto. – Futuro

Presenting the forms of regular verbs

	trabajar	comer	vivir
(yo)	trabajar-é	comer-é	vivir-é
(tú)	trabajar-ás	comer-ás	vivir-ás
(usted, él, ella)	trabajar-á	comer-á	vivir-á
(nosotros, -as)	trabajar-emos	comer-emos	vivir-emos
(vosotros, -as)	trabajar-éis	comer-éis	vivir-éis
(ustedes, ellos, ellas)	trabajar-án	comer-án	vivir-án

And then irregular verbs:

caber	**cabr-**
decir	**dir-**
haber	**habr-**
hacer	**har-**
poder	**podr-**
poner	**pondr-**

querer	**querr-**
responder	**respondr-**
saber	**sabr-**
tener	**tendr-**
valer	**valdr-**
salir	**saldr-**

Examples:
Un día de estos cogeré mis maletas y dejaré todo.
- ¿Dónde estará tu hermano ahora? (*me pregunto* dónde está tu hermano *ahora*)
- No sé; vendrá camino a casa. Ha terminado de trabajar. (*probablemente* viene camino a casa, *ahora*)
El bolso valdrá 50 euros más o menos.
Marta todavía está en la oficina. Tendrá mucho trabajo (*probablemente* tiene mucho trabajo).
More explanation:
¿Quién ganará? Puede interpretarse como "¿Quién va a ganar?"- futuro o "Me pregunto quién es el ganador" (presente: ahora).
Serán las siete = (probablemente) *son las siete* (ahora) o *Van a ser las siete* (en el futuro).
More examples:
Me imagino que Juan tendrá veinte años.
Mi madre trabajará ahora.
¿Por qué Javier come tanto? – No sé, tendrá hambre.

Excercises

#1: trabajo en grupo/pareja: corregir las oraciones donde sea necesario.
Ejemplo:
Imagino que Concha no tendrás problemas en su nuevo trabajo. Es muy eficiente.
Corrección: tendrá (ella – Concha)

1. No sé si Mauricio querré venir al cine con nosotros porque está muy ocupado.
2. Narciso y yo no podremos cambiar de casa hasta dentro de un año por lo menos.
3. Supongo que ni Luis ni Antonio viene a mi fiesta después de lo que pasó.
4. Si consigo reunir suficiente dinero irá el verano al Caribe, lo pasaré genial.

	5. Seguro que vosotros no diremos ninguna mentira, confío en los dos. 6. Mis padres irán a Francia la semana que viene si no hay ningún contratiempo. 7. ¿Sabrás Paulina lo que está pasando? Yo creo que no. 8. Tú no tendrás que hablar, lo dirá todo yo. 9. Si viene Jorge, nos reiremos mucho porque es divertidísimo. 10. Creo que me ponen buena nota en el examen, lo he hecho fenomenal. #2¿Cómo estará Cristina? Con sus compañeros/as hablen acerca de Cristina, su compañera de clase que ha estado ausente las dos últimas semanas. Tomar turno para preguntar/contestar. 1. ¿Qué (pasar) con Cristina? 2. Yo creo que (estar) enferma. 3. ¿(Estar) en el hospital? 4. Sí, seguro (estar) en el hospital. 5. ¿Cuándo (regresar)? 6. Pues, (volver) pronto, espero… 7. Probablemente la (llamar) a su casa. 8. Seguramente te (contestar) sus padres. 9. (Estar) bien muy pronto, sin duda. #3 Con un/a compañero/a discutir: ¿qué cambios habrá en tu vida privada y profesional en los próximos 20 años? estado civil (estar casado/a o soltero/a) lugar de residencia (vivir, mudarse) Profesión (trabajar, ser…) relaciones personales (tener hijos, familia, amigos) tiempo libre…(hacer ejercicio, viajar, leer, dibujar) #4 Encuesta: Pregunta a tus compañeros de clase sobre sus posibles planes para algunas fechas importantes. Anota lo más interesante y comparte con la clase. *¿Qué vas a hacer/ Qué harás…?* • el día de tu cumpleaños • cuando termines tu curso de español • en Navidad • el próximo verano • este fin de semana #5 ¡Qué cosas se imagina Rosita!

	Rosita está en el aeropuerto de Buenos Aires. Se da cuenta de que en la sala de espera, frente a ella, hay un muchacho muy guapo que de vez en cuando la mira con curiosidad. Rosita en silencio se pregunta **quién será** ese chico tan guapo. Escribe lo que **se imagina** Rosita. El ejemplo: *ser argentino* Rosita: *Será argentino.* • estar de viaje • gustar viajar • tener unos 20 años • ser estudiante • ir a Chile • querer divertirse en Santiago • pensar que soy chilena • ser soltera Resumen: forms and uses of the future Fin

Materials used for the Control group

ESP 3991 - Expresar probabilidades y conjeturas en español

1.- En español se suele utilizar el futuro de indicativo para expresar una probabilidad o para hacer una conjetura, ya que se habla de algo que puede pasar o no en el futuro. Ejs:

Los leones se *comerán* a la gacela rayada y grande.

Las ratas grises *saldrán* por el agujero izquierdo.

En ambos ejemplos se espera que estos eventos sucedan, mas hay un cierto grado de duda.

Ahora bien, si al inicio de la oración se añade "probablemente," entonces el grado de duda aumenta. Ejs:

Probablemente los leones se *comerán* a la gacela rayada y grande.

Probablemente las ratas grises *saldrán* por el agujero izquierdo.

2.- Otro uso del futuro de indicativo es para expresar un deseo que puede o no pasar. Ejs:

Leerás conmigo en la noche, ¿verdad ?

¿Me *llevarán* con ustedes a Marte ?

En ambos ejemplos existe la posibilidad de que no pase aquello que la persona desea que ocurra.

3.- El futuro de indicativo es empleado, además, para hablar sobre la probabilidad de un evento que sucede en el presente. Ejs:

Veo un fantasma. *Será* mi abuela que me quiere hablar.

El mago no despierta. Le *costará* trabajo salir de su trance.

No contestan el teléfono. *Estarán* ocupados.

En los tres ejemplos se hace una conjetura sobre lo que esta ocurriendo en el momento presente. No es seguro que las razones para aquello que sucede en el momento presente sean las que se piensan.

Para expresar la misma idea empleando el subjuntivo se utiliza el presente de subjuntivo. En este caso las frases se dirían así:

Veo un fantasma. Es probable que *sea* mi abuela que me quiere hablar.

El mago no despierta. Es probable que le *cueste* trabajo salir de su trance.

No contestan el teléfono. Es probable que *estén* ocupados.

4.- Ahora bien, para hacer conjeturas respecto al presente también se puede emplear el futuro perfecto de indicativo. Ejs:

Se muere mi perro. Lo *habrá envenenado* la vecina.

Mi piel brilla como si fuera de luz pura. *Habré caminado* en el paraíso.

El centauro canta con nostalgia. *Habrá recordado* a sus amistades.

En los tres casos se hace una conjetura sobre lo que esta ocurriendo en el momento presente. No es seguro que las razones para aquello que sucede en el momento presente sean las que se piensan.

Nótese, sin embargo, que al utilizar el futuro perfecto, en este caso, este tiempo se emplea para hacer referencia a algo que pasó en el pasado; lo que sucede en el presente es el resultado de ese pasado.

Para expresar la misma idea empleando el subjuntivo se utiliza el perfecto de subjuntivo. En este caso las frases se dirían así:

Se muere mi perro. Es probable que lo *haya envenenado* la vecina.

Mi piel brilla como si fuera de luz pura. Es probable que *haya caminado* en el paraíso.

El centauro canta con nostalgia. Es probable que *haya recordado* a sus amistades.

5.- El gerundio futuro, o futuro progresivo, también se emplea, no obstante, para hacer conjeturas respecto al presente. Ejs:

Se muere mi perro. Lo *estará envenenando* la vecina.

Mi piel brilla como si fuera de luz pura. *Estaré caminando* en el paraíso.

El centauro canta con nostalgia. *Estará recordando* a sus amistades.

En los tres casos se hace una conjetura sobre lo que está ocurriendo en el momento presente; sin embargo, también se puede tratar de algo que comenzó en el pasado – ya que lo que sucede en el presente es el resultado de ese pasado – y continúa hasta ahora.

Nuevamente no es seguro que las razones para lo que sucede en el momento presente sean las que se piensan.

Para expresar la misma idea se puede emplear el presente de subjuntivo con gerundio. En este caso las frases se dirían así:

Se muere mi perro. Es probable que lo *esté envenenando* la vecina.

Mi piel brilla como si fuera de luz pura. Es probable que *esté caminando* en el paraíso.

El centauro canta con nostalgia. Es probable que *esté recordando* a sus amistades.

6.- También se puede emplear el presente de indicativo para expresar la idea de que algo debe de ocurrir o es seguro que suceda. Ejs:

El hada *vuela* mañana a la guarida de la bruja.

Las hadas *vienen* el próximo jueves.

En ambos ejemplos se espera, con una certeza absoluta, que estos eventos ocurran en el futuro.

7.- El presente de indicativo sirve, igualmente, para referirse a la probabilidad de que algo ocurra que está siempre presente en la vida diaria. Ejs:

Siempre *puedes* caerte de la bicicleta.

Lo amo, y yo *doy* mi vida por él si es necesario.

En ambos ejemplos no se espera que estas cosas sucedan, pero la probabilidad de que ocurran está siempre presente.

8.- Para expresar probabilidad o una conjetura, también suele usarse el condicional. Ejs:

Siempre *podrías* caerte de la bicicleta.

Lo amo, y yo *daría* mi vida por él si fuera necesario.

En ambos ejemplos no se espera que estas cosas sucedan, pero la probabilidad de que ocurran está siempre presente.

Nótese, en el segundo ejemplo, que debido al uso del vocablo si en la oración –el cual impone una condición– se usa el imperfecto de subjuntivo. Esta última oración también se puede decir: Si fuera necesario, yo daría mi vida por él. Lo amo.

9.- Ahora bien, el condicional puede emplearse, asimismo, para expresar que se espera que algo suceda, pero podría ser que lo esperado no sucediera. Ejs:

El tío del amigo de mi primo dijo que *vendría*.

El ingeniero escribió que (tal vez) el puente se *caería*.

En ambos ejemplos existe la posibilidad de que suceda lo que se espera, mas no es completamente seguro que esto acaezca.

Por otro lado, se puede expresar lo mismo si se utiliza la siguiente formula:

el imperfecto de indicativo del verbo ir + a + infinitivo

Ejs:

El tío del amigo de mi primo dijo que *iba* a venir.

El ingeniero escribió que (tal vez) el puente se *iba* a caer.

10.- El condicional también es capaz de hablar de un suceso en el pasado y hacer conjeturas respecto a éste. Ejs:

Las comadrejas se comieron la torta. La ventana *estaría* abierta.

Ella saltaba de alegría por toda la casa. Se *habría ganado* la lotería.

En ambos ejemplos se está tratando de adivinar cómo es que algo tuvo lugar y se piensa en algunas probabilidades al respecto. Nótese que en el segundo ejemplo se usa el condicional compuesto.

Para expresar la misma idea empleando el subjuntivo se utiliza el perfecto de subjuntivo. En este caso las frases se dirían así:

Las comadrejas se comieron la torta. Es probable que la ventana *haya estado* abierta.

Ella saltaba de alegría por toda la casa. Es probable que se *haya ganado* la lotería.

11.- Como ya se ha visto, se puede emplear el subjuntivo, comenzando una frase con "es probable que" para expresar probabilidad o conjetura en el presente. Ahora bien, para expresar probabilidad o conjetura respecto al futuro se utiliza el presente de subjuntivo.

Es probable que *vaya* a visitarte la próxima semana.

Es probable que *vengas* con nosotros al viaje.

Es probable que los leones se *coman* a la gacela rayada y grande.

Es probable que las ratas grises *salgan* por el agujero izquierdo.

El grado de duda en ambos ejemplos es grande, por lo que lo esperado tiene las mismas probabilidades de pasar como de no pasar. Este caso es similar al segundo caso del inciso número 1 al inicio de estas notas. Así pues, hemos hecho un círculo y volvemos al principio.

3991- La expresión de la probabilidad

En español, los hechos (acciones, descripciones, etc.) sobre los cuales estamos seguros, los expresamos con el modo INDICATIVO, a través de tiempos como el PRESENTE, PERFECTO, INDEFINIDO, IMPERFECTO, PLUSCUAMPERFECTO, etc., según el contexto cronológico o según el orden en que suceden estos hechos.

Cuando no estamos seguros de tales hechos, es decir, cuando sólo disponemos de información hipotética, probable o no confirmada (o no queremos comprometernos con lo que decimos), no recurrimos necesariamente al SUBJUNTIVO, pues en español el INDICATIVO dispone de un sistema de correspondencias temporales (FUTURO, FUTURO PERFECTO, CONDICIONAL, CONDICIONAL PERFECTO), mediante el cual expresaremos justamente la idea de **INFORMACION (POCO) PROBABLE** o **NO CONFIRMADA**.

Este recurso es muy frecuente especialmente cuando la frase es corta, no muy compleja. En la formulación de la PROBABILIDAD, es necesario hacer los ajustes pertinentes como: uso de locuciones específicas (a lo mejor, quizás, probablemente, etc.), y si es necesario dar más contexto o información adicional:

—Ramón, mira cuánta gente al otro lado de la calle. ¿Qué ***pasará***? (PREGUNTA)

—***Habrá habido*** un accidente, hay una ambulancia. (FRASE AFIRMATIVA)

TABLA DE EQUIVALENCIAS

	SEGURO El hablante está seguro de lo que dice	**NO SEGURO (PROBABLE)** El hablante no está seguro de lo que dice (CONJETURA)
Contexto cronológico	**Tiempo verbal**	**Tiempo verbal**
Presente	**Presente** *(Estoy seguro de que)* Enrique ***está*** en la librería	**Futuro** No veo a Enrique. ¿***Estará*** en la librería?
Pasado próximo – reciente - inmediato	**Perfecto** *(Estoy seguro de que)* Enrique ***ha estado*** todo el día en la biblioteca	**Futuro perfecto** No he visto a Enrique hoy. Quizás ***habrá ido*** a la Universidad, sé que tiene exámenes.
Pasado (sin relación con el presente)	**Indefinido** (*Sé que ayer*) Enrique ***estuvo*** en la biblioteca	**Condicional** Ayer no vi a Enrique. Quizás ***estaría*** en la biblioteca, pues sé que le gusta leer.
Pasado (sin relación con el presente)	**Imperfecto** Cuando era soltero, Enrique ***trabajaba*** en Tim Hortons	**Condicional** No sé qué trabajo hacía Enrique cuando era soltero. Probablemente ***trabajaría*** en Tim Hortons.
Pasado anterior	**Pluscuamperfecto** Cuando Enrique llamó a la policía, el ladrón ya ***se había***	**Condicional perfecto** Cuando Enrique llamó a la policía, **supongo** que el ladrón

	fugado.	ya ***se habría fugado***. ¡Es lo más lógico!

Ejercicios. Transforma las siguientes frases según el modelo y responde con una frase lógica que exprese probabilidad. Según el caso, es necesario dar más información o contexto.

Ejemplo:

No sé dónde trabaja María. → ***-¿Dónde trabajará María?***

- Imagino que ***trabajará*** en el Gobierno Federal, pues siempre la veo bien vestida en la calle Sparks

1. No sé cuántas personas han llegado.
2. No sé cuántos estudiantes vinieron a mi clase.
3. No sé quién llama a la puerta a estas horas
4. No sé por qué tengo que ir a la policía.
5. No sabía por qué mi novio me había llamado antes de ir a su casa.
6. Me han puesta una multa en la calle Laurier. No sé por qué.
7. No sé de quién es este teléfono.
8. Esmeralda se veía muy mal, no podía ni moverse. No me explico por qué.
9. Hay un hombre que me está mirando. No me explico por qué.
10. Mi padre ha comprado un Mercedes descapotable. No me explico por qué.

ESP 3991 – Valores del futuro verbal

Indica si el enunciado habla de:

A. un futuro cronológico
B. una predicción, o
C. una conjetura/probabilidad/suposición

1. A las nueve de la noche servirán la cena en el restaurante
2. En veinte años ya no habrá más petróleo en el mundo
3. ¿Qué hora es? - Serán las nueve más o menos
4. ¿Dónde está Juanita? Estará en su casa, me imagino.
5. ¿Sabes a dónde irán de vacaciones las hijas de los Martínez?

6. Juan y Andrés han dicho que nos invitará a cenar el próximo mes. Me lo han prometido
7. Alguien toca a la puerta. ¿Quién será a esta hora?
8. Disculpen, no sé si iré a pasar el fin de semana con vosotros.
9. Mi tía de Alemania me enviará un paquete con chocolates el mes que viene.
10. ¿Qué estudiará mi hijo el año que viene? No me ha dicho nada
11. Ninguno de los invitados ha respondido, así que no sé quién vendrá.
12. Roberto ya no nos habla. ¿Se habrá enfadado con nosotros?
13. ¿A qué hora llegarán los invitados? No me han dicho nada.
14. ¿Sabes por qué se han separado Sonia y José? No, quizás José habrá conocido a otra chica.
15. Mi madre no contesta el teléfono. ¿Dónde estará?
16. Juan no ha venido. Quizás en este momento tendrá una reunión con su jefe.
17. Qué mal se ve María. ¿Estará enferma?
18. En el futuro ya no necesitaremos ir a la universidad. Todo el conocimiento podrá ser transmitido directamente a nuestro cerebro
19. No te preocupes Julián, a las 8 estaremos en casa.
20. A juan lo han despedido de su trabajo. A lo mejor habrá una reducción de personal.
21. ¡Qué raro! Enrique dijo que vendría a las nueve pero ya son las diez. ¿Qué le habrá pasado?
22. Te llamaré en cuanto llegue a París. No te preocupes.
23. Te prometo que si gano la lotería te llevaré a Cuba.

Los tiempos del futuro

1. Futuro imperfecto: yo trabajaré
2. Futuro perfecto: yo habré comido

Usos:

1. Expresar el futuro cronológico
2. Expresar incertidumbre, probabilidad, hipótesis

1. Expresión el futuro cronológico	**Expresión de incertidumbre,**

Todas estas frases tienen valor temporal: están conectadas cronológicamente con el futuro	**probabilidad, hipótesis** Todas estas frases no tienen valor temporal: no están conectadas cronológicamente con el futuro. El uso de la conjugación en futuro (imperfecto y perfecto) está conectado con la expresión de algo incierto o probable.
Futuro imperfecto	**Futuro imperfecto**
• Mañana tendré una reunión con mi jefe • El próximo año iremos a París • Algún día serás feliz • Te prometo que iremos al cine después de cenar	• ¿Cuántos años tendrá ese chico? Se ve muy maduro. • ¿Cómo será la vida en otro planeta? • No te preocupes por las llaves, estarán en tu auto. • No sé por qué no ha venido la jefa. Me imagino que tendrá otras reuniones.
Futuro perfecto	**Futuro perfecto**
• Dentro de cinco años me habré graduado de la universidad • Antes del 25 de diciembre habremos comprado todos los regalos • Os habréis acordado de mí antes de las doce de la noche.	• ¿Cómo habrá sido la reunión? No he podido asistir. • Mi madre no está en casa. Habrá ido al teatro, le gusta mucho. • No te preocupes por las llaves, las habrás dejado en tu auto. • No sé por qué no ha venido la jefa. Me imagino que habrá tenido otras reuniones.

EQUIVALENTES. Comparación entre lo seguro y lo probable (incierto)

Futuro imperfecto = presente

Futuro perfecto = presente perfecto

Expresión de incertidumbre y probabilidad	**Expresión de certidumbre**
Futuro imperfecto	**Futuro imperfecto**
• ¿Cuántos años tendrá ese chico? Se ve	• ¿Cuántos años tiene ese chico? Se ve

muy maduro. • ¿Cómo será la vida en otro planeta? • No te preocupes por las llaves, estarán en tu auto. • No sé por qué no ha venido la jefa. Me imagino que tendrá otras reuniones.	muy maduro. • ¿Cómo es la vida en otro planeta? • No te preocupes por las llaves, están en tu auto. • La jefa no ha venido la jefa porque tiene otras reuniones.
Futuro perfecto	**Futuro perfecto**
• ¿Cómo habrá sido la reunión? No he podido asistir. • Mi madre no está en casa. Habrá ido al teatro, le gusta mucho. • No te preocupes por las llaves, las habrás dejado en tu auto. • No sé por qué no ha venido la jefa. Me imagino que habrá tenido otras reuniones.	• ¿Cómo ha sido la reunión? No he podido asistir. • Mi madre no está en casa. Ha ido al teatro, le gusta mucho. • No te preocupes por las llaves, las has dejado en tu auto. • La jefa ha venido porque ha tenido otras reuniones.

Completa con el FUTURO PERFECTO

1. La puerta de la casa está abierta.

¿Quién (dejar) _____ la puerta abierta?

2. Llamas a tu madre, pero no contesta. Te preguntas: —¿A dónde (ir) _____ ella?

3. Entras en la cocina y la nevera está abierta y vacía. Te preguntas: ¿Quiénes (comer) _____ toda la comida?

4. Vas al salón y hay cosas tiradas por el suelo. Te preguntas: —¿(Entrar) _____ ladrones en la casa?

5. En el estudio tu ordenador está encendido. Te preguntas: ¿(Dejar-yo) _____ encendido el ordenador?

Identifica qué tipo de futuro se emplea en las siguientes frases: futuro cronológico o futuro de probabilidad

1. En la mesa hay unas llaves. ¿Habrá olvidado mi mujer sus llaves?

2. Después de terminar este trabajo, iré a verte inmediatamente
3. ¿Qué tiempo hará en Chile en este momento?
4. El auto ya no tiene más gasolina. Tendremos problemas.
5. Habrás tenido algo importante, porque llegar a la 3 de la mañana no es algo razonable.
6. No sé cuánto costará este auto, pero parece muy caro.
7. Al finalizar este curso habremos estudiado los usos del futuro
8. No sé por qué no habré dormido bien.
9. No os preocupéis. En ese lugar estaréis en seguridad
10. Ricardo y Miguel no se hablan desde esta mañana. ¿Habrán discutido?
11. Mi Amor, te amaré toda la vida, te lo prometo
12. Los bomberos están llegando. Habrá un incendio.
13. Me habré equivocado de lugar, pero esta es la calle Laurier.
14. Te lo prometo. Habremos terminado antes de la 11.
15. Tendré que salir urgentemente, mi jefa me llama
16. Le diré una cosa: yo no soy el hombre a quien busca.
17. ¿Saldremos a tiempo? El bus parece que no tiene gasolina.
18. ¿Qué hora será?
19. ¿A qué hora será la fiesta?
20. Si en tu primer intento no lo logras, tu experiencia como paracaidista habrá terminado.

Source: L. Abanto. Materials prepared for class presentations. Provided on November 27, 2015.

APPENDIX E

Table 1: Results of Paired-Samples T-Test for explicit FonF Group

Variable	*95% CI*	*Mean 1 (SD 1)*	*Mean 2 (SD 2)*	*N1/N2*	*t-value*	*p-value*	*Effect size*
Act_prob_1 Act_prob_2	-1.29,-.38	1.7 (.66)	2.55 (.51)	11/11	-4.08	.002*	-1.37
Act_prob_2 Act_prob_3	-.41, .52	2.55 (.51)	2.49 (.49)	11/11	.26	.8	.12
Act_unacc_1 Act_unacc_2	-.51, -.02	1.4 (.37)	1.67 (.4)	11/11	-2.4	.4	-.52
Act_unacc_2 Act_unacc_3	-.27, .34	1.67 (.4)	1.63 (.39)	11/11	.27	.8	.08
Act_fut_1 Act_fut_2	-.56, .09	2.6 (.36)	2.87 (.21)	11/11	-1.6	.13	-.92
Act_fut_2 Act_fut_3	-.10, .28	2.87 (.21)	2.78 (.26)	11/11	1.05	.32	.38
Stat_prob_1 Stat_prob_2	-1.53, -.43	1.84 (.77)	2.81 (.19)	11/11	-3.96	.003*	-1.75
Stat_prob_2 Stat_prob_3	-.03, .43	2.81 (.19)	2.62 (.32)	11/11	1.9	.085	.76
Stat_unacc_1 Stat_unacc_2	-.71, .14	1.45 (.5)	1.75 (.48)	11/11	-1.5	.16	-.61
Stat_unacc_2 Stat_unacc_3	-.47, .33	1.75 (.48)	1.81 (.38)	11/11	-.4	.69	-.14
Stat_fut_1 Stat_fut_2	-.45, .08	2.55 (.27)	2.72 (.3)	11/11	-1.5	.16	-.7
Stat_fut_2 Stat_fut_3	-.18, .15	2.72 (.3)	2.75 (.3)	11/11	-.25	.8	-.07

*- significant p-value ($p<.05$)

Act_prob_1 = activity verbs in probability acceptable context at pretest; Act_prob_2 = activity verbs in probability acceptable context after the instruction; Act_prob_3 = activity verbs in probability acceptable context at delayed

posttest; Act_unacc_1 = activity verbs in probability and future time unacceptable context at pretest; Act_unacc_2 = activity verbs in probability and future time unacceptable context after the instruction; Act_unacc_3 = activity verbs in probability and future time unacceptable context at delayed posttest; Act_fut_1 = activity verbs in future time acceptable context at pretest; Act_fut_2 = activity verbs in future time acceptable context after the instruction; Act_fut_3 = activity verbs in future time acceptable context at delayed posttest; Stat_prob_1 = state verbs in probability acceptable context at pretest; Stat_prob_2 = state verbs in probability acceptable context after the instruction; Stat_prob_3 = state verbs in probability acceptable context at delayed posttest; Stat_unacc_1 = state verbs in probability and future time unacceptable context at pretest; Stat_unacc_2 = state verbs in probability and future time unacceptable context after the instruction; Stat_unacc_3 = state verbs in probability and future time unacceptable context at delayed posttest; Stat_fut_1 = state verbs in future time acceptable context at pretest; Stat_fut_2 = state verbs in future time acceptable context after the instruction; Stat_fut_3 = state verbs in future time acceptable context at delayed posttest.

Table 2: Results of Paired-Samples T-Test for implicit FonF Group

Variable	*95% CI*	*Mean 1 (SD 1)*	*Mean 2 (SD 2)*	*N1/N2*	*t-value*	*p-value*	*Effect size*
Act_prob_1 Act_prob_2	-.86, .24	1.82 (.65)	2.13 (.69)	9/9	-1.3	.228	-.46
Act_prob_2 Act_prob_3	-.71, -.13	2.13 (.69)	2.56 (.51)	9/9	-3.3	.01*	-.69
Act_unacc_1 Act_unacc_2	-.88, .34	1.4 (.42)	1.67 (.52)	9/9	-1.008	.343	-.55
Act_unacc_2 Act_unacc_3	-.42, .15	1.67 (.52)	1.8 (.47)	9/9	-1.069	.316	-.28
Act_fut_1 Act_fut_2	-.54, .37	2.62 (.39)	2.7 (.36)	9/9	-.450	.665	-.24
Act_fut_2 Act_fut_3	-.25, .38	2.7 (.36)	2.6 (.37)	9/9	.485	.641	.19
Stat_prob_1 Stat_prob_2	-1.02, -.22	1.8 (.57)	2.4 (.47)	9/9	-3.563	.007*	-1.186
Stat_prob_2 Stat_prob_3	-.59, .14	2.4 (.47)	2.64 (.54)	9/9	-1.407	.197	-.44
Stat_unacc_1 Stat_unacc_2	-.91, .33	1.49 (.46)	1.78 (.6)	9/9	-1.074	.314	-.54
Stat_unacc_2 Stat_unacc_3	-.48, .66	1.78 (.6)	1.69 (.59)	9/9	.359	.729	.15
Stat_fut_1	-.4, .13	2.6 (.3)	2.76 (.4)	9/9	-1.155	.282	-.45

Stat_fut_2							
Stat_fut_2 Stat_fut_3	-.28, .6	2.76 (.4)	2.6 (.4)	9/9	.815	.439	.4

*- significant p-value (p<.05)

Act_prob_1 = activity verbs in probability acceptable context at pretest; Act_prob_2 = activity verbs in probability acceptable context after the instruction; Act_prob_3 = activity verbs in probability acceptable context at delayed posttest; Act_unacc_1 = activity verbs in probability and future time unacceptable context at pretest; Act_unacc_2 = activity verbs in probability and future time unacceptable context after the instruction; Act_unacc_3 = activity verbs in probability and future time unacceptable context at delayed posttest; Act_fut_1 = activity verbs in future time acceptable context at pretest; Act_fut_2 = activity verbs in future time acceptable context after the instruction; Act_fut_3 = activity verbs in future time acceptable context at delayed posttest; Stat_prob_1 = state verbs in probability acceptable context at pretest; Stat_prob_2 = state verbs in probability acceptable context after the instruction; Stat_prob_3 = state verbs in probability acceptable context at delayed posttest; Stat_unacc_1 = state verbs in probability and future time unacceptable context at pretest; Stat_unacc_2 = state verbs in probability and future time unacceptable context after the instruction; Stat_unacc_3 = state verbs in probability and future time unacceptable context at delayed posttest; Stat_fut_1 = state verbs in future time acceptable context at pretest; Stat_fut_2 = state verbs in future time acceptable context after the instruction; Stat_fut_3 = state verbs in future time acceptable context at delayed posttest.

Table 3: Summary Results of Paired-Samples T-Test for Control group

Variable	***95% CI***	***Mean 1 (SD 1)***	***Mean 2 (SD 2)***	***N1/N2***	***t-value***	***p-value***	***Effect size***
Act_prob_1 Act_prob_2	-.62, .1	1.74 (.8)	2 (.69)	7/7	-1.721	.136	-.35
Act_prob_2 Act_prob_3	-.16, .76	2.1 (.7)	1.8 (.8)	6/6	1.695	.151	.40
Act_unacc_1 Act_unacc_2	-.5, .4	1.4 (.42)	1.48 (.25)	7/7	-.303	.772	-.23
Act_unacc_2 Act_unacc_3	-.36, .76	1.47 (.27)	1.27 (.35)	6/6	.913	.403	.64
Act_fut_1 Act_fut_2	-.39, .39	2.66 (.38)	2.66 (.28)	7/7	.000	1.000	0
Act_fut_2 Act_fut_3	-.51, .64	2.6 (.25)	2.53 (.41)	6/6	.299	.777	.21
Stat_prob_1 Stat_prob_2	-.74, .17	1.94 (.75)	2.22 (.59)	7/7	-1.549	.172	-.44
Stat_prob_2	-.25, .38	2.17 (.63)	2.10 (.69)	6/6	.542	.611	.11

Stat_prob_3							
Stat_unacc_1 Stat_unacc_2	-.96, .1	1.3 (.3)	1.7 (.5)	7/7	-1.987	.094	.97
Stat_unacc_2 Stat_unacc_3	-.2, .66	1.6 (.35)	1.37 (.46)	6/6	1.400	.220	.56
Stat_fut_1 Stat_fut_2	-.3, .76	2.7 (.32)	2.49 (.32)	7/7	1.060	.330	1.02
Stat_fut_2 Stat_fut_3	-.62,.1	2.4 (.25)	2.6 (.23)	6/6	-1.659	.158	-.83

Act_prob_1 = activity verbs in probability acceptable context at pretest; Act_prob_2 = activity verbs in probability acceptable context after the instruction; Act_prob_3 = activity verbs in probability acceptable context at delayed posttest; Act_unacc_1 = activity verbs in probability and future time unacceptable context at pretest; Act_unacc_2 = activity verbs in probability and future time unacceptable context after the instruction; Act_unacc_3 = activity verbs in probability and future time unacceptable context at delayed posttest; Act_fut_1 = activity verbs in future time acceptable context at pretest; Act_fut_2 = activity verbs in future time acceptable context after the instruction; Act_fut_3 = activity verbs in future time acceptable context at delayed posttest; Stat_prob_1 = state verbs in probability acceptable context at pretest; Stat_prob_2 = state verbs in probability acceptable context after the instruction; Stat_prob_3 = state verbs in probability acceptable context at delayed posttest; Stat_unacc_1 = state verbs in probability and future time unacceptable context at pretest; Stat_unacc_2 = state verbs in probability and future time unacceptable context after the instruction; Stat_unacc_3 = state verbs in probability and future time unacceptable context at delayed posttest; Stat_fut_1 = state verbs in future time acceptable context at pretest; Stat_fut_2 = state verbs in future time acceptable context after the instruction; Stat_fut_3 = state verbs in future time acceptable context at delayed posttest.

Table 4: UGJT Descriptive statistics

Condition	Group	N	Mean	Std. Dev	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
act_prob_1	EFonF	11	1.7091	.65948	.19884	1.2660	2.1521	1.00	3.00
	IFonF	9	1.8222	.65149	.21716	1.3214	2.3230	1.00	2.60
	CTRL	7	1.7429	.80593	.30461	.9975	2.4882	1.00	2.60
	Total	27	1.7556	.67101	.12914	1.4901	2.0210	1.00	3.00
act_unacc_1	EFonF	11	1.4091	.37001	.11156	1.1605	1.6577	1.00	2.20
	IFonF	9	1.4000	.42426	.14142	1.0739	1.7261	1.00	2.00
	CTRL	7	1.4286	.42314	.15993	1.0372	1.8199	1.00	2.00
	Total	27	1.4111	.38664	.07441	1.2582	1.5641	1.00	2.20
act_fut_1	EFonF	11	2.6364	.35573	.10726	2.3974	2.8753	2.20	3.00
	IFonF	9	2.6222	.39299	.13100	2.3201	2.9243	2.00	3.00
	CTRL	7	2.6571	.37796	.14286	2.3076	3.0067	2.00	3.00
	Total	27	2.6370	.35965	.06921	2.4948	2.7793	2.00	3.00
stat_prob_1	EFonF	11	1.8364	.76847	.23170	1.3201	2.3526	.80	3.00
	IFonF	9	1.8000	.57446	.19149	1.3584	2.2416	1.20	3.00
	CTRL	7	1.9429	.74578	.28188	1.2531	2.6326	1.20	3.00
	Total	27	1.8519	.67844	.13057	1.5835	2.1202	.80	3.00

stat_unacc_1	EFonF	11	1.4545	.49873	.15037	1.1195	1.7896	1.00	2.40
	IFonF	9	1.4889	.45947	.15316	1.1357	1.8421	1.00	2.60
	CTRL	7	1.3143	.30237	.11429	1.0346	1.5939	1.00	1.80
	Total	27	1.4296	.43218	.08317	1.2587	1.6006	1.00	2.60
stat_fut_1	EFonF	11	2.5455	.26968	.08131	2.3643	2.7266	2.20	2.80
	IFonF	9	2.6222	.30732	.10244	2.3860	2.8584	2.20	3.00
	CTRL	7	2.7143	.32367	.12234	2.4149	3.0136	2.20	3.00
	Total	27	2.6148	.29313	.05641	2.4989	2.7308	2.20	3.00
act_prob_2	EFonF	11	2.5455	.50668	.15277	2.2051	2.8858	1.40	3.00
	IFonF	9	2.1333	.68557	.22852	1.6064	2.6603	1.00	3.00
	CTRL	7	2.0000	.69282	.26186	1.3592	2.6408	1.20	3.00
	Total	27	2.2667	.64211	.12357	2.0127	2.5207	1.00	3.00
act_unacc_2	EFonF	11	1.6727	.40272	.12142	1.4022	1.9433	1.40	2.60
	IFonF	9	1.6667	.51962	.17321	1.2673	2.0661	1.00	2.60
	CTRL	7	1.4857	.25448	.09619	1.2504	1.7211	1.20	1.80
	Total	27	1.6222	.40888	.07869	1.4605	1.7840	1.00	2.60
act_fut_2	EFonF	11	2.8727	.20538	.06193	2.7347	3.0107	2.40	3.00
	IFonF	9	2.7111	.36209	.12070	2.4328	2.9894	2.00	3.00
	CTRL	7	2.6571	.27603	.10433	2.4019	2.9124	2.20	3.00
	Total	27	2.7630	.28843	.05551	2.6489	2.8771	2.00	3.00
stat_prob_2	EFonF	11	2.8182	.18878	.05692	2.6914	2.9450	2.60	3.00
	IFonF	9	2.4222	.47376	.15792	2.0581	2.7864	1.60	3.00
	CTRL	7	2.2286	.59362	.22437	1.6796	2.7776	1.20	3.00
	Total	27	2.5333	.47717	.09183	2.3446	2.7221	1.20	3.00
stat_unacc_2	EFonF	11	1.7455	.47405	.14293	1.4270	2.0639	1.00	2.60
	IFonF	9	1.7778	.60369	.20123	1.3137	2.2418	.80	3.00
	CTRL	7	1.7429	.49952	.18880	1.2809	2.2048	1.20	2.60
	Total	27	1.7556	.50637	.09745	1.5552	1.9559	.80	3.00
stat_fut_2	EFonF	11	2.7273	.30030	.09054	2.5255	2.9290	2.20	3.00
	IFonF	9	2.7556	.40961	.13654	2.4407	3.0704	1.80	3.00
	CTRL	7	2.4857	.32367	.12234	2.1864	2.7851	2.00	3.00
	Total	27	2.6741	.35147	.06764	2.5350	2.8131	1.80	3.00
act_prob_3	EFonF	11	2.4909	.49286	.14860	2.1598	2.8220	1.60	3.00
	IFonF	9	2.5556	.50772	.16924	2.1653	2.9458	1.60	3.00
	CTRL	6	1.8000	.80994	.33066	.9500	2.6500	1.00	3.00
	Total	26	2.3538	.63827	.12517	2.0960	2.6116	1.00	3.00
act_unacc_3	EFonF	11	1.6364	.38800	.11699	1.3757	1.8970	1.00	2.20
	IFonF	9	1.8000	.46904	.15635	1.4395	2.1605	1.00	2.80
	CTRL	6	1.2667	.35024	.14298	.8991	1.6342	1.00	1.80
	Total	26	1.6077	.44355	.08699	1.4285	1.7868	1.00	2.80
act_fut_3	EFonF	11	2.7818	.26007	.07841	2.6071	2.9565	2.40	3.00
	IFonF	9	2.6444	.37118	.12373	2.3591	2.9298	2.00	3.00
	CTRL	6	2.5333	.41312	.16865	2.0998	2.9669	1.80	3.00
	Total	26	2.6769	.33977	.06664	2.5397	2.8142	1.80	3.00
stat_prob_3	EFonF	11	2.6182	.31565	.09517	2.4061	2.8302	2.20	3.00
	IFonF	9	2.6444	.53645	.17882	2.2321	3.0568	1.40	3.00
	CTRL	6	2.1000	.68993	.28166	1.3760	2.8240	1.20	3.00
	Total	26	2.5077	.52834	.10362	2.2943	2.7211	1.20	3.00
stat_unacc_3	EFonF	11	1.8182	.38423	.11585	1.5600	2.0763	1.40	2.40
	IFonF	9	1.6889	.59255	.19752	1.2334	2.1444	1.00	3.00
	CTRL	6	1.3667	.46332	.18915	.8804	1.8529	.80	2.00
	Total	26	1.6692	.49620	.09731	1.4688	1.8697	.80	3.00

stat_fut_3	EFonF	11	2.7455	.31101	.09377	2.5365	2.9544	2.20	3.00
	IFonF	9	2.6000	.40000	.13333	2.2925	2.9075	1.80	3.00
	CTRL	6	2.6333	.23381	.09545	2.3880	2.8787	2.40	3.00
	Total	26	2.6692	.32468	.06367	2.5381	2.8004	1.80	3.00

EFonF = explicit focus on form group, IFonF = implicit focus on form group, CTRL = control group.

Act_prob_1 = activity verbs in probability acceptable context at pretest; Act_prob_2 = activity verbs in probability acceptable context after the instruction; Act_prob_3 = activity verbs in probability acceptable context at delayed posttest; Act_unacc_1 = activity verbs in probability and future time unacceptable context at pretest; Act_unacc_2 = activity verbs in probability and future time unacceptable context after the instruction; Act_unacc_3 = activity verbs in probability and future time unacceptable context at delayed posttest; Act_fut_1 = activity verbs in future time acceptable context at pretest; Act_fut_2 = activity verbs in future time acceptable context after the instruction; Act_fut_3 = activity verbs in future time acceptable context at delayed posttest; Stat_prob_1 = stative verbs in probability acceptable context at pretest; Stat_prob_2 = stative verbs in probability acceptable context after the instruction; Stat_prob_3 = stative verbs in probability acceptable context at delayed posttest; Stat_unacc_1 = stative verbs in probability and future time unacceptable context at pretest; Stat_unacc_2 = stative verbs in probability and future time unacceptable context after the instruction; Stat_unacc_3 = stative verbs in probability and future time unacceptable context at delayed posttest; Stat_fut_1 = stative verbs in future time acceptable context at pretest; Stat_fut_2 = stative verbs in future time acceptable context after the instruction; Stat_fut_3 = stative verbs in future time acceptable context at delayed posttest.

Table 5: UGJT One-Way ANOVA results

Condition	Variance	Sum of Squares	df	Mean Square	F	Sig. (p)
act_prob_1	Between Groups	.065	2	.032	.067	.935
	Within Groups	11.642	24	.485		
	Total	11.707	26			
act_unacc_1	Between Groups	.003	2	.002	.010	.990
	Within Groups	3.883	24	.162		
	Total	3.887	26			
act_fut_1	Between Groups	.005	2	.002	.017	.983
	Within Groups	3.358	24	.140		
	Total	3.363	26			
stat_prob_1	Between Groups	.085	2	.042	.086	.918
	Within Groups	11.883	24	.495		
	Total	11.967	26			
stat_unacc_1	Between Groups	.132	2	.066	.334	.719
	Within Groups	4.725	24	.197		
	Total	4.856	26			
stat_fut_1	Between	.123	2	.061	.697	.508

	Groups					
	Within Groups	2.111	24	.088		
	Total	2.234	26			
act_prob_2	Between Groups	1.513	2	.756	1.972	.161
	Within Groups	9.207	24	.384		
	Total	10.720	26			
act_unacc_2	Between Groups	.176	2	.088	.507	.608
	Within Groups	4.170	24	.174		
	Total	4.347	26			
act_fut_2	Between Groups	.235	2	.118	1.463	.251
	Within Groups	1.928	24	.080		
	Total	2.163	26			
stat_prob_2	Between Groups	1.654	2	.827	4.652	.020*
	Within Groups	4.266	24	.178		
	Total	5.920	26			
stat_unacc_2	Between Groups	.007	2	.003	.012	.988
	Within Groups	6.660	24	.277		
	Total	6.667	26			
stat_fut_2	Between Groups	.339	2	.170	1.417	.262
	Within Groups	2.873	24	.120		
	Total	3.212	26			
act_prob_3	Between Groups	2.413	2	1.207	3.571	.045*
	Within Groups	7.771	23	.338		
	Total	10.185	25			
act_unacc_3	Between Groups	1.040	2	.520	3.082	.065
	Within Groups	3.879	23	.169		
	Total	4.918	25			
act_fut_3	Between Groups	.254	2	.127	1.111	.346
	Within Groups	2.632	23	.114		
	Total	2.886	25			
stat_prob_3	Between Groups	1.300	2	.650	2.632	.093
	Within Groups	5.679	23	.247		
	Total	6.978	25			

stat_unacc_3	Between Groups	.797	2	.398	1.710	.203
	Within Groups	5.359	23	.233		
	Total	6.155	25			
stat_fut_3	Between Groups	.115	2	.057	.524	.599
	Within Groups	2.521	23	.110		
	Total	2.635	25			

Table 6: UGJT LSD Post-hoc test results

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
act_prob_1	EFonF	IFonF	-.11313	.31304	.721	-.7592	.5330
		CTRL	-.03377	.33674	.921	-.7288	.6612
	IFonF	EFonF	.11313	.31304	.721	-.5330	.7592
		CTRL	.07937	.35099	.823	-.6450	.8038
	CTRL	EFonF	.03377	.33674	.921	-.6612	.7288
		IFonF	-.07937	.35099	.823	-.8038	.6450
act_unacc_1	EFonF	IFonF	.00909	.18080	.960	-.3641	.3822
		CTRL	-.01948	.19449	.921	-.4209	.3819
	IFonF	EFonF	-.00909	.18080	.960	-.3822	.3641
		CTRL	-.02857	.20272	.889	-.4470	.3898
	CTRL	EFonF	.01948	.19449	.921	-.3819	.4209
		IFonF	.02857	.20272	.889	-.3898	.4470
act_fut_1	EFonF	IFonF	.01414	.16813	.934	-.3329	.3611
		CTRL	-.02078	.18086	.909	-.3940	.3525
	IFonF	EFonF	-.01414	.16813	.934	-.3611	.3329
		CTRL	-.03492	.18851	.855	-.4240	.3541
	CTRL	IFonF	.02078	.18086	.909	-.3525	.3940
		FonM	.03492	.18851	.855	-.3541	.4240
stat_prob_1	IFonF	FonM	.03636	.31626	.909	-.6164	.6891
		CTRL	-.10649	.34021	.757	-.8086	.5957
	IFonF	IFonF	-.03636	.31626	.909	-.6891	.6164
		CTRL	-.14286	.35460	.691	-.8747	.5890
	CTRL	IFonF	.10649	.34021	.757	-.5957	.8086
		IFonF	.14286	.35460	.691	-.5890	.8747
stat_unacc_1	EFonF	IFonF	-.03434	.19943	.865	-.4459	.3773
		CTRL	.14026	.21452	.519	-.3025	.5830
	IFonF	EFonF	.03434	.19943	.865	-.3773	.4459
		CTRL	.17460	.22360	.443	-.2869	.6361
	CTRL	EFonF	-.14026	.21452	.519	-.5830	.3025
		IFonF	-.17460	.22360	.443	-.6361	.2869
stat_fut_1	EFonF	IFonF	-.07677	.13331	.570	-.3519	.1984
		CTRL	-.16883	.14341	.251	-.4648	.1271
	IFonF	EFonF	.07677	.13331	.570	-.1984	.3519
		CTRL	-.09206	.14948	.544	-.4006	.2164

	CTRL	EFonF	.16883	.14341	.251	-.1271	.4648
		IFonF	.09206	.14948	.544	-.2164	.4006
act_prob_2	EFonF	IFonF	.41212	.27839	.152	-.1625	.9867
		CTRL	.54545	.29947	.081	-.0726	1.1635
	IFonF	EFonF	-.41212	.27839	.152	-.9867	.1625
		CTRL	.13333	.31214	.673	-.5109	.7776
	CTRL	EFonF	-.54545	.29947	.081	-1.1635	.0726
		IFonF	-.13333	.31214	.673	-.7776	.5109
act_unacc_2	EFonF	IFonF	.00606	.18736	.974	-.3806	.3928
		CTRL	.18701	.20155	.363	-.2290	.6030
	IFonF	EFonF	-.00606	.18736	.974	-.3928	.3806
		CTRL	.18095	.21007	.398	-.2526	.6145
	CTRL	EFonF	-.18701	.20155	.363	-.6030	.2290
		IFonF	-.18095	.21007	.398	-.6145	.2526
act_fut_2	EFonF	IFonF	.16162	.12739	.217	-.1013	.4245
		CTRL	.21558	.13703	.129	-.0672	.4984
	IFonF	EFonF	-.16162	.12739	.217	-.4245	.1013
		CTRL	.05397	.14283	.709	-.2408	.3488
	CTRL	EFonF	-.21558	.13703	.129	-.4984	.0672
		IFonF	-.05397	.14283	.709	-.3488	.2408
stat_prob_2	EFonF	IFonF	.39596*	.18950	.047	.0048	.7871
		CTRL	.58961*	.20385	.008	.1689	1.0103
	IFonF	EFonF	-.39596*	.18950	.047	-.7871	-.0048
		CTRL	.19365	.21247	.371	-.2449	.6322
	CTRL	EFonF	-.58961*	.20385	.008	-1.0103	-.1689
		IFonF	-.19365	.21247	.371	-.6322	.2449
stat_unacc_2	EFonF	IFonF	-.03232	.23677	.893	-.5210	.4563
		CTRL	.00260	.25470	.992	-.5231	.5283
	IFonF	EFonF	.03232	.23677	.893	-.4563	.5210
		CTRL	.03492	.26547	.896	-.5130	.5828
	CTRL	EFonF	-.00260	.25470	.992	-.5283	.5231
		IFonF	-.03492	.26547	.896	-.5828	.5130
stat_fut_2	EFonF	IFonF	-.02828	.15550	.857	-.3492	.2927
		CTRL	.24156	.16727	.162	-.1037	.5868
	IFonF	EFonF	.02828	.15550	.857	-.2927	.3492
		CTRL	.26984	.17435	.135	-.0900	.6297
	CTRL	EFonF	-.24156	.16727	.162	-.5868	.1037
		IFonF	-.26984	.17435	.135	-.6297	.0900
act_prob_3	EFonF	IFonF	-.06465	.26126	.807	-.6051	.4758
		CTRL	.69091*	.29501	.028	.0806	1.3012
	IFonF	EFonF	.06465	.26126	.807	-.4758	.6051
		CTRL	.75556*	.30636	.022	.1218	1.3893
	CTRL	EFonF	-.69091*	.29501	.028	-1.3012	-.0806
		IFonF	-.75556*	.30636	.022	-1.3893	-.1218
act_unacc_3	EFonF	IFonF	-.16364	.18458	.385	-.5455	.2182
		CTRL	.36970	.20842	.089	-.0614	.8008
	IFonF	EFonF	.16364	.18458	.385	-.2182	.5455
		CTRL	.53333*	.21644	.022	.0856	.9811
	CTRL	EFonF	-.36970	.20842	.089	-.8008	.0614
		IFonF	-.53333*	.21644	.022	-.9811	-.0856
act_fut_3	EFonF	IFonF	.13737	.15204	.376	-.1772	.4519
		CTRL	.24848	.17168	.161	-.1067	.6036

	IFonF	EFonF	-.13737	.15204	.376	-.4519	.1772
		CTRL	.11111	.17829	.539	-.2577	.4799
	CTRL	EFonF	-.24848	.17168	.161	-.6036	.1067
		IFonF	-.11111	.17829	.539	-.4799	.2577
stat_prob_3	EFonF	IFonF	-.02626	.22333	.907	-.4883	.4357
		CTRL	.51818	.25218	.051	-.0035	1.0399
	IFonF	EFonF	.02626	.22333	.907	-.4357	.4883
		CTRL	.54444*	.26188	.049	.0027	1.0862
	CTRL	EFonF	-.51818	.25218	.051	-1.0399	.0035
		IFonF	-.54444*	.26188	.049	-1.0862	-.0027
stat_unacc_3	EFonF	IFonF	.12929	.21695	.557	-.3195	.5781
		CTRL	.45152	.24497	.078	-.0552	.9583
	IFonF	EFonF	-.12929	.21695	.557	-.5781	.3195
		CTRL	.32222	.25440	.218	-.2040	.8485
	CTRL	EFonF	-.45152	.24497	.078	-.9583	.0552
		IFonF	-.32222	.25440	.218	-.8485	.2040
stat_fut_3	EFonF	IFonF	.14545	.14879	.338	-.1623	.4533
		CTRL	.11212	.16801	.511	-.2354	.4597
	IFonF	EFonF	-.14545	.14879	.338	-.4533	.1623
		CTRL	-.03333	.17448	.850	-.3943	.3276
	CTRL	EFonF	-.11212	.16801	.511	-.4597	.2354
		IFonF	.03333	.17448	.850	-.3276	.3943

* The mean difference is significant at the 0.05 level.
EFonF = explicit focus on form group, IFonM = implicit focus on form group, CTRL = control group.

Act_prob_1 = activity verbs in probability acceptable context at pretest; Act_prob_2 = activity verbs in probability acceptable context after the instruction; Act_prob_3 = activity verbs in probability acceptable context at delayed posttest; Act_unacc_1 = activity verbs in probability and future time unacceptable context at pretest; Act_unacc_2 = activity verbs in probability and future time unacceptable context after the instruction; Act_unacc_3 = activity verbs in probability and future time unacceptable context at delayed posttest; Act_fut_1 = activity verbs in future time acceptable context at pretest; Act_fut_2 = activity verbs in future time acceptable context after the instruction; Act_fut_3 = activity verbs in future time acceptable context at delayed posttest; Stat_prob_1 = stative verbs in probability acceptable context at pretest; Stat_prob_2 = stative verbs in probability acceptable context after the instruction; Stat_prob_3 = stative verbs in probability acceptable context at delayed posttest; Stat_unacc_1 = stative verbs in probability and future time unacceptable context at pretest; Stat_unacc_2 = stative verbs in probability and future time unacceptable context after the instruction; Stat_unacc_3 = stative verbs in probability and future time unacceptable context at delayed posttest; Stat_fut_1 = stative verbs in future time acceptable context at pretest; Stat_fut_2 = stative verbs in future time acceptable context after the instruction; Stat_fut_3 = stative verbs in future time acceptable context at delayed posttest.

Table 7: Results of the Independent-Samples T-Test for explicit FonF group

Condition	***L1***	***Mean***	***SD***	***N***	***p-value***	***t-value***	***df***	***95% CI***	***Effect size***
Act_prob_1	Eng	1.56	.43	5	.523	-.665	9	-1.2, .66	-.41
	Fr	1.83	.82	6					
Act_unacc_1	Eng	1.46	.46	5	.7	.4	9	-.44, .62	.23
	Fr	1.37	.32	6					

Act_fut_1	Eng Fr	2.64 2.63	.33 .4	5 6	.98	.03	9	-.51, .52	.03
Stat_prob_1	Eng Fr	1.8 1.87	.66 .91	5 6	.9	-.136	9	-1.17, 1..04	-.09
Stat_unacc_1	Eng Fr	1.6 1.3	.45 .55	5 6	.41	.87	9	-.42, .96	.6
Stat_fut_1	Eng Fr	2.48 2.6	.23 .31	5 6	.49	-.72	9	-.499, .26	-.44
Act_prob_2	Eng Fr	2.8 2.3	.22 .56	5 6	.075	2.01	9	-.07, 1.15	1.18
Act_unacc_2	Eng Fr	1.8 1.5	.52 .17	5 6	.12	1.7	9	-.13, .89	.78
Act_fut_2	Eng Fr	2.9 2.8	.18 .23	5 6	.52	.68	9	-.2, .38	.53
Stat_prob_2	Eng Fr	2.88 2.77	.18 .2	5 6	.35	.99	9	-.146, .37	.58
Stat_unacc_2	Eng Fr	1.88 1.63	.59 .37	5 6	.42	.85	9	-.41, .91	.51
Stat_fut_2	Eng Fr	2.68 2.77	.3 .32	5 6	.66	-.46	9	-.52, .34	-.29
Act_prob_3	Eng Fr	2.3 2.67	.46 .48	5 6	.21	-1.35	9	-1.04, .26	-.79
Act_unacc_3	Eng Fr	1.76 1.53	.33 .43	5 6	.36	.96	9	-.31, .76	.6
Act_fut_3	Eng Fr	2.88 2.7	.27 .24	5 6	.275	1.16	9	-.17, .53	.7
Stat_prob_3	Eng Fr	2.5 2.7	.33 .3	5 6	.37	-.94	9	-.62, .26	-.63

Stat_unacc_3	Eng Fr	1.8 1.83	.42 .39	5 6	.895	.136	9	-.588, .52	.07
Stat_fut_3	Eng Fr	2.76 2.73	.33 .33	5 6	.896	.134	9	-.42, .48	.09

Act_prob_1 = activity verbs in probability acceptable context at pretest; Act_prob_2 = activity verbs in probability acceptable context after the instruction; Act_prob_3 = activity verbs in probability acceptable context at delayed posttest; Act_unacc_1 = activity verbs in probability and future time unacceptable context at pretest; Act_unacc_2 = activity verbs in probability and future time unacceptable context after the instruction; Act_unacc_3 = activity verbs in probability and future time unacceptable context at delayed posttest; Act_fut_1 = activity verbs in future time acceptable context at pretest; Act_fut_2 = activity verbs in future time acceptable context after the instruction; Act_fut_3 = activity verbs in future time acceptable context at delayed posttest; Stat_prob_1 = state verbs in probability acceptable context at pretest; Stat_prob_2 = state verbs in probability acceptable context after the instruction; Stat_prob_3 = state verbs in probability acceptable context at delayed posttest; Stat_unacc_1 = state verbs in probability and future time unacceptable context at pretest; Stat_unacc_2 = state verbs in probability and future time unacceptable context after the instruction; Stat_unacc_3 = state verbs in probability and future time unacceptable context at delayed posttest; Stat_fut_1 = state verbs in future time acceptable context at pretest; Stat_fut_2 = state verbs in future time acceptable context after the instruction; Stat_fut_3 = state verbs in future time acceptable context at delayed posttest.

Table 8: Results of Independent-Samples T-Test for implicit FonF group

Condition	***L1***	***Mean***	***SD***	***N***	***p-value***	***t-value***	***df***	***95% CI***	***Effect size***
Act_prob_1	Eng Fr	1.76 1.9	.57 .83	5 4	.772	-.302	7	-1.24, .96	-.2
Act_unacc_1	Eng Fr	1.4 1.4	.47 .43	5 4	1	.000	7	-.72, .72	0
Act_fut_1	Eng Fr	2.6 2.65	.47 .34	5 4	.864	-.178	7	-.71, .61	-.12
Stat_prob_1	Eng Fr	1.64 2	.36 .78	5 4	.385	-.926	7	-1.28, .56	-.59
Stat_unacc_1	Eng Fr	1.32 1.7	.23 .62	5 4	.241	-1.281	7	-1.08, .32	-.81
Stat_fut_1	Eng	2.64	.36	5	.861	.182	7	-.48, .56	.12

	Fr	2.6	.28	4					
Act_prob_2	Eng Fr	1.68 2.7	.5 .38	5 4	.012*	-3.343	7	-1.74, -.3	-2.3
Act_unacc_2	Eng Fr	1.76 1.55	.36 .72	5 4	.582	.577	7	-.65, 1.07	.36
Act_fut_2	Eng Fr	2.8 2.6	.25 .49	5 4	.447	.805	7	-.39, .79	.51
Stat_prob_2	Eng Fr	2.32 2.55	.59 .3	5 4	.506	-.7	7	-1.01, .55	-.49
Stat_unacc_2	Eng Fr	1.68 1.9	.82 .2	5 4	.621	-.518	7	-1.23, .79	-.37
Stat_fut_2	Eng Fr	2.72 2.8	.52 .28	5 4	.792	-.274	7	-.77, .61	-.19
Act_prob_3	Eng Fr	2.28 2.9	.54 .12	5 4	.061	-2.225	7	-1.28, .04	-1.59
Act_unacc_3	Eng Fr	1.8 1.8	.14 .75	5 4	1	.000	7	-.8, .8	0
Act_fut_3	Eng Fr	2.6 2.7	.4 .38	5 4	.716	-.380	7	-.72, .52	-.26
Stat_prob_3	Eng Fr	2.4 2.95	.63 .1	5 4	.133	-1.699	7	-1.32, .22	-1.22
Stat_unacc_3	Eng Fr	1.68 1.7	.3 .9	5 4	.964	-.047	7	-1.03, .99	-.03
Stat_fut_3	Eng Fr	2.6 2.6	.28 .57	5 4	1	.000	7	-.68, .68	0

*- significant p-value ($p<.05$)

Act_prob_1 = activity verbs in probability acceptable context at pretest; Act_prob_2 = activity verbs in probability acceptable context after the instruction; Act_prob_3 = activity verbs in probability acceptable context at delayed posttest; Act_unacc_1 = activity verbs in probability and future time unacceptable context at pretest; Act_unacc_2 = activity verbs in probability and future time unacceptable context after the instruction; Act_unacc_3 = activity verbs in probability and future time unacceptable context at delayed posttest; Act_fut_1 = activity verbs in future time acceptable context at pretest; Act_fut_2 = activity verbs in future time acceptable context after the instruction;

Act_fut_3 = activity verbs in future time acceptable context at delayed posttest; Stat_prob_1 = state verbs in probability acceptable context at pretest; Stat_prob_2 = state verbs in probability acceptable context after the instruction; Stat_prob_3 = state verbs in probability acceptable context at delayed posttest; Stat_unacc_1 = state verbs in probability and future time unacceptable context at pretest; Stat_unacc_2 = state verbs in probability and future time unacceptable context after the instruction; Stat_unacc_3 = state verbs in probability and future time unacceptable context at delayed posttest; Stat_fut_1 = state verbs in future time acceptable context at pretest; Stat_fut_2 = state verbs in future time acceptable context after the instruction; Stat_fut_3 = state verbs in future time acceptable context at delayed posttest.

Table 9: Results of Independent-Samples T-Test for the Control group

Condition	***L1***	***Mean***	***SD***	***N***	***p-value***	***t-value***	***df***	***95% CI***	***Effect size***
Act_prob_1	Eng Fr	2.13 1.45	.81 .77	3 4	.307	1.137	5	-.86, 2.23	.86
Act_unacc_1	Eng Fr	1.47 1.4	.5 .43	3 4	.858	.189	5	-.84, .97	.15
Act_fut_1	Eng Fr	2.47 2.8	.5 .23	3 4	.286	-1.195	5	-1.05, .38	-.85
Stat_prob_1	Eng Fr	1.87 2	.98 .67	3 4	.839	-.215	5	-1.73, 1.46	-.15
Stat_unacc_1	Eng Fr	1.53 1.15	.31 .19	3 4	.094	2.060	5	-.09, .86	1.47
Stat_fut_1	Eng Fr	2.67 2.75	.41 .3	3 4	.769	-.311	5	-.77, .6	-.22
Act_prob_2	Eng Fr	2.13 1.9	.64 .81	3 4	.699	.409	5	-1.23, 1.7	.32
Act_unacc_2	Eng Fr	1.33 1.6	.12 .28	3 4	.191	-1.512	5	-.72, .19	-1.25
Act_fut_2	Eng Fr	2.47 2.8	.23 .23	3 4	.117	-1.890	5	-.79, .12	-1.43
Stat_prob_2	Eng Fr	2.2 2.25	.4 .77	3 4	.924	-.101	5	-1.33, 1.23	-.08
Stat_unacc_2	Eng Fr	1.67 1.8	.46 .59	3 4	.760	-.322	5	-1.2, .93	-.24

Stat_fut_2	Eng Fr	2.4 2.55	.2 .4	3 4	.592	-.572	5	-.82, .52	-.47
Act_prob_3	Eng Fr	1.87 1.73	1.02 .76	3 3	.865	.181	4	-1.91, 2.18	.16
Act_unacc_3	Eng Fr	1.53 1	.31 0	3 3	.039*	3.024	4	.044, 1.02	2.42
Act_fut_3	Eng Fr	2.47 2.6	.61 .2	3 3	.738	-.359	4	-1.16, .9	-.29
Stat_prob_3	Eng Fr	2.13 2.07	.61 .9	3 3	.921	.106	4	-1.68, 1.81	.08
Stat_unacc_3	Eng Fr	1.53 1.2	.42 .53	3 3	.440	.857	4	-.75, 1.41	.69
Stat_fut_3	Eng Fr	2.53 2.73	.23 .23	3 3	.349	-1.061	4	-.72, .32	-.87

*- significant p-value (p<.05)

Act_prob_1 = activity verbs in probability acceptable context at pretest; Act_prob_2 = activity verbs in probability acceptable context after the instruction; Act_prob_3 = activity verbs in probability acceptable context at delayed posttest; Act_unacc_1 = activity verbs in probability and future time unacceptable context at pretest; Act_unacc_2 = activity verbs in probability and future time unacceptable context after the instruction; Act_unacc_3 = activity verbs in probability and future time unacceptable context at delayed posttest; Act_fut_1 = activity verbs in future time acceptable context at pretest; Act_fut_2 = activity verbs in future time acceptable context after the instruction; Act_fut_3 = activity verbs in future time acceptable context at delayed posttest; Stat_prob_1 = state verbs in probability acceptable context at pretest; Stat_prob_2 = state verbs in probability acceptable context after the instruction; Stat_prob_3 = state verbs in probability acceptable context at delayed posttest; Stat_unacc_1 = state verbs in probability and future time unacceptable context at pretest; Stat_unacc_2 = state verbs in probability and future time unacceptable context after the instruction; Stat_unacc_3 = state verbs in probability and future time unacceptable context at delayed posttest; Stat_fut_1 = state verbs in future time acceptable context at pretest; Stat_fut_2 = state verbs in future time acceptable context after the instruction; Stat_fut_3 = state verbs in future time acceptable context at delayed posttest.

Table 10: Written Production Task Descriptive statistics

Conditions		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
st_prob_1	EFonF	11	12.73	28.667	8.644	-6.53	31.99	0	80
	IFonF	9	4.44	8.819	2.940	-2.33	11.22	0	20
	Control	7	28.57	36.253	13.702	-4.96	62.10	0	80
	Total	27	14.07	27.070	5.210	3.37	24.78	0	80
act_prob_1	EFonF	11	12.73	28.667	8.644	-6.53	31.99	0	80
	IFonF	9	2.22	6.667	2.222	-2.90	7.35	0	20

	Control	7	11.43	30.237	11.429	-16.54	39.39	0	80
	Total	27	8.89	23.751	4.571	-.51	18.28	0	80
acc_ach_prob_1	EFonF	11	27.27	37.173	11.208	2.30	52.25	0	100
	IFonF	9	11.11	10.541	3.514	3.01	19.21	0	20
	Control	7	25.71	25.071	9.476	2.53	48.90	0	60
	Total	27	21.48	27.694	5.330	10.53	32.44	0	100
st_fut_1	EFonF	11	85.45	20.181	6.085	71.90	99.01	40	100
	IFonF	9	73.33	34.641	11.547	46.71	99.96	20	100
	Control	7	82.86	24.300	9.184	60.38	105.33	40	100
	Total	27	80.74	26.301	5.062	70.34	91.15	20	100
act_fut_1	EFonF	11	58.18	35.162	10.602	34.56	81.80	0	100
	IFonF	9	51.11	38.873	12.958	21.23	80.99	0	100
	Control	7	71.43	34.365	12.989	39.65	103.21	0	100
	Total	27	59.26	35.726	6.875	45.13	73.39	0	100
acc_ach_fut_1	EFonF	11	61.82	32.808	9.892	39.78	83.86	0	100
	IFonF	9	55.56	31.269	10.423	31.52	79.59	0	100
	Control	7	71.43	39.761	15.028	34.66	108.20	0	100
	Total	27	62.22	33.436	6.435	49.00	75.45	0	100
st_prob_2	EFonF	11	63.64	38.800	11.699	37.57	89.70	0	100
	IFonF	9	51.11	31.798	10.599	26.67	75.55	0	80
	Control	7	22.86	37.289	14.094	-11.63	57.34	0	100
	Total	27	48.89	38.564	7.422	33.63	64.14	0	100
act_prob_2	EFonF	11	50.91	41.341	12.465	23.14	78.68	0	100
	IFonF	9	40.00	34.641	11.547	13.37	66.63	0	100
	Control	7	14.29	19.024	7.190	-3.31	31.88	0	40
	Total	27	37.78	36.515	7.027	23.33	52.22	0	100
acc_ach_prob_2	EFonF	11	63.64	39.818	12.006	36.89	90.39	0	100
	IFonF	9	51.11	28.480	9.493	29.22	73.00	20	100
	Control	7	20.00	20.000	7.559	1.50	38.50	0	60
	Total	27	48.15	35.630	6.857	34.05	62.24	0	100
st_fut_2	EFonF	11	94.55	9.342	2.817	88.27	100.82	80	100
	IFonF	9	91.11	20.276	6.759	75.53	106.70	40	100
	Control	7	94.29	15.119	5.714	80.30	108.27	60	100
	Total	27	93.33	14.676	2.824	87.53	99.14	40	100
act_fut_2	EFonF	11	81.82	20.889	6.298	67.78	95.85	40	100
	IFonF	9	82.22	25.386	8.462	62.71	101.74	40	100
	Control	7	71.43	32.367	12.234	41.49	101.36	20	100
	Total	27	79.26	25.104	4.831	69.33	89.19	20	100
acc_ach_fut_2	EFonF	11	83.64	17.477	5.270	71.89	95.38	60	100
	IFonF	9	80.00	24.495	8.165	61.17	98.83	20	100
	Control	7	68.57	34.365	12.989	36.79	100.35	0	100
	Total	27	78.52	24.761	4.765	68.72	88.31	0	100
st_prob_3	EFonF	11	60.00	40.000	12.060	33.13	86.87	0	100
	IFonF	9	37.78	36.667	12.222	9.59	65.96	0	100
	Control	7	11.43	10.690	4.041	1.54	21.32	0	20
	Total	27	40.00	38.028	7.319	24.96	55.04	0	100
act_prob_3	EFonF	11	58.18	45.126	13.606	27.87	88.50	0	100
	IFonF	9	37.78	29.059	9.686	15.44	60.11	0	80
	Control	7	20.00	28.284	10.690	-6.16	46.16	0	60
	Total	27	41.48	38.401	7.390	26.29	56.67	0	100
acc_ach_prob_3	EFonF	11	54.55	34.746	10.476	31.20	77.89	0	100
	IFonF	9	37.78	36.667	12.222	9.59	65.96	0	100

	Control	7	17.14	21.381	8.081	-2.63	36.92	0	60
	Total	27	39.26	34.854	6.708	25.47	53.05	0	100
st_fut_3	EFonF	11	94.55	18.091	5.455	82.39	106.70	40	100
	IFonF	9	95.56	8.819	2.940	88.78	102.33	80	100
	Control	7	82.86	37.289	14.094	48.37	117.34	0	100
	Total	27	91.85	22.367	4.305	83.00	100.70	0	100
act_fut_3	EFonF	11	83.64	23.355	7.042	67.95	99.33	40	100
	IFonF	9	77.78	27.285	9.095	56.81	98.75	20	100
	Control	7	74.29	35.989	13.603	41.00	107.57	0	100
	Total	27	79.26	27.446	5.282	68.40	90.12	0	100
acc_ach_fut_3	EFonF	11	72.73	38.234	11.528	47.04	98.41	0	100
	IFonF	9	73.33	28.284	9.428	51.59	95.07	20	100
	Control	7	74.29	35.989	13.603	41.00	107.57	0	100
	Total	27	73.33	33.282	6.405	60.17	86.50	0	100

EFonF = explicit focus on form group, IFonF = implicit focus on form group, CTRL = control group.

Conditions: St_prob_1 = stative verbs in probability context at pretest; Act_prob_1 = activity verbs in probability context at pretest; Acc_ach_prob_1 = accomplishments and achievements in probability context at pretest; St_fut_1 = stative verbs in future time context at pretest; Act_fut_1 = activity verbs in future time context at pretest; Acc_ach_fut_1 = accomplishments and achievements in future time context at pretest; St_prob_2 = stative verbs in probability context at posttest; Act_prob_2 = activity verbs in probability context at posttest; Acc_ach_prob_2 = accomplishments and achievements in probability context at posttest; St_fut_2 = stative verbs in future time context at posttest; Act_fut_2 = activity verbs in future time context at posttest; Acc_ach_fut_2 = accomplishments and achievements in future time context at posttest; St_prob_3 = stative verbs in probability context at delayed posttest; Act_prob_3 = activity verbs in probability context at delayed posttest; Acc_ach_prob_3 = accomplishments and achievements in probability context at delayed posttest; St_fut_3 = stative verbs in future time context at delayed posttest; Act_fut_3 = activity verbs in future time context at delayed posttest; Acc_ach_fut_3 = accomplishments and achievements in future time context at delayed posttest.

Table 11: Results of Paired-Samples T-Test for explicit FonF Group

Variable	**95% CI (lower, upper)**	**Mean 1 (SD 1) Mean 2 (SD 2)**	**N1/ N2**	**t-value**	**p-value**	**Effect size (Cohen's d)**
stat_prob_1 stat_prob_2	-75.216, -26.602	12.73 (28.667) 63.64 (38.8)	11 11	-4.667	.001*	-1.492
stat_prob_2 stat_prob_3	-13.165, 20.438	63.64 (38.8) 60.00 (40)	11 11	.482	.640	0.09
act_prob_1 act_prob_2	-61.027, -15.337	12.73 (28.667) 50.91 (41.341)	11 11	-3.724	.004*	-1.073
act_prob_2 act_prob_3	-24.556, 10.010	50.91(41.341) 58.18 (45.126)	11 11	-.938	.371	-0.167
acc_ach_prob_1 acc_ach_prob_2	-68.056, -4.671	27.27 (37.173) 63.64 (39.818)	11 11	-2.557	.029*	-0.94

acc_ach_prob_2 acc_ach_prob_3	-3.461, 21.643	63.64 (39.818) 54.55 (34.746)	11 11	1.614	.138	0.243
stat_fut_1 stat_fut_2	-24.249, 6.067	85.45 (20.181) 94.55 (9.342)	11 11	-1.336	.211	-0.642
stat_fut_2 stat_fut_3	-10.408, 10.408	94.55 (9.342) 94.55 (18.091)	11 11	.000	1.000	0
act_fut_1 act_fut_2	-45.150, -2.123	58.18 (35.162) 81.82 (20.889)	11 11	-2.448	.034*	-0.817
act_fut_2 act_fut_3	-11.232, 7.596	81.82 (20.889) 83.64 (23.355)	11 11	-.430	.676	-0.082
acc_ach_fut_1 acc_ach_fut_2	-43.024, -.612	61.82 (32.808) 83.64 (17.477)	11 11	-2.292	.045*	-0.792
acc_ach_fut_2 acc_ach_fut_3	-11.057, 32.875	83.64 (17.477) 72.73 (38.234)	11 11	1.107	.294	0.367

*- significant p-value (p<.05)

Conditions: Stat_prob_1 = state verbs in probability context at pretest; Act_prob_1 = activity verbs in probability context at pretest; Acc_ach_prob_1 = accomplishments and achievements in probability context at pretest; Stat_fut_1 = state verbs in future time context at pretest; Act_fut_1 = activity verbs in future time context at pretest; Acc_ach_fut_1 = accomplishments and achievements in future time context at pretest; Stat_prob_2 = state verbs in probability context at posttest; Act_prob_2 = activity verbs in probability context at posttest; Acc_ach_prob_2 = accomplishments and achievements in probability context at posttest; Stat_fut_2 = state verbs in future time context at posttest; Act_fut_2 = activity verbs in future time context at posttest; Acc_ach_fut_2 = accomplishments and achievements in future time context at posttest; Stat_prob_3 = state verbs in probability context at delayed posttest; Act_prob_3 = activity verbs in probability context at delayed posttest; Acc_ach_prob_3 = accomplishments and achievements in probability context at delayed posttest; Stat_fut_3 = state verbs in future time context at delayed posttest; Act_fut_3 = activity verbs in future time context at delayed posttest; Acc_ach_fut_3 = accomplishments and achievements in future time context at delayed posttest.

Table 12: Results of Paired-Samples T-Test for implicit FonF Group

Variable	**95% CI (lower, upper)**	**Mean 1 (SD 1)/ Mean 2 (SD 2)**	**N1/N2**	**t-value**	**p-value**	**Effect size (Cohen's d)**
stat_prob_1 stat_prob_2	-68.408, -24.925	4.44 (8.819) 51.11 (31.798)	9 9	-4.950	.001*	-2.00
stat_prob_2 stat_prob_3	-10.974, 37.641	51.11 (31.798) 37.78 (36.667)	9 9	1.265	.242	.388

act_prob_1 act_prob_2	-64.894, -10.662	2.22 (6.667) 40.0 (34.641)	9 9	-3.213	.012*	-1.434
act_prob_2 act_prob_3	-20.115, 24.559	40.0 (34.641) 37.78 (29.059)	9 9	.229	.824	.067
acc_ach_prob_1 acc_ach_prob_2	-64.307, -15.693	11.11 (10.541) 51.11 (28.480)	9 9	-3.795	.005*	-1.862
acc_ach_prob_2 acc_ach_prob_3	-14.381, 41.048	51.11 (28.480) 37.78 (36.667)	9 9	1.109	.299	.406
stat_fut_1 stat_fut_2	-45.962, 10.407	73.33 (34.641) 91.11 (20.276)	9 9	-1.455	.184	-.626
stat_fut_2 stat_fut_3	-14.693, 5.804	91.11 (20.276) 95.56 (8.819)	9 9	-1.000	.347	-.284
act_fut_1 act_fut_2	-64.714, 2.492	51.11 (38.873) 82.22 (25.386)	9 9	-2.135	.065	-.947
act_fut_2 act_fut_3	-5. 804, 14.693	82.22 (25.386) 77.78 (27.285)	9 9	1.000	.347	.168
acc_ach_fut_1 acc_ach_fut_2	-55.930, 7.041	55.56 (31.269) 80.00 (24.495)	9 9	-1.790	.111	-.87
acc_ach_fut_2 acc_ach_fut_3	-13.670, 27.004	80.00 (24.495) 73.33 (28.284)	9 9	.756	.471	.252

*- significant p-value ($p<.05$)

Conditions: Stat_prob_1 = state verbs in probability context at pretest; Act_prob_1 = activity verbs in probability context at pretest; Acc_ach_prob_1 = accomplishments and achievements in probability context at pretest; Stat_fut_1 = state verbs in future time context at pretest; Act_fut_1 = activity verbs in future time context at pretest; Acc_ach_fut_1 = accomplishments and achievements in future time context at pretest; Stat_prob_2 = state verbs in probability context at posttest; Act_prob_2 = activity verbs in probability context at posttest; Acc_ach_prob_2 = accomplishments and achievements in probability context at posttest; Stat_fut_2 = state verbs in future time context at posttest; Act_fut_2 = activity verbs in future time context at posttest; Acc_ach_fut_2 = accomplishments and achievements in future time context at posttest; Stat_prob_3 = state verbs in probability context at delayed posttest; Act_prob_3 = activity verbs in probability context at delayed posttest; Acc_ach_prob_3 = accomplishments and achievements in probability context at delayed posttest; Stat_fut_3 = state verbs in future time context at delayed posttest; Act_fut_3 = activity verbs in future time context at delayed posttest; Acc_ach_fut_3 = accomplishments and achievements in future time context at delayed posttest.

Table 13: Results of Paired-Samples T-Test for Control Group

Variable	95% CI (lower,	Mean 1 (SD 1)	N1/N2	t-value	p-value	Effect size

	upper)	**Mean 2 (SD 2)**				**(Cohen's d)**
stat_prob_1 stat_prob_2	-19.814, 31.242	28.57 (36.253) 22.86 (37.289)	7 7	.548	.604	.155
stat_prob_2 stat_prob_3	-18.506, 41.363	22.86 (37.289) 11.43 (10.690)	7 7	.934	.386	.416
act_prob_1 act_prob_2	-25.331, 19.616	11.43 (30.237) 14.29 (19.024)	7 7	-.311	.766	-.185
act_prob_2 act_prob_3	-14.740, 3.311	14.29 (19.024) 20.00 (28.284)	7 7	-1.549	.172	-.237
acc_ach_prob_1 acc_ach_prob_2	-8.268, 19.697	25.71 (25.071) 20.00 (20.000)	7 7	1.000	.356	.251
acc_ach_prob_2 acc_ach_prob_3	-4.134, 9.848	20.00 (20.000) 17.14 (21.381)	7 7	1.000	.356	.138
stat_fut_1 stat_fut_2	-25.982, 3.125	82.86 (24.300) 94.29 (15.119)	7 7	-1.922	.103	-.564
stat_fut_2 stat_fut_3	-25.344, 48.202	94.29 (15.119) 82.86 (37.289)	7 7	.760	.476	.401
act_fut_1 act_fut_2	-18.497, 18.497	71.43 (34.365) 71.43 (32.367)	7 7	.000	1.000	0
act_fut_2 act_fut_3	-47.440, 41.726	71.43 (32.367) 74.29 (35.989)	7 7	-.157	.881	-.083
acc_ach_fut_1 acc_ach_fut_2	-16.917, 22.631	71.43 (39.761) 68.57 (34.365)	7 7	.354	.736	.077
acc_ach_fut_2 acc_ach_fut_3	-50.661, 39.233	68.57 (34.365) 74.29 (35.989)	7 7	-.311	.766	-.162

Conditions: Stat_prob_1 = state verbs in probability context at pretest; Act_prob_1 = activity verbs in probability context at pretest; Acc_ach_prob_1 = accomplishments and achievements in probability context at pretest; Stat_fut_1 = state verbs in future time context at pretest; Act_fut_1 = activity verbs in future time context at pretest; Acc_ach_fut_1 = accomplishments and achievements in future time context at pretest; Stat_prob_2 = state verbs in probability context at posttest; Act_prob_2 = activity verbs in probability context at posttest; Acc_ach_prob_2 = accomplishments and achievements in probability context at posttest; Stat_fut_2 = state verbs in future time context

at posttest; Act_fut_2 = activity verbs in future time context at posttest; Acc_ach_fut_2 = accomplishments and achievements in future time context at posttest; Stat_prob_3 = state verbs in probability context at delayed posttest; Act_prob_3 = activity verbs in probability context at delayed posttest; Acc_ach_prob_3 = accomplishments and achievements in probability context at delayed posttest; Stat_fut_3 = state verbs in future time context at delayed posttest; Act_fut_3 = activity verbs in future time context at delayed posttest; Acc_ach_fut_3 = accomplishments and achievements in future time context at delayed posttest.

Table 14: Written Production Task LSD Post-Hoc Test

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
st_prob_1	EFonF	IFonF	8.283	11.866	.492	-16.21	32.77
		Control	-15.844	12.764	.226	-42.19	10.50
	IFonF	EFonF	-8.283	11.866	.492	-32.77	16.21
		Control	-24.127	13.304	.082	-51.59	3.33
	Control	EFonF	15.844	12.764	.226	-10.50	42.19
		IFonF	24.127	13.304	.082	-3.33	51.59
act_prob_1	EFonF	IFonF	10.505	10.879	.344	-11.95	32.96
		Control	1.299	11.702	.913	-22.85	25.45
	IFonF	EFonF	-10.505	10.879	.344	-32.96	11.95
		Control	-9.206	12.197	.458	-34.38	15.97
	Control	EFonF	-1.299	11.702	.913	-25.45	22.85
		IFonF	9.206	12.197	.458	-15.97	34.38
acc_ach_prob_1	EFonF	IFonF	16.162	12.472	.207	-9.58	41.90
		Control	1.558	13.416	.908	-26.13	29.25
	IFonF	EFonF	-16.162	12.472	.207	-41.90	9.58
		Control	-14.603	13.984	.307	-43.46	14.26
	Control	EFonF	-1.558	13.416	.908	-29.25	26.13
		IFonF	14.603	13.984	.307	-14.26	43.46
st_fut_1	EFonF	IFonF	12.121	12.038	.324	-12.72	36.97
		Control	2.597	12.949	.843	-24.13	29.32
	IFonF	EFonF	-12.121	12.038	.324	-36.97	12.72
		Control	-9.524	13.497	.487	-37.38	18.33
	Control	EFonF	-2.597	12.949	.843	-29.32	24.13
		IFonF	9.524	13.497	.487	-18.33	37.38
act_fut_1	EFonF	IFonF	7.071	16.293	.668	-26.56	40.70
		Control	-13.247	17.527	.457	-49.42	22.93
	IFonF	EFonF	-7.071	16.293	.668	-40.70	26.56
		Control	-20.317	18.268	.277	-58.02	17.39
	Control	EFonF	13.247	17.527	.457	-22.93	49.42
		IFonF	20.317	18.268	.277	-17.39	58.02
acc_ach_fut_1	EFonF	IFonF	6.263	15.372	.687	-25.46	37.99
		Control	-9.610	16.536	.567	-43.74	24.52
	IFonF	EFonF	-6.263	15.372	.687	-37.99	25.46
		Control	-15.873	17.235	.366	-51.44	19.70
	Control	EFonF	9.610	16.536	.567	-24.52	43.74
		IFonF	15.873	17.235	.366	-19.70	51.44
st_prob_2	EFonF	IFonF	12.525	16.280	.449	-21.07	46.13
		Control	40.779*	17.512	.029	4.64	76.92
	IFonF	EFonF	-12.525	16.280	.449	-46.13	21.07
		Control	28.254	18.253	.135	-9.42	65.93
	Control	EFonF	-40.779*	17.512	.029	-76.92	-4.64
		IFonF	-28.254	18.253	.135	-65.93	9.42

act_prob_2	EFonF	IFonF	10.909	15.587	.491	-21.26	43.08
		Control	36.623*	16.767	.039	2.02	71.23
	IFonF	EFonF	-10.909	15.587	.491	-43.08	21.26
		Control	25.714	17.476	.154	-10.36	61.78
	Control	EFonF	-36.623*	16.767	.039	-71.23	-2.02
		IFonF	-25.714	17.476	.154	-61.78	10.36
acc_ach_prob_2	EFonF	IFonF	12.525	14.432	.394	-17.26	42.31
		Control	43.636*	15.524	.010	11.60	75.68
	IFonF	EFonF	-12.525	14.432	.394	-42.31	17.26
		Control	31.111	16.181	.066	-2.29	64.51
	Control	EFonF	-43.636*	15.524	.010	-75.68	-11.60
		IFonF	-31.111	16.181	.066	-64.51	2.29
st_fut_2	EFonF	IFonF	3.434	6.825	.619	-10.65	17.52
		Control	.260	7.341	.972	-14.89	15.41
	IFonF	EFonF	-3.434	6.825	.619	-17.52	10.65
		Control	-3.175	7.652	.682	-18.97	12.62
	Control	EFonF	-.260	7.341	.972	-15.41	14.89
		IFonF	3.175	7.652	.682	-12.62	18.97
act_fut_2	EFonF	IFonF	-.404	11.534	.972	-24.21	23.40
		Control	10.390	12.407	.411	-15.22	36.00
	IFonF	EFonF	.404	11.534	.972	-23.40	24.21
		Control	10.794	12.932	.412	-15.90	37.48
	Control	EFonF	-10.390	12.407	.411	-36.00	15.22
		IFonF	-10.794	12.932	.412	-37.48	15.90
acc_ach_fut_2	EFonF	IFonF	3.636	11.214	.749	-19.51	26.78
		Control	15.065	12.063	.224	-9.83	39.96
	IFonF	EFonF	-3.636	11.214	.749	-26.78	19.51
		Control	11.429	12.574	.372	-14.52	37.38
	Control	EFonF	-15.065	12.063	.224	-39.96	9.83
		IFonF	-11.429	12.574	.372	-37.38	14.52
st_prob_3	EFonF	IFonF	22.222	15.198	.157	-9.15	53.59
		Control	48.571*	16.349	.007	14.83	82.31
	IFonF	EFonF	-22.222	15.198	.157	-53.59	9.15
		Control	26.349	17.041	.135	-8.82	61.52
	Control	EFonF	-48.571*	16.349	.007	-82.31	-14.83
		IFonF	-26.349	17.041	.135	-61.52	8.82
act_prob_3	EFonF	IFonF	20.404	16.391	.225	-13.43	54.23
		Control	38.182*	17.632	.041	1.79	74.57
	IFonF	EFonF	-20.404	16.391	.225	-54.23	13.43
		Control	17.778	18.378	.343	-20.15	55.71
	Control	EFonF	-38.182*	17.632	.041	-74.57	-1.79
		IFonF	-17.778	18.378	.343	-55.71	20.15
acc_ach_prob_3	EFonF	IFonF	16.768	14.671	.264	-13.51	47.05
		Control	37.403*	15.782	.026	4.83	69.97
	IFonF	EFonF	-16.768	14.671	.264	-47.05	13.51
		Control	20.635	16.450	.222	-13.32	54.59
	Control	EFonF	-37.403*	15.782	.026	-69.97	-4.83
		IFonF	-20.635	16.450	.222	-54.59	13.32
st_fut_3	EFonF	IFonF	-1.010	10.149	.922	-21.96	19.94
		Control	11.688	10.918	.295	-10.85	34.22
	IFonF	EFonF	1.010	10.149	.922	-19.94	21.96
		Control	12.698	11.380	.276	-10.79	36.19

	Control	EFonF	-11.688	10.918	.295	-34.22	10.85
		IFonF	-12.698	11.380	.276	-36.19	10.79
act_fut_3	EFonF	IFonF	5.859	12.707	.649	-20.37	32.08
		Control	9.351	13.669	.500	-18.86	37.56
	IFonF	EFonF	-5.859	12.707	.649	-32.08	20.37
		Control	3.492	14.247	.808	-25.91	32.90
	Control	EFonF	-9.351	13.669	.500	-37.56	18.86
		IFonF	-3.492	14.247	.808	-32.90	25.91
acc_ach_fut_3	EFonF	IFonF	-.606	15.567	.969	-32.74	31.52
		Control	-1.558	16.746	.927	-36.12	33.00
	IFonF	EFonF	.606	15.567	.969	-31.52	32.74
		Control	-.952	17.454	.957	-36.98	35.07
	Control	EFonF	1.558	16.746	.927	-33.00	36.12
		IFonF	.952	17.454	.957	-35.07	36.98
*. The mean difference is significant at the 0.05 level.							

EFonF = explicit focus on form group, IFonF = implicit focus on form group, Control group.

Conditions: St_prob_1 = stative verbs in probability context at pretest; Act_prob_1 = activity verbs in probability context at pretest; Acc_ach_prob_1 = accomplishments and achievements in probability context at pretest; St_fut_1 = stative verbs in future time context at pretest; Act_fut_1 = activity verbs in future time context at pretest; Acc_ach_fut_1 = accomplishments and achievements in future time context at pretest; St_prob_2 = stative verbs in probability context at posttest; Act_prob_2 = activity verbs in probability context at posttest; Acc_ach_prob_2 = accomplishments and achievements in probability context at posttest; St_fut_2 = stative verbs in future time context at posttest; Act_fut_2 = activity verbs in future time context at posttest; Acc_ach_fut_2 = accomplishments and achievements in future time context at posttest; St_prob_3 = stative verbs in probability context at delayed posttest; Act_prob_3 = activity verbs in probability context at delayed posttest; Acc_ach_prob_3 = accomplishments and achievements in probability context at delayed posttest; St_fut_3 = stative verbs in future time context at delayed posttest; Act_fut_3 = activity verbs in future time context at delayed posttest; Acc_ach_fut_3 = accomplishments and achievements in future time context at delayed posttest.

Table 15: Summary of Independent-Samples T-Test for explicit FonF group

Condition	L1	Mean	SD	N	p-value	t-value	df	95% CI	Effect size
Stat_prob_1	Eng	16	35.77	5	.749	.330	9	-35.145, 47.145	.196
	Fr	10	24.495	6					
Act_prob_1	Eng	16	35.777	5	.749	.330	9	-35.145, 47.145	.196
	Fr	10	24.495	6					
Acc_ach_prob_1	Eng	20	44.721	5	.581	-.572	9	-66.057, 39.390	-.34
	Fr	33.33	32.660	6					
Stat_fut_1	Eng	84	16.733	5	.840	-.208	9	-31.737, 26.403	-.128
	Fr	86.67	24.221	6					
Act_fut_1	Eng	60	46.904	5	.885	.149	9	-47.375, 54.041	.087

	Fr	56.67	26.583	6					
Acc_ach_fut_1	Eng Fr	72 53.33	43.818 20.656	5 6	.375	.934	9	-26.565, 63.899	.545
Stat_prob_2	Eng Fr	76 53.33	43.359 35.024	5 6	.362	.961	9	-30.686, 76.019	.575
Act_prob_2	Eng Fr	68 36.67	41.473 38.816	5 6	.228	1.293	9	-23.484, 86.151	.780
Acc_ach_prob_2	Eng Fr	76 53.33	43.359 37.238	5 6	.375	.934	9	-32.227, 77.560	.562
Stat_fut_2	Eng Fr	92 96.67	10.954 8.165	5 6	.438	-.811	9	-17.688, 8.355	-.483
Act_fut_2	Eng Fr	88 76.67	17.889 23.381	5 6	.399	.886	9	-17.593, 40. 259	.544
Acc_ach_fut_2	Eng Fr	96 73.33	8.944 16.330	5 6	.022*	2.762	9	4.101, 41.233	1.72
Stat_prob_3	Eng Fr	64 56.67	49.800 34.448	5 6	.779	.289	9	-50.157, 64.824	.17
Act_prob_3	Eng Fr	64 53.33	40.988 51.640	5 6	.718	.373	9	-53.993, 75.326	.229
Acc_ach_prob_3	Eng Fr	56 53.33	35.777 37.238	5 6	.907	.120	9	-47.463, 52.796	.07
Stat_fut_3	Eng Fr	88 100	26.833 0	5 6	.297	-1.108	9	-36.504, 12.504	-.63
Act_fut_3	Eng Fr	88 80	26.833 21.909	5 6	.599	.545	9	-25.178, 41.178	.327
Acc_ach_fut_3	Eng Fr	76.70 70	43..359 37.417	5 6	.811	.247	9	-49.020, 50.885	.148

*- significant p-value ($p<.05$)

Conditions: Stat_prob_1 = state verbs in probability context at pretest; Act_prob_1 = activity verbs in probability context at pretest; Acc_ach_prob_1 = accomplishments and achievements in probability context at pretest; Stat_fut_1 = state verbs in future time context at pretest; Act_fut_1 = activity verbs in future time context at pretest;

Acc_ach_fut_1 = accomplishments and achievements in future time context at pretest; Stat_prob_2 = state verbs in probability context at posttest; Act_prob_2 = activity verbs in probability context at posttest; Acc_ach_prob_2 = accomplishments and achievements in probability context at posttest; Stat_fut_2 = state verbs in future time context at posttest; Act_fut_2 = activity verbs in future time context at posttest; Acc_ach_fut_2 = accomplishments and achievements in future time context at posttest; Stat_prob_3 = state verbs in probability context at delayed posttest; Act_prob_3 = activity verbs in probability context at delayed posttest; Acc_ach_prob_3 = accomplishments and achievements in probability context at delayed posttest; Stat_fut_3 = state verbs in future time context at delayed posttest; Act_fut_3 = activity verbs in future time context at delayed posttest; Acc_ach_fut_3 = accomplishments and achievements in future time context at delayed posttest.

Table 16: Summary of Independent-samples T-Test for implicit FonF group

Condition	L1	Mean	SD	N	p-value	t-value	df	95% CI	Effect size
Stat_prob_1	Eng Fr	0 8	0 10.954	4 5	.193	-1.440	7	-21.135, 5.135	-1.03
Act_prob_1	Eng Fr	0 4	0 8.944	4 5	.407	-.882	7	-14.725, 6.725	-.63
Acc_ach_prob_1	Eng Fr	0 20	0 0	4 5	n/a	n/a	n/a	n/a	n/a
Stat_fut_1	Eng Fr	50 92	38.297 17.889	4 5	.064	-2.198	7	-87.185, 3.185	-1.405
Act_fut_1	Eng Fr	30 68	47.610 22.804	4 5	.156	-1.590	7	-94.497, -18.497	-1.018
Acc_ach_fut_1	Eng Fr	40 68	43.205 10.954	4 5	.2	-1.416	7	-74.749, 18.749	-.888
Stat_prob_2	Eng Fr	50 52	25.820 38.987	4 5	.933	-.088	7	-55.892, 51.892	-.06
Act_prob_2	Eng Fr	55 28	34.157 33.466	4 5	.272	1.192	7	-26.558, 80.558	.798
Acc_ach_prob_2	Eng	55	25.166	4	.740	.346	7	-40.888, 54.888	.236

	Fr	48	33.466	5					
Stat_fut_2	Eng Fr	95 88	10 26.833	4 5	.639	.490	7	-26.809, 40.809	.345
Act_fut_2	Eng Fr	80 84	28.284 26.077	4 5	.832	-.220	7	-46.900, 38.900	-.147
Acc_ach_fut_2	Eng Fr	95 68	10 26.833	4 5	.101	1.888	7	-6.809, 60.809	1.33
Stat_prob_3	Eng Fr	45 32	44.347 33.466	4 5	.63	.503	7	-48.083, 74.083	.33
Act_prob_3	Eng Fr	40 36	32.660 29.665	4 5	.853	.192	7	-45.148, 53.148	.128
Acc_ach_prob_3	Eng Fr	25 48	30 41.473	4 5	.385	-.927	7	-81.682, 35.682	-.635
Stat_fut_3	Eng Fr	95 96	10 8.944	4 5	.879	-.158	7	-15.928, 13.928	-.105
Act_fut_3	Eng Fr	80 76	23.094 32.863	4 5	.843	.205	7	-42.130, 50.130	.14
Acc_ach_fut_3	Eng Fr	75 72	30 30.332	4 5	.886	.148	7	-44.888, 50.888	.099

Conditions: Stat_prob_1 = state verbs in probability context at pretest; Act_prob_1 = activity verbs in probability context at pretest; Acc_ach_prob_1 = accomplishments and achievements in probability context at pretest; Stat_fut_1 = state verbs in future time context at pretest; Act_fut_1 = activity verbs in future time context at pretest; Acc_ach_fut_1 = accomplishments and achievements in future time context at pretest; Stat_prob_2 = state verbs in probability context at posttest; Act_prob_2 = activity verbs in probability context at posttest; Acc_ach_prob_2 = accomplishments and achievements in probability context at posttest; Stat_fut_2 = state verbs in future time context at posttest; Act_fut_2 = activity verbs in future time context at posttest; Acc_ach_fut_2 = accomplishments and achievements in future time context at posttest; Stat_prob_3 = state verbs in probability context at delayed posttest; Act_prob_3 = activity verbs in probability context at delayed posttest; Acc_ach_prob_3 = accomplishments and achievements in probability context at delayed posttest; Stat_fut_3 = state verbs in future time context at delayed posttest; Act_fut_3 = activity verbs in future time context at delayed posttest; Acc_ach_fut_3 = accomplishments and achievements in future time context at delayed posttest.

Table 17: Results of Independent-samples T-Test for Control group

Condition	***L1***	***Mean***	***SD***	***N***	***p-value***	***t-value***	***df***	***95% CI***	***Effect size***
Stat_prob_1	Eng Fr	33.33 25	41.633 37.859	3 4	.793	.277	5	-69.045, 85.712	.209

Act_prob_1	Eng Fr	26.67 0	46.188 0	3 4	.286	1.195	5	-30.685, 84.019	.816
Acc_ach_prob_1	Eng Fr	20 30	34.641 20	3 4	.646	-.488	5	-62.681, 42.681	-.353
Stat_fut_1	Eng Fr	73.33 90	30.551 20	3 4	.419	-.881	5	-65.289, 31.956	-.645
Act_fut_1	Eng Fr	60 80	52.915 16.330	3 4	.497	-.732	5	-90.242, 50.242	-.510
Acc_ach_fut_1	Eng Fr	66.67 75	57.735 30	3 4	.811	-.252	5	-93.310, 76.643	-.181
Stat_prob_2	Eng Fr	20 25	20 50	3 4	.879	-.161	5	-84.992, 74.992	-.131
Act_prob_2	Eng Fr	26.67 5	23.094 10	3 4	.147	1.716	5	-10.792, 54.126	1.217
Acc_ach_prob_2	Eng Fr	6.67 30	11.547 20	3 4	.135	-1.784	5	-56.959, 10.292	-1.428
Stat_fut_2	Eng Fr	86.67 100	23.094 0	3 4	.286	-1.195	5	-42.009, 15.343	-.816
Act_fut_2	Eng Fr	73.337 0	46.188 25.820	3 4	.907	.123	5	-66.173, 72.839	.088
Acc_ach_fut_2	Eng Fr	66..67 70	57.735 11.547	3 4	.912	-.116	5	-77.143, 70.476	-.08
Stat_prob_3	Eng Fr	13.33 10	11.547 11.547	3 4	.721	.378	5	-19.337, 26.004	.288
Act_prob_3	Eng Fr	40 5	34.641 10	3 4	.106	1.972	5	-10.623, 80.623	1.372
Acc_ach_prob_3	Eng Fr	6.67 25	11.547 25.166	3 4	.301	-1.153	5	-59.203, 22.536	-.936
Stat_fut_3	Eng	93.33	11.547	3	.569	.609	5	59.045, 95.712	.505

	Fr	75	50	4					
Act_fut_3	Eng Fr	100 55	0 37.859	3 4	.101	2.009	5	-12.576, 102.576	1.681
Acc_ach_fut_3	Eng Fr	93.33 60	11.547 43.205	3 4	.259	1.274	5	-33.918, 100.585	1.053

Conditions: Stat_prob_1 = state verbs in probability context at pretest; Act_prob_1 = activity verbs in probability context at pretest; Acc_ach_prob_1 = accomplishments and achievements in probability context at pretest; Stat_fut_1 = state verbs in future time context at pretest; Act_fut_1 = activity verbs in future time context at pretest; Acc_ach_fut_1 = accomplishments and achievements in future time context at pretest; Stat_prob_2 = state verbs in probability context at posttest; Act_prob_2 = activity verbs in probability context at posttest; Acc_ach_prob_2 = accomplishments and achievements in probability context at posttest; Stat_fut_2 = state verbs in future time context at posttest; Act_fut_2 = activity verbs in future time context at posttest; Acc_ach_fut_2 = accomplishments and achievements in future time context at posttest; Stat_prob_3 = state verbs in probability context at delayed posttest; Act_prob_3 = activity verbs in probability context at delayed posttest; Acc_ach_prob_3 = accomplishments and achievements in probability context at delayed posttest; Stat_fut_3 = state verbs in future time context at delayed posttest; Act_fut_3 = activity verbs in future time context at delayed posttest; Acc_ach_fut_3 = accomplishments and achievements in future time context at delayed posttest.

Table 18: Paired-Samples T-test results for explicit FonF Group

Conditions		N	Mean	SD	t-value	df	p-value	Effect size	95% CI (lower, upper)
Pair 1	ACT1	11	9.0909	13.75103	-5.104	10	.0001*	-1.908	-86.19194, -33.80806
	ACT2	11	69.0909	42.29765					
Pair 2	ACT2	11	69.0909	42.29765	1.347	10	.208	.296	-8.32318, 33.77773
	ACT3	11	56.3636	43.65151					
Pair 3	ST1	11	14.5455	20.18100	-5.022	10	.001*	-1.727	-83.99506, -32.36857
	ST2	11	72.7273	43.14879					
Pair 4	ST2	11	72.7273	43.14879	1.936	10	.082	.394	-2.46446, 35.19173
	ST3	11	56.3636	39.81777					
Pair 5	ACC1	11	13.6364	23.35497	-2.283	10	.046*	-.855	-62.86975, -.76662
	ACC2	11	45.4545	47.19399					
Pair 6	ACC2	11	45.4545	47.19399	.265	10	.796	.106	-33.61941, 42.71032
	ACC3	11	40.9091	37.53786					
Pair 7	ACH1	11	9.0909	20.22600	-3.833	10	.003*	-1.419	-86.25081, -22.84010
	ACH2	11	63.6364	50.45250					
Pair 8	ACH2	11	63.6364	50.45250	2.206	10	.052	.57	-.27815, 54.82360
	ACH3	11	36.3636	45.22670					

*- significant p-value ($p < .05$)

Conditions: ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

Table 19: Paired-Samples T-test results for implicit FonF Group

Conditions		*N*	*Mean*	*SD*	*t-value*	*df*	*p-value*	*Effect size*	*95% CI (lower, upper)*
Pair 1	ACT1	9	4.4444	13.33333	-6.102	8	.0001*	-2.658	-101.04805, -45.61861
	ACT2	9	77.7778	36.66667					
Pair 2	ACT2	9	77.7778	36.66667	2.530	8	.035*	.44	1.57283, 33.98272
	ACT3	9	60	43.58899					
Pair 3	ST1	9	6.6667	14.14214	-7.333	8	.0001*	-3.127	-96.39337, -50.27329
	ST2	9	80	30					
Pair 4	ST2	9	80	30	1.348	8	.214	.327	-7.89087, 30.11309
	ST3	9	68.8889	37.56476					
Pair 5	ACC1	9	0	0	-7.071	8	.0001*	-3.33	-110.50985, -56.15681
	ACC2	9	83.3333	36.35534					
Pair 6	ACC2	9	83.3333	36.35534	3.500	8	.008*	1.04	13.26662, 64.51116
	ACC3	9	44.4444	39.08680					
Pair 7	ACH1	9	5.5556	16.66667	-4.619	8	.002*	-2	-99.95097, -33.38236
	ACH2	9	72.2222	44.09586					
Pair 8	ACH2	9	72.2222	44.09586	2.294	8	.051*	.613	-.14344, 55.69900
	ACH3	9	44.4444	46.39804					

*- significant p-value ($p < .05$)

Conditions: ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

Table 20: Paired-Samples T-Test results for the Control group

Conditions		**N**	**Mean**	**SD**	**t-value**	**df**	**p-value**	**Effect size**	**95% CI (lower, upper)**
Pair 1	ACT1	7	25.7143	39.52094	-1.162	6	.289	-.427	-53.24514, 18.95942
	ACT2	7	42.8571	40.70802					
Pair 2	ACT2	7	42.8571	40.70802	.311	6	.766	.067	-19.61635, 25.73892
	ACT3	7	40	44.72136					
Pair 3	ST1	7	37.1429	33.52327	.281	6	.788	.07	-22.02464, 27.73892
	ST2	7	34.2857	44.29339					
Pair 4	ST2	7	34.2857	44.29339	0	6	1	0	-21.35840, 21.35840
	ST3	7	34.2857	47.20775					
Pair 5	ACC1	7	28.5714	39.33979	-.795	6	.457	.222	-58.27090, 29.69947
	ACC2	7	42.8571	53.45225					
Pair 6	ACC2	7	42.8571	53.45225	n/a	n/a	n/a	n/a	n/a
	ACC3	7	42.8571	53.45225					
Pair 7	ACH1	7	0	0	-1.987	6	.094	-1.06	-79.69947, 8.27090
	ACH2	7	35.7143	47.55949					
Pair 8	ACH2	7	35.7143	47.55949	1	6	.356	.16	-10.33508, 24.62080
	ACH3	7	28.5714	39.33979					

Conditions: ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

Table 21: Oral Production Task Descriptive statistics

Condition	Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Int. for Mean		Min	Max
						Lower Bound	Upper Bound		
ACT1	EFonF	11	9.0909	13.75103	4.14609	-.1472	18.3290	.00	40.00
	IFonF	9	4.4444	13.33333	4.44444	-5.8045	14.6934	.00	40.00
	Control	7	25.7143	39.52094	14.93751	-10.8365	62.2651	.00	100.00
	Total	27	11.8519	23.70281	4.56161	2.4753	21.2284	.00	100.00
ST1	EFonF	11	14.5455	20.18100	6.08480	.9877	28.1032	.00	60.00
	IFonF	9	6.6667	14.14214	4.71405	-4.2039	17.5373	.00	40.00
	Control	7	37.1429	33.52327	12.67060	6.1390	68.1467	.00	80.00
	Total	27	17.7778	25.01282	4.81372	7.8830	27.6725	.00	80.00
ACC1	EFonF	11	13.6364	23.35497	7.04179	-2.0537	29.3264	.00	50.00
	IFonF	9	.0000	.00000	.00000	.0000	.0000	.00	.00
	Control	7	28.5714	39.33979	14.86904	-7.8118	64.9547	.00	100.00
	Total	27	12.9630	26.28466	5.05848	2.5651	23.3608	.00	100.00
ACH1	EFonF	11	9.0909	20.22600	6.09837	-4.4971	22.6789	.00	50.00
	IFonF	9	5.5556	16.66667	5.55556	-7.2556	18.3667	.00	50.00
	Control	7	.0000	.00000	.00000	.0000	.0000	.00	.00
	Total	27	5.5556	16.01282	3.08167	-.7789	11.8900	.00	50.00
ACT2	EFonF	11	69.0909	42.29765	12.75322	40.6750	97.5069	.00	100.00
	IFonF	9	77.7778	36.66667	12.22222	49.5933	105.9623	.00	100.00
	Control	7	42.8571	40.70802	15.38619	5.2085	80.5058	.00	100.00
	Total	27	65.1852	40.98502	7.88757	48.9721	81.3983	.00	100.00
ST2	EFonF	11	72.7273	43.14879	13.00985	43.7395	101.7150	.00	100.00
	IFonF	9	80.0000	30.00000	10.00000	56.9400	103.0600	20.00	100.00
	Control	7	34.2857	44.29339	16.74133	-6.6788	75.2503	.00	100.00
	Total	27	65.1852	42.45997	8.17142	48.3886	81.9818	.00	100.00
ACC2	EFonF	11	45.4545	47.19399	14.22952	13.7492	77.1599	.00	100.00
	IFonF	9	83.3333	35.35534	11.78511	56.1568	110.5099	.00	100.00
	Control	7	42.8571	53.45225	20.20305	-6.5779	92.2922	.00	100.00
	Total	27	57.4074	47.44167	9.13015	38.6401	76.1747	.00	100.00
ACH2	EFonF	11	63.6364	50.45250	15.21200	29.7419	97.5308	.00	100.00
	IFonF	9	72.2222	44.09586	14.69862	38.3271	106.1173	.00	100.00
	control	7	35.7143	47.55949	17.97580	-8.2709	79.6995	.00	100.00
	Total	27	59.2593	48.11252	9.25926	40.2266	78.2919	.00	100.00
ACT3	EFonF	11	56.3636	43.65151	13.16143	27.0382	85.6891	.00	100.00
	IFonF	9	60.0000	43.58899	14.52966	26.4945	93.5055	.00	100.00
	control	7	40.0000	44.72136	16.90309	-1.3604	81.3604	.00	100.00
	Total	27	53.3333	42.96689	8.26898	36.3362	70.3305	.00	100.00
ST3	EFonF	11	56.3636	39.81777	12.00551	29.6137	83.1136	.00	100.00
	IFonF	9	68.8889	37.56476	12.52159	40.0141	97.7637	.00	100.00
	control	7	34.2857	47.20775	17.84285	-9.3742	77.9456	.00	100.00
	Total	27	54.8148	41.72901	8.03075	38.3074	71.3223	.00	100.00

ACC3	EFonF	11	40.9091	37.53786	11.31809	15.6908	66.1274	.00	100.00
	IFonF	9	44.4444	39.08680	13.02893	14.3997	74.4892	.00	100.00
	control	7	42.8571	53.45225	20.20305	-6.5779	92.2922	.00	100.00
	Total	27	42.5926	40.91197	7.87351	26.4084	58.7768	.00	100.00
ACH3	EFonF	11	36.3636	45.22670	13.63636	5.9799	66.7473	.00	100.00
	IFonF	9	44.4444	46.39804	15.46601	8.7798	80.1091	.00	100.00
	control	7	28.5714	39.33979	14.86904	-7.8118	64.9547	.00	100.00
	Total	27	37.0370	42.95031	8.26579	20.0465	54.0276	.00	100.00

Groups: EFonF = explicit focus on form group, IFonF = implicit focus on form group, Control group.

Conditions: ACT1 = activity verbs at time 1; ST1 = state verbs at time 1; ACC1 = accomplishment verbs at time 1; ACH1 = achievement verbs at time 1; ACT2 = activity verbs at time 2; ST2 = state verbs at time 2; ACC2 = accomplishment verbs at time 2; ACH2 = achievement verbs at time 2; ACT3 = activity verbs at time 3; ST3 = state verbs at time 3; ACC3 = accomplishment verbs at time 3; ACH3 = achievement verbs at time 3.

Table 22: Oral Production Task LSD Post-Hoc Test

Dep Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
ACT1	EFonF	IFonF	4.64646	10.33307	.657	-16.6799	25.9729
		Control	-16.62338	11.11535	.148	-39.5643	6.3176
	IFonF	EFonF	-4.64646	10.33307	.657	-25.9729	16.6799
		Control	-21.26984	11.58569	.079**	-45.1815	2.6418
	Control	EFonF	16.62338	11.11535	.148	-6.3176	39.5643
		IFonF	21.26984	11.58569	.079**	-2.6418	45.1815
ST1	EFonF	IFonF	7.87879	10.22293	.448	-13.2203	28.9779
		Control	-22.59740	10.99686	.051*	-45.2938	.0990
	IFonF	EFonF	-7.87879	10.22293	.448	-28.9779	13.2203
		Control	-30.47619-	11.46219	.014*	-54.1330	-6.8194
	Control	EFonF	22.59740	10.99686	.051*	-.0990	45.2938
		IFonF	30.47619-	11.46219	.014*	6.8194	54.1330
ACC1	EFonF	IFonF	13.63636	11.13895	.233	-9.3533	36.6260
		Control	-14.93506	11.98224	.225	-39.6652	9.7951
	IFonF	EFonF	-13.63636	11.13895	.233	-36.6260	9.3533
		Control	-28.57143-	12.48926	.031*	-54.3480	-2.7949
	Control	EFonF	14.93506	11.98224	.225	-9.7951	39.6652
		IFonF	28.57143-	12.48926	.031*	2.7949	54.3480
ACH1	EFonF	IFonF	3.53535	7.28978	.632	-11.5100	18.5807
		Control	9.09091	7.84165	.258	-7.0935	25.2753
	IFonF	EFonF	-3.53535	7.28978	.632	-18.5807	11.5100
		Control	5.55556	8.17347	.503	-11.3137	22.4248
	Control	EFonF	-9.09091	7.84165	.258	-25.2753	7.0935
		IFonF	-5.55556	8.17347	.503	-22.4248	11.3137
ACT2	EFonF	IFonF	-8.68687	18.02293	.634	-45.8844	28.5106
		Control	26.23377	19.38737	.189	-13.7798	66.2473
	IFonF	EFonF	8.68687	18.02293	.634	-28.5106	45.8844
		Control	34.92063	20.20774	.097**	-6.7861	76.6274
	Control	EFonF	-26.23377	19.38737	.189	-66.2473	13.7798
		IFonF	-34.92063	20.20774	.097**	-76.6274	6.7861

ST2	EFonF	IFonF	-7.27273	17.78794	.686	-43.9852	29.4398
		Control	38.44156	19.13459	.056*	-1.0503	77.9334
	IFonF	EFonF	7.27273	17.78794	.686	-29.4398	43.9852
		Control	45.71429*	19.94426	.031*	4.5513	86.8772
	Control	EFonF	-38.44156	19.13459	.056*	-77.9334	1.0503
		IFonF	-45.71429*	19.94426	.031*	-86.8772	-4.5513
ACC2	EFonF	IFonF	-37.87879	20.39500	.076**	-79.9720	4.2144
		Control	2.59740	21.93902	.907	-42.6825	47.8773
	IFonF	EFonF	37.87879	20.39500	.076**	-4.2144	79.9720
		Control	40.47619	22.86736	.089**	-6.7197	87.6721
	Control	EFonF	-2.59740	21.93902	.907	-47.8773	42.6825
		IFonF	-40.47619	22.86736	.089**	-87.6721	6.7197
ACH2	EFonF	IFonF	-8.58586	21.43456	.692	-52.8246	35.6529
		Control	27.92208	23.05728	.238	-19.6658	75.5100
	IFonF	EFonF	8.58586	21.43456	.692	-35.6529	52.8246
		Control	36.50794	24.03294	.142	-13.0936	86.1095
	Control	EFonF	-27.92208	23.05728	.238	-75.5100	19.6658
		IFonF	-36.50794	24.03294	.142	-86.1095	13.0936
ACT3	EFonF	IFonF	-3.63636	19.73190	.855	-44.3610	37.0883
		Control	16.36364	21.22572	.448	-27.4441	60.1714
	IFonF	EFonF	3.63636	19.73190	.855	-37.0883	44.3610
		Control	20.00000	22.12388	.375	-25.6614	65.6614
	Control	EFonF	-16.36364	21.22572	.448	-60.1714	27.4441
		IFonF	-20.00000	22.12388	.375	-65.6614	25.6614
ST3	EFonF	IFonF	-12.52525	18.46711	.504	-50.6395	25.5890
		Control	22.07792	19.86518	.277	-18.9218	63.0776
	IFonF	EFonF	12.52525	18.46711	.504	-25.5890	50.6395
		Control	34.60317	20.70577	.108	-8.1314	77.3378
	Control	EFonF	-22.07792	19.86518	.277	-63.0776	18.9218
		IFonF	-34.60317	20.70577	.108	-77.3378	8.1314
ACC3	EFonF	IFonF	-3.53535	19.12567	.855	-43.0088	35.9381
		Control	-1.94805	20.57359	.925	-44.4099	40.5138
	IFonF	EFonF	3.53535	19.12567	.855	-35.9381	43.0088
		Control	1.58730	21.44415	.942	-42.6713	45.8459
	Control	EFonF	1.94805	20.57359	.925	-40.5138	44.4099
		IFonF	-1.58730	21.44415	.942	-45.8459	42.6713
ACH3	EFonF	IFonF	-8.08081	19.88233	.688	-49.1159	32.9543
		Control	7.79221	21.38754	.719	-36.3495	51.9339
	IFonF	EFonF	8.08081	19.88233	.688	-32.9543	49.1159
		control	15.87302	22.29254	.483	-30.1365	61.8826
	Control	EFonF	-7.79221	21.38754	.719	-51.9339	36.3495
		IFonF	-15.87302	22.29254	.483	-61.8826	30.1365
*. The mean difference is significant at the 0.05 level.							

Groups: EFonF = explicit focus on form group, IFonF = implicit focus on form group, Control group.

Conditions: ACT1 = activity verbs at time 1; ST1 = state verbs at time 1; ACC1 = accomplishment verbs at time 1; ACH1 = achievement verbs at time 1; ACT2 = activity verbs at time 2; ST2 = state verbs at time 2; ACC2 = accomplishment verbs at time 2; ACH2 = achievement verbs at time 2; ACT3 = activity verbs at time 3; ST3 = state verbs at time 3; ACC3 = accomplishment verbs at time 3; ACH3 = achievement verbs at time 3.

Table 23: Independent-Samples T-test results for explicit FonF group

Condition	L1	Mean	SD	N	p-value	t-value	df	95% CI	Effect size
ACT1	Eng	12	17.88854	5	.550	.621	9	-14.11024,	.365
	Fr	6.6667	10.32796	6				77691	
ST1	Eng	24	26.07681	5	.166	1.506	9	-8.71030,	.87
	Fr	6.6667	10.32796	6				43.37696	
ACC1	Eng	20	27.38613	5	.438	.811	9	-20.88787,	.48
	Fr	8.3333	20.41241	6				44.22120	
ACH1	Eng	10	22.36068	5	.9	.129	9	-27.51060,	.078
	Fr	8.3333	20.41241	6				30.84394	
ACT2	Eng	56	51.76872	5	.376	-.931	9	-82.33072,	-.55
	Fr	80	33.46640	6				34.33072	
ST2	Eng	60	54.77226	5	.4	-.883	9	-83.09988,	-.52
	Fr	83.3333	32.04164	6				36.43321	
ACC2	Eng	40	54.77226	5	.746	-.334	9	-77.72493,	-.2
	Fr	50	44.72136	6				57.72493	
ACH2	Eng	40	54.77226	5	.166	-1.506	9	-108.44241,	-.9
	Fr	83.3333	40.82483	6				21.77574	
ACT3	Eng	40	46.90416	5	.278	-1.154	9	-88.82897,	-.69
	Fr	70	39.49684	6				28.82897	
ST3	Eng	36	43.35897	5	.126	-1.685	9	-87.46254,	-1
	Fr	73.3333	30.11091	6				12.79587	
ACC3	Eng	20	27.38613	5	.091	-1.891	9	-84.18333,	-1.165
	Fr	58.3333	37.63863	6				7.51666	
ACH3	Eng	20	44.72136	5	.297	-1.108	9	-91.64756,	-.67
	Fr	50	44.72136	6				31.25951	

Eng = L1 English; Fr = L1 French

Conditions: ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 =

accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

Table 24: Independent-Samples T-test results for implicit FonF group

Condition	L1	Mean	SD	N	p-value	t-value	df	95% CI	Effect size
ACT1	Eng Fr	8 0	17.88854 0	5 4	.407	.882	7	-13.44986, 29.44986	.63
ST1	Eng Fr	8 5	17.88854 10	5 4	.775	.298	7	-20.83131, 26.83131	.207
ACC1	Eng Fr	0 0	0 0	5 4	n/a	n/a	7	n/a	n/a
ACH1	Eng Fr	10 0	22.36068 0	5 4	.407	.882	7	-16.81232, 36.81232	.63
ACT2	Eng Fr	68 90	46.04346 20	5 4	.407	-.882	7	-80.98710, 36.98710	-.62
ST2	Eng Fr	68 95	36.33180 10	5 4	.197	-1.426	7	-71.78540, 17.78540	-1.01
ACC2	Eng Fr	70 100	44.72136 0	5 4	.227	-1.3232	7	-83.62464, 23.62464	-.949
ACH2	Eng Fr	60 87.5	54.77226 25	5 4	.388	-.921	7	-98.12133, 43.12133	-.65
ACT3	Eng Fr	60 60	54.77226 32.65986	5 4	1.000	.000	7	-73.91646, 73.91646	0
ST3	Eng Fr	60 80	46.90416 23.09401	5 4	.465	-.773	7	-81.14149, 41.14149	-.54
ACC3	Eng Fr	40 50	41.83300 40.82483	5 4	.729	-.360	7	-75.67650, 55.67650	-.24
ACH3	Eng Fr	60 25	54.77226 28.86751	5 4	.289	1.146	7	-37.19438, 107.19438	.8

Eng = L1 English; Fr = L1 French

Conditions: ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

Table 25: Independent-Samples T-test results for Control group

Condition	L1	Mean	SD	N	p-value	t-value	df	95% CI	Effect size
ACT1	Eng Fr	33.3333 20	57.73503 28.28427	3 4	.699	.410	5	-70.27097, 96.93764	.29
ST1	Eng Fr	40 35	40 34.15650	3 4	.865	.179	5	-66.86910, 76.86910	.13
ACC1	Eng Fr	33.3333 25	57.73503 28.86751	3 4	.809	.255	5	-75.73076, 92.39743	.18
ACH1	Eng Fr	0 0	0 0	3 4	n/a	n/a	5	n/a	n/a
ACT2	Eng Fr	73.3333 20	46.18802 16.32993	3 4	.08	2.194	5	-9.16465, 115.83132	1.54
ST2	Eng Fr	60 15	53.91503 30	3 4	.208	1.446	5	-34.99151, 124.99151	1.05
ACC2	Eng Fr	66.6667 25	57.73503 50	3 4	.352	1.025	5	-62.83872, 146.17205	.77
ACH2	Eng Fr	66.6667 12.5	57.73503 25	3 4	.147	1.716	5	-26.98102, 135.31435	1.22
ACT3	Eng Fr	60 25	52.91503 37.85939	3 4	.350	1.030	5	-52.36197, 122.36197	.76
ST3	Eng	46.6667	50.33232	3	.596	.566	5	-76.76048,	.43

	Fr	25	50	4				120.09381	
ACC3	Eng Fr	66.6667 25	57.73503 50	3 4	.352	1.025	5	-62.83872, 146.17205	.77
ACH3	Eng Fr	50 12.5	50 25	3 4	.243	1.324	5	-35.30164, 110.30164	.95

Eng = L1 English; Fr = L1 French

Conditions: ACT1 = activity verbs at pretest; ACT2 = activity verbs at posttest; ACT3 = activity verbs at delayed posttest; ST1 = state verbs at pretest; ST2 = state verbs at posttest; ST3 = state verbs at delayed posttest; ACC1 = accomplishment verbs at pretest; ACC2 = accomplishments at posttest; ACC = accomplishments at delayed posttest; ACH1 = achievement verbs at pretest; ACH2 = achievement verbs at posttest, ACH3 = achievement verbs at delayed posttest.

APPENDIX F – Research Ethics Board certificate

File Number: 06-12-11B **Date (mm/dd/yyyy):** 01/31/2014

Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

Ethics Approval Notice

Social Science and Humanities REB

Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

First Name	Last Name	Affiliation	Role
Elena	Valenzuela	Arts / Modern Languages and Literatures	Supervisor
Irina	Goundareva	Arts / Modern Languages and Literatures	Student Researcher

File Number: 06-12-11B

Type of Project: PhD Thesis

Title: Future of probability in Spanish: teaching and learning

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01/31/2014	01/30/2015	Ia

(Ia: Approval, Ib: Approval for initial stage only)

Special Conditions / Comments:
N/A

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