

# L1 FRENCH: DOES IT AFFECT L2 SPANISH PERIPHRASTIC FUTURE PRODUCTION?

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English	Spanish	French
-ity	-idad	-ité
Reality	Realidad	Réalité
University	Universidad	Université
Creativity	Creatividad	Créativité
Unity	Unidad	Unité

# SCHEDULE

- Introduction
- Research Questions
- Data Collection
- Basic Statistical Analyses
- Logistic Regression
- Visualizations
- Conclusion
- What's Next?

# INTRODUCTION

- Spanish and French have been widely studied in Linguistics
- Spain and France share a border
- ES and FR both romance languages of Latin origin, have similarities

EX: Verb “to sleep”

- ES: dormir
- FR: dormir

- Periphrastic future formed the same: GO + (PREP) + INFINITIVE

English: I am going to eat with a friend. (verb: to go)

French: Je vais manger avec une amie. (verb: aller)

Spanish: (Yo) voy a comer con una amiga. (verb: ir)

- CAES CORPUS (2011-2022)
  - Corpus de Apprentices de Español – written data from L2 learners of Spanish
  - 11 different L1s, total distinct morphemes: 56, 429

# RESEARCH QUESTIONS

Does being an L1 speaker of French help L2 learners of Spanish acquire the correct productions of the periphrastic future better compared to L1 English Speakers?

What factors specifically affect, if at all, one's ability to acquire periphrastic future in L2 Spanish?

# DATA COLLECTION

- Multiple searches
- Filter results by L1 and proficiency A1
  - \*Why A1? Those who are at the lowest proficiency have had less time/experience learning Spanish, and therefore will have the least amount of influence from Spanish on their initial productions of the periphrastic future
- Several searches to accommodate each pronoun with its conjugation of *ir + a*

*Yo voy a:* I am going to

*Tu vas a:* You are going to

*El/Ella va a:* He/She/It is going to

*Nosotros vamos a:* We are going to

*Ellos van a:* They are going to

- 10 searches total
- Results from searches include production of linguistic phenomenon (full sentence), information about student proficiency level, and their L1
- Download as either csv or Excels – downloaded as Excels and imported to RStudio

Mean age: 46

15 youngest

71 oldest

83 total students

## BASIC STATISTICAL ANALYSES

### FR (48), EMAILS AND NOTES

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1. No contacts
2. "Amigos" -> Friends
3. "Amigos&Familiares" -> Friends and Family
4. "Familiares" -> Family
5. "Otros" -> Others

Majority: no contacts, 25 students, 52%

### ENG (35), EMAILS AND NOTES

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1. No contacts
2. "Amigos" -> Friends
3. "Amigos&Familiares" -> Friends and Family
4. "Otros" -> Others

Majority: no contacts, 21 students, 60%

# LOGISTIC REGRESSION

Significant factors: Age ( $p < 0.03949$ ), AgeStart ( $p < 0.00638$ , highest), Being from Canada ( $p < 0.02321$ ), Starting in Primary School ( $p < 0.04884$ ), Starting in Uni ( $p < 0.02686$ , more than Primary).

Almost Significant: Being from South Korea, having family members who speak Spanish, and having English as an L1.

```
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

```
(Dispersion parameter for binomial family taken to be 1)
```

```
Null deviance: 534.41  on 417  degrees of freedom
Residual deviance: 426.47  on 388  degrees of freedom
AIC: 486.47
```

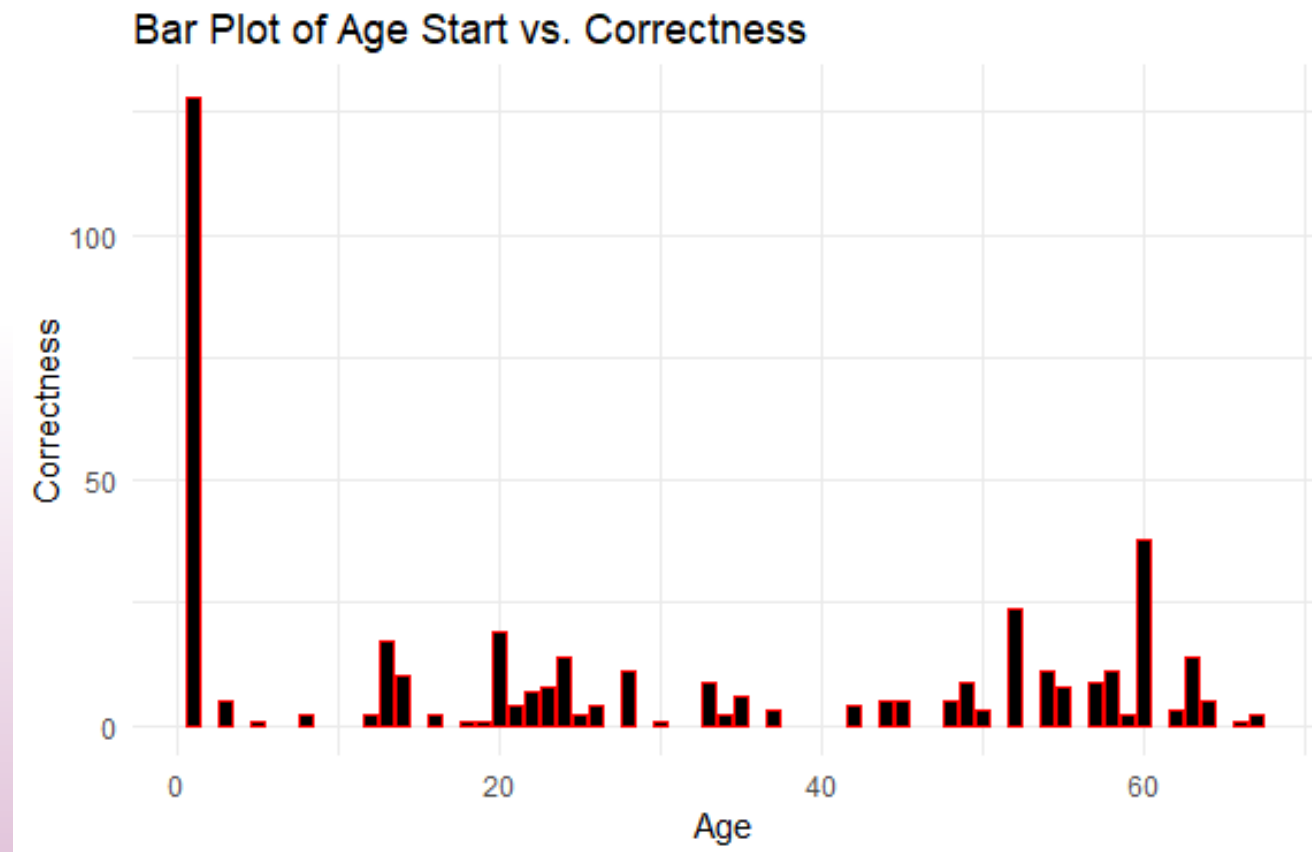
```
Number of Fisher Scoring iterations: 16
```

```
Call:
glm(formula = Correct ~ Age + AgeStart + Gender + Country + Months +
    Studies + Contacts + L1, family = binomial, data = A1)
```

Coefficients:

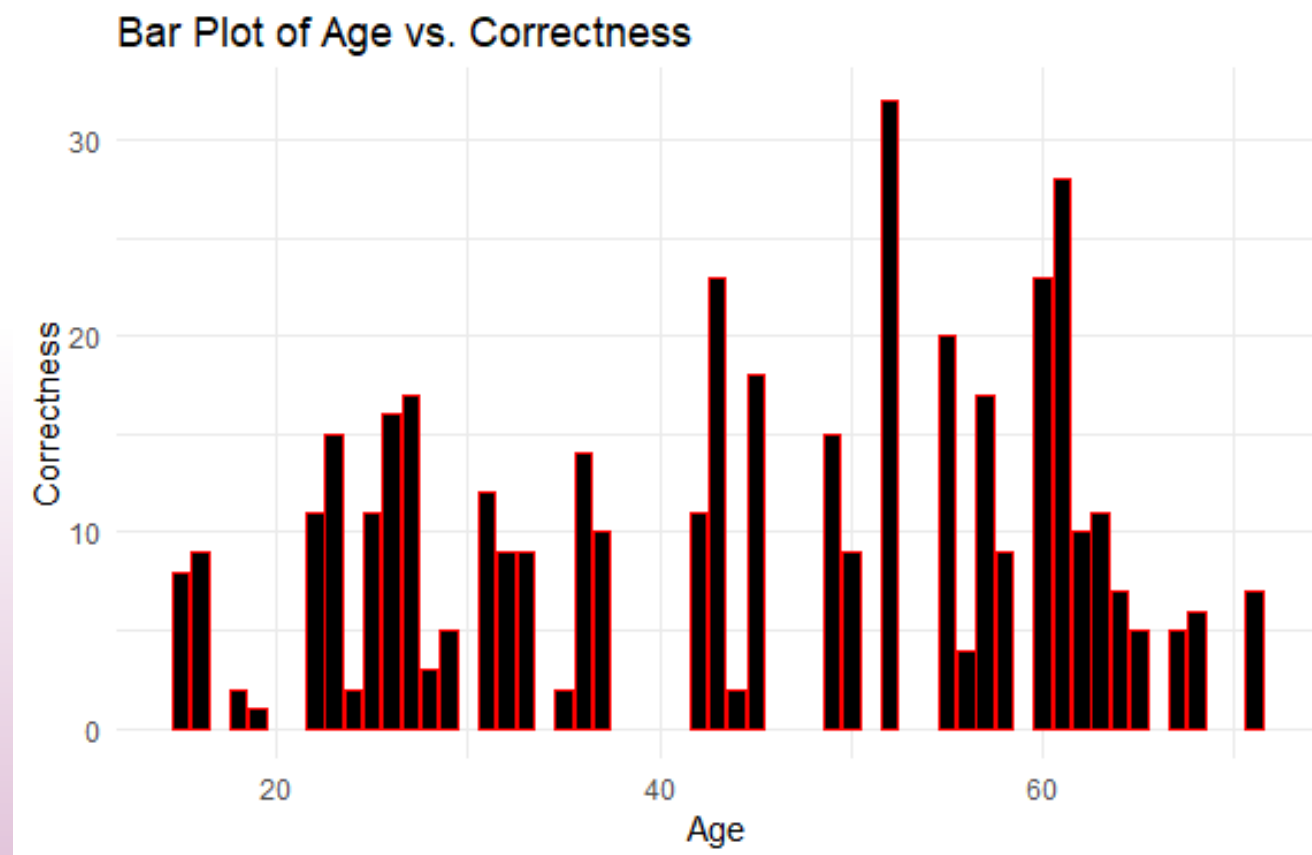
	Estimate	Std. Error	z value	Pr(> z )
(Intercept)	2.198e-01	1.715e+00	0.128	0.89802
Age	-2.215e-02	1.076e-02	-2.059	0.03949 *
AgeStart	1.778e-02	6.518e-03	2.728	0.00638 **
GenderMujer	1.441e-01	3.227e-01	0.447	0.65511
CountryBélgica	-5.554e-01	1.717e+00	-0.323	0.74636
CountryCanadá	3.440e+00	1.515e+00	2.270	0.02321 *
CountryChina	1.340e+00	1.743e+00	0.769	0.44205
CountryColombia	-1.759e+01	2.797e+03	-0.006	0.99498
CountryCorea del Sur	2.508e+00	1.332e+00	1.883	0.05964 .
CountryCosta de Marfil	1.727e+01	1.399e+03	0.012	0.99015
CountryEstados Unidos	-1.745e-01	1.410e+00	-0.124	0.90151
CountryFilipinas	-1.622e+01	3.956e+03	-0.004	0.99673
CountryFrancia	-5.788e-01	1.633e+00	-0.354	0.72297
CountryGuinea	-1.912e+01	1.309e+03	-0.015	0.98834
CountryIrlanda	2.972e-01	1.199e+00	0.248	0.80428
CountryJapón	2.085e+00	1.815e+00	1.148	0.25079
CountryLíbano	-1.461e+00	1.771e+00	-0.825	0.40959
CountryMarruecos	-1.776e+01	1.852e+03	-0.010	0.99235
CountryMónaco	2.319e+00	2.080e+00	1.115	0.26497
CountryReino Unido	-1.618e+01	1.315e+03	-0.012	0.99019
CountrySuiza	-1.705e+01	1.978e+03	-0.009	0.99312
Months	-2.826e-02	1.778e-02	-1.590	0.11186
StudiesPrimaria	1.057e+00	5.368e-01	1.970	0.04884 *
StudiesSecundaria	8.551e-02	5.343e-01	0.160	0.87285
StudiesUniversidad	7.732e-01	3.493e-01	2.214	0.02686 *
ContactsAmigos&Familiares	-5.927e-01	7.272e-01	-0.815	0.41502
ContactsFamiliares	-9.167e-01	5.474e-01	-1.675	0.09400 .
ContactsNo	8.068e-02	3.373e-01	0.239	0.81096
ContactsOtros	1.040e+00	8.076e-01	1.287	0.19794
L1Inglés	-2.150e+00	1.221e+00	-1.760	0.07834 .

# AGE START

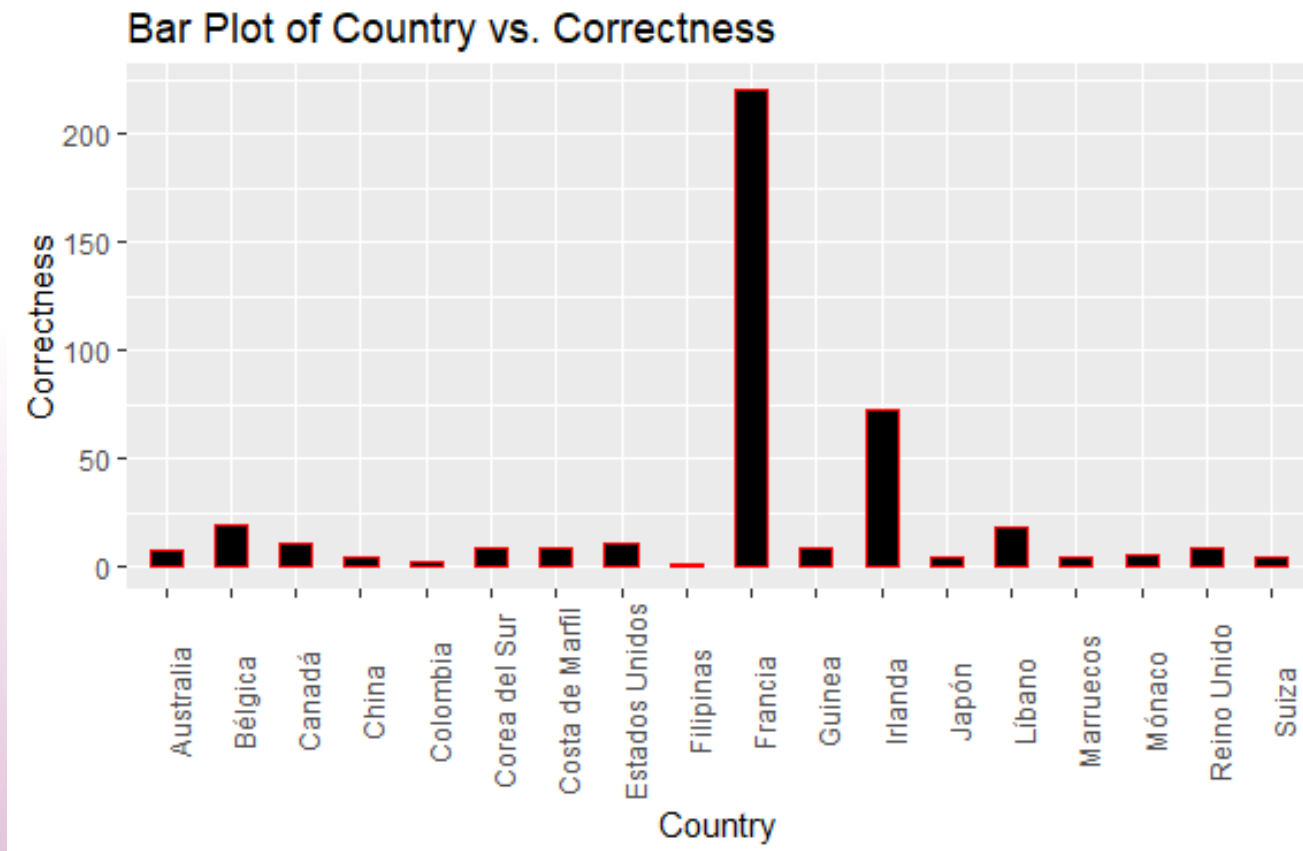




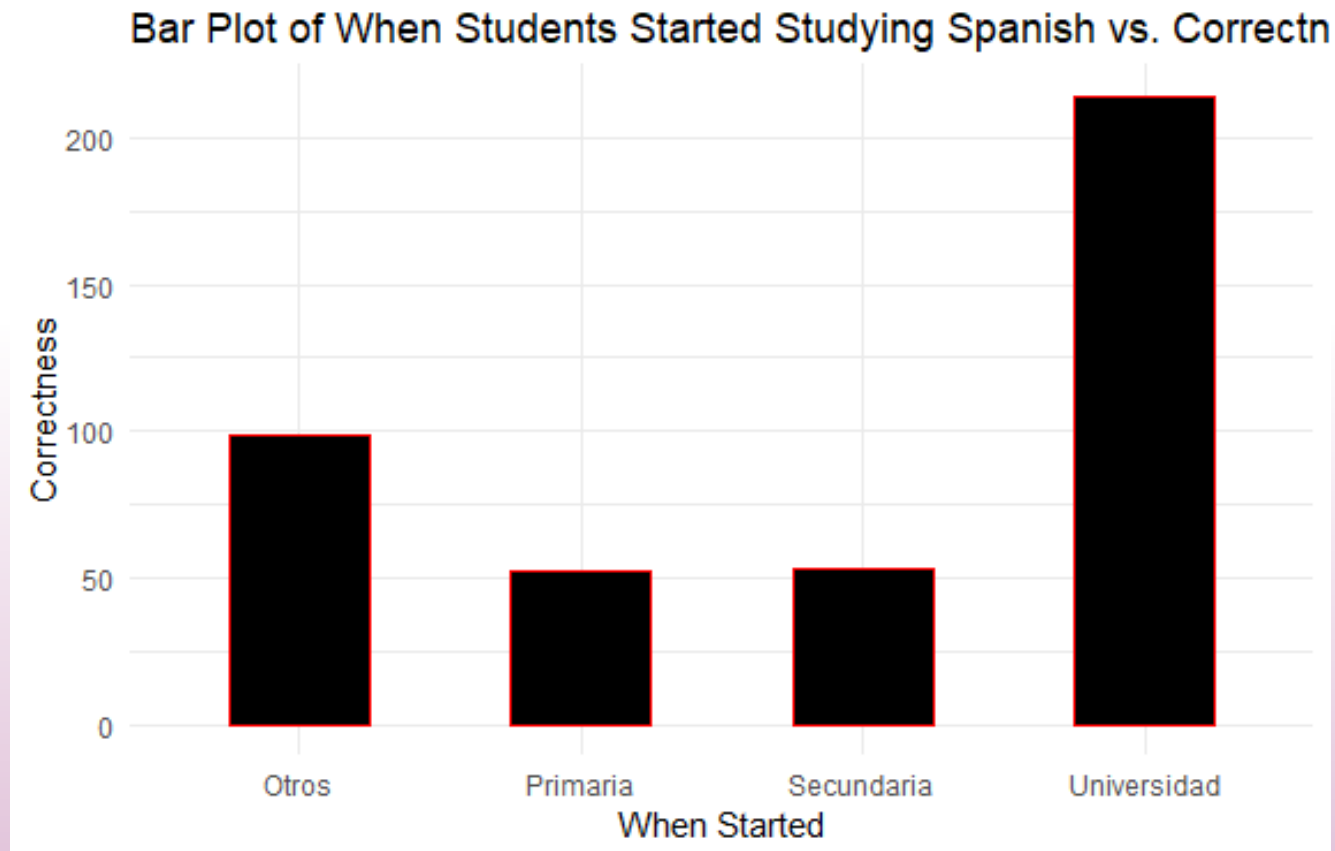
# AGE



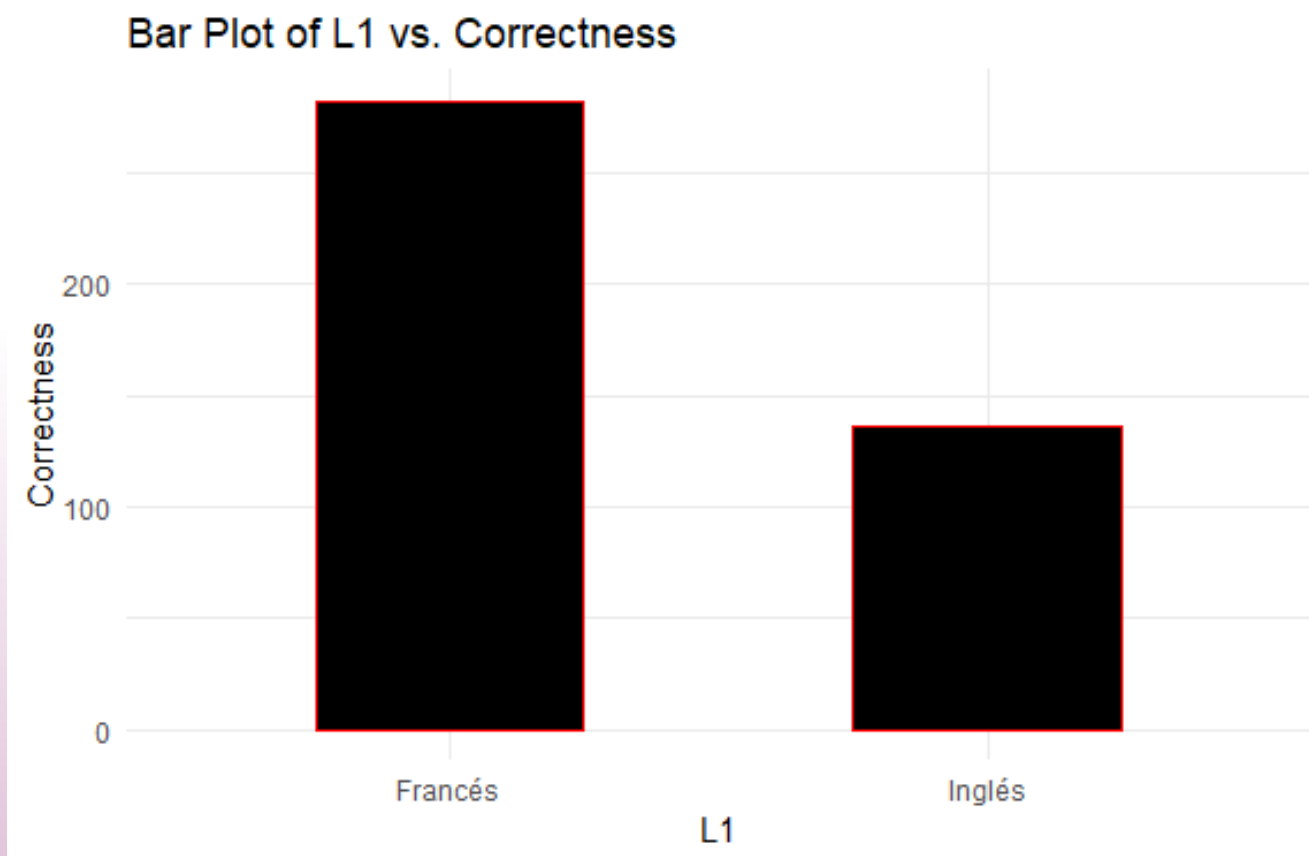
# COUNTRY



# WHEN/WHERE THEY LEARNED



L1



# CONCLUSION



Having French as an L1 *does* in fact help participants produce the periphrastic future better than those who have English as an L1.



The factors that affect periphrastic future production in L2 Spanish are the age when they started learning, their current age, whether or not they have any contacts who speak Spanish, what country they are from, what their L1 is, and what school they were in when they learned/started learning Spanish.



The age when they started learning proved to be the most significant factor based on the logistic regression model.

# WHAT'S NEXT?

## IMPLICATIONS

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- French has a strong potential to influence L2 Spanish learners.
- When teaching L2 Spanish to L1 French speakers, demonstrating the similarities between the languages either by a textbook or lecture will *help* the students learn Spanish rather than hinder them and make them confuse both languages.

## FUTURE DIRECTIONS

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- Compare different L1s – romance languages
- Explore motivations for learning L2 Spanish – compare with other factors
- Take same structure but analyze a different linguistic phenomenon

## SOURCES

- <https://www.google.com/url?sa=i&url=https%3A%2F%2Flanguagegeek.tumblr.com%2Fpost%2F106254960436%2Fspanish-and-french-similarities-and-patterns&psig=AOvVaw1b026MOdHInrYXVcfJNTWz&ust=1733255717210000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCMiskvbuiYoDFQAAAAAdAAAAABAE>
- University of Santiago (2011-2022). *Corpus de Aprendices de Español*. Available online at <https://galvan.usc.es/caes/search>.
- Sánchez, G.R., & Martínez, I.M. (2016). Learner Spanish on computer: the CAES "Corpus de Aprendices de Español" project.

# THANK YOU!



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