A morpheme order study based on an EFL learner corpus: A focus on the Dual Mechanism

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LIST OF ABBREVIATIONS

AOA = Age of Arrival

AOO = Age of Onset

BSM = Bilingual Syntax Method

EFL = English as a Foreign Language

ESL = English as a Second Language

L1 = First language

L2 = Second language

LCR = Learner Corpora Research

MOS = Morpheme Order Studies

SLA = Second Language Acquisition

SOC = Suppliance in Obligatory Context

TLU = Target-like use

ABSTRACT

This study aims to shed light on the acquisition of inflectional morphology in learners of English as a Foreign Language (EFL) whose first language (L1) is Spanish. Our research has been carried out creating a learner corpus in which we have collected data from a total of 79 English learners (from starter to advanced proficiency level). Firstly, we compare our results with other previous studies in order to corroborate the so-called "predictable order" for morpheme acquisition. The results in our research confirm that there does exist a natural order, as other studies have consistently shown over the four last decades (Dulay & Burt, 1973; Bailey, Madden and Krashen 1974; Pica 1983; Muñoz 2006). Krashen (1982) defines the natural order as one of the most striking discoveries in second language acquisition, which states that acquirers of a given language tend to acquire certain grammatical structures in a predictable order. We explore a set of nine grammatical English inflectional morphemes from a corpus of Spanish EFL learners. Additionally, we focus on the past tense morphology by exploring the Dual Mechanism for processing the regular vs. the irregular past. We conclude that there does exist a U-shaped learning curve for the production of irregular vs. regular past tense morphology in naturalistic corpus data, similarly to what has been previously reported in experimental studies (Pinker, 1998; Marcus & al, 1992). This shows that acquisition processes are not lineal but change across time. Both of these findings confirm the well-known existence of an interlanguage, a dynamic system which is developed by L2 learners during their process of L2 acquisition.

1 INTRODUCTION

Learning a language may be considered the most human act; this feature distinguishes humans from the rest of the animals and enables us to talk about infinite situations, even abstract thoughts and feelings. As Chomsky (1957) argued long ago, the ability to learn or acquire a language is innate, that is to say, common to every human being. This universality would help to explain the poverty of the stimulus, since humans learn a language independently of the stimulus they receive. The innateness argument has been used in many morpheme order studies (see section 3.1 below) to account for the fact that English morphology is acquired in both first (L1) and second (L2) language acquisition in a predictable order. We will explore such order in this study.

Many researchers have been interested in analysing how this process of acquisition evolves. Evidently, acquiring a language is not a fast and simple process but a long and complicated one and researchers attempt to discover if there are regularities and commonalities in this acquisition process. Brown (1973) has been considered the starting point of the studies regarding acquisition and he established that English-speaking children acquire English inflectional morphology in a common order; some morphemes were acquired earlier than others. Independently of external factors, children's acquisition process follows the same route, even though the rate (i.e., speed) may be different.

Since his study, many other researchers have been concerned with the so-called "morpheme order studies", trying to discover if that phenomenon was also valid for second language acquisition. Some of the most relevant contributors have been Dulay and Burt (1973, 1974a, 1974b), Krashen (1977, 1985) or Pica (1983). Their studies have shed light onto the second language acquisition research and seem to agree on the fact that there is also a common order of acquisition in second languages. All these studies, which reached their peak in the 80s, have also received several criticisms, as we will explain in the section 3.

However, "morpheme order studies" still play an important role in second language acquisition research. In fact, some new studies such as Goldschneider & DeKeyser (2001), Luk & Shirai (2009) and Kwon (2005) are the proof that morpheme order studies are the core concept for most recent researchers. This study, indeed, aims to give answers and evidence to the second language acquisition process for secondary school learners in a non-naturalistic (classroom) setting. Findings in this field may be helpful in order to develop new and better teaching methods, since the acquisition sequence would help teachers to understand how their students learn and acquire morphology.

Most researchers have carried out studies of second language acquisition (SLA) in naturalistic settings, that is to say, in countries where the language is actually spoken. However, few studies have focused their attention on the acquisition of a foreign language in a country where the language is not spoken and therefore where the input is very limited. As Carmen Muñoz (2006) puts it, "evidence of commonalities of accuracy orders among instructed learners in acquisition-poor settings is mixed and inconclusive". This statement is a starting point for our cross-sectional study with instructed learners, which attempts to incorporate a new tool in the morpheme order studies: the use of a learner corpus. What is remarkable is the fact that we have worked with instructed learners, that is to say, learning in a formal classroom and not in a naturalistic setting. As we will explain in section 5, data has been collected from Spanish-speaking EFL secondary school students with different proficiency levels in English. The task involved writing a story based on a set of cartoon-pictures and afterwards these texts were transcribed and analysed with a corpus software: UAM Corpus Tool (O'Donnell, 2009).

In the second part of this study, we will focus on the comparison between regular past and irregular past. Some researchers (Marcus, 1992; Pinker, 1998; Zobl, 1998) have tried to explain the different processes of acquisition for the two past forms (regular vs. irregular) and they have formulated what has been called the "dual mechanism" theory, which has been shown to result in a U-shaped developmental curve, as will be explained in section 3.1.3.

2 LINGUISTIC FEATURES STUDIED: INFLECTIONAL MORPHOLOGY

In this study we will focus our attention on the acquisition of certain inflectional morphemes. In this section we will explain what a morpheme is and why we have chosen these morphemes in our analysis.

"In present-day linguistics, the term «morphology» refers to the study of the internal structure of words, and of the systematic form-meaning correspondences between words." (Booij, 2012, p. 7). A morpheme is the smallest grammatical unit reliable to change meaning. As the concept of morpheme is ambiguous, in linguistics the word **morph** is often used to refer to the physical realization of a morpheme. We can observe, for instance, the following transformation:

Bake → Bakery. Adding the morpheme *–ry,* we change the meaning and we change even the grammatical category; so the verb becomes a noun.

Morphemes can be classified in **lexical** or **grammatical**, depending on the fact they "contain" meaning on their own or they modify the meaning. For instance, *dog* is a lexical morpheme since it has a meaning on its own and it does not need any other particle to convey meaning; however, *the* is a grammatical morpheme since it modifies the meaning of the word behind but it cannot convey meaning on its own. In this study, we will focus our attention on grammatical morphemes, which are also called **functors**.

Grammatical morphemes or functors can be classified in **free** and **bound**. The former are morphemes which can function independently as words (*his*, *a*, *the*, etc.) and the latter are morphemes which appear as parts of words. Most of the bound morphemes in English are prefixes, suffixes or affixes (walk*ing*, talk*ed*, table*s*, etc.). As will be justified in section 3 below, in our study we have a mix of some free morphemes (copula *be,* auxiliary *be* and indefinite article) and some bound morphemes (progressive, past regular, past irregular, plural, possessive and third singular person).

Within the bound morphemes a distinction can be made between inflectional and derivational morphemes. **Derivational** morphemes are those which, when added to a

word, may alter or modify its meaning. Some examples of derivational morphemes are –*ly*, –*ment*, or –*able*. If we take for instance the word *recycle* and we add the derivational morph –*able,* we obtain the word *recyclable,* which is not a verb anymore but an adjective. On the other hand, **inflectional** morphemes are those which do not affect the meaning but they are added to another morph or group of morphs in order to change the function of the word indicating tense, case, number or other grammatical features. Some examples of inflectional morphemes are the –*ed* past morpheme, the –*ing* progressive or the –*s* plural. In our study we will focus our attention only on inflectional morphemes.
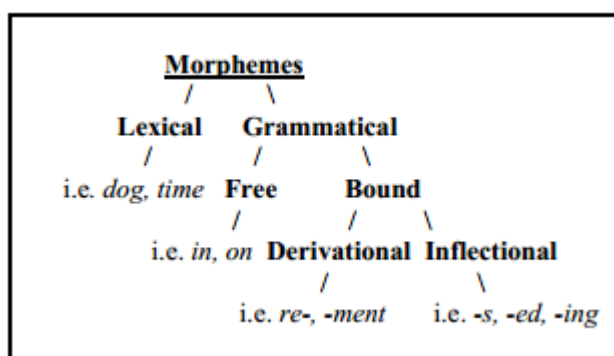

Figure 1. Types of morphemes, extracted from Disbrow-Chen, R. (2004, p. 3)

In the 1970s some researchers started to use the morphemes in order to study the acquisition of L1 and L2 English. When a speaker acquires certain morphemes, there is an improvement in their process of language acquisition. Morphemes are relevant in English language since the lexicon is the most important part in English and morphemes can modify this lexicon. Adding a morpheme leads to a change of meaning and for this reason, mastering the use of morphemes implies a good knowledge of the English grammar and therefore an improvement in the acquisition process.

In this research we have focused on the acquisition of **nine morphemes** (past regular, past irregular, plural, progressive, 3rd person singular, copula *be,* auxiliary *be,* indefinite article and possessive), which have been also analysed in previous studies, which we will mention in the following section. The selection of these nine morphemes has been done according to these previous studies in order to compare and analyse our results. However, as we will mention in the following section, we do not fully agree with that selection, since it is quite heterogeneous. Some of the selected morphemes are free (the

indefinite article, the copula) and some of them are bound (progressive, past tense, plural). Within the bound morphemes, all of them are inflectional, that is to say, all of them modify the verb or the noun (changing its tense or its number) but they do not change their meaning.

3 LITERATURE REVIEW

Before carrying out this study we need to take into account similar studies. During the 70s and the 80s many researchers analysed the acquisition of morphemes. These studies aimed to conclude if there was a "**natural order**" in the L1 and L2 acquisition. In case these studies could show there was a natural order of acquisition both in L1 and L2, they would support the claim that all learners possessed a "Language Acquisition Device" (Chomsky, 1965), which was later known as "Universal Grammar", UG (Chomsky, 1981). Although these studies, known as the "**morpheme order studies**", began to be investigated in the 70s, they are still meaningful and they constitute one of the main aspects of second language acquisition research.

3.1   THE MORPHEME ORDER STUDIES

In this section we present first the findings of the most important morpheme order studies and later a discussion of problematic issues with such studies.

3.1.1 KEY FINDINGS FROM THE MORPHEME ORDER STUDIES

Brown's study (1973) is considered the starting point for the morpheme order studies. Brown investigated the accuracy with which three children (L1 English) performed 14 different grammatical morphemes. Brown's longitudinal study concluded that there was a similar, coherent acquisition order. Brown suggested that

> "…children work out rules for the speech they hear, passing from levels of lesser to greater complexity, simply because the human species is programmed at a certain period in its life to operate in this fashion on linguistic input" (Brown 1973, pp. 105-106).

Brown's most important contribution was the concept of suppliance in obligatory context (SOC). He explained SOC:

> …grammatical morphemes are obligatory in certain contexts, and so one can set an acquisition criterion not simply in terms of output, but in terms of output-where-required. Each obligatory context can be regarded as a kind of test item which the

child passes by supplying the required morpheme or fails by supplying none or one that is not correct. This performance measure, the percentage of morphemes supplied in obligatory contexts, should not be dependent on the topic of conversation or the character of the interaction. (Brown, 1973, p. 255)

Indeed, the SOC measure played a key role in Brown's selection of morphemes since he included those functors which a) had identifiable obligatory contexts and b) were used frequently enough to provide continuous data across speech samples (Brown, 1973). Having analysed the suppliance in obligatory contexts, Brown established a 90% cut off. If the subject was able to supply the morpheme in 90% of the OC (obligatory contexts), the given morpheme had been acquired. Later, the morphemes were ranked according to the accuracy rates.

Rank	Morpheme
1	Present progressive (-ing)
2/3	In, on
4	Plural (–s)
5	Past irregular
6	Possessive (-'s)
7	Uncontractible copula (is, am, are)
8	Articles (a, the)
9	Past regular (-ed)
10	Third person singular (-s)
11	Third person irregular
12	Uncontractible auxiliary (is, am, are)
13	Contractible copula
14	Contractible auxiliary

Table 1. Order of acquisition by English-speaking children in Brown's study (1973)

These results led to the studies in L2 acquisition. May there also be a common order of acquisition for second language morphemes? And if there is a common order, is it the same for both L1 and L2 acquisition? Many researchers started to answer these questions through different studies which analysed the acquisition of morphemes in L2 English learners.

Dulay and Burt (1973) followed Brown's path and decided to study the acquisition of eight grammatical morphemes or "functors" (the plural –s, the progressive –ing, the copula form of "be", the auxiliary "be", the articles a/the, the irregular past, the third person –s and the possessive –s). They investigated 151 children, aged between six and

eight years old, who were learning English as a Second Language. The children were grouped in three:

- 95 children from Sacramento (California) who attended a monolingual English school and who received extra formal instruction of English.

- 26 children from San Ysidro (Mexico) who attended an English school in the border with the USA but who spoke Spanish at home.

- 30 children from East Harlem in New York City, who attended a bilingual school and had lessons in English and Spanish but who did not receive any formal instruction in English.

Therefore, these three groups differed in the amount of exposure to the L2 (English). Children's oral speech was collected using the **Bilingual Syntax Method**, a technique consisting of a natural conversation between the researcher and the subject, guided by questions in order to elicit the targeted structures. In Dulay and Burt study, the *Bilingual Syntax Method* (BSM) consisted of a set of cartoon pictures and a list of questions. The researchers asked the questions to the subjects in order to elicit the desired data. This method is not considered a spontaneous speech but the subjects' answers tend to be quite free. In this study, we have used a corpus, which is more natural and provides a longer text for analysis.
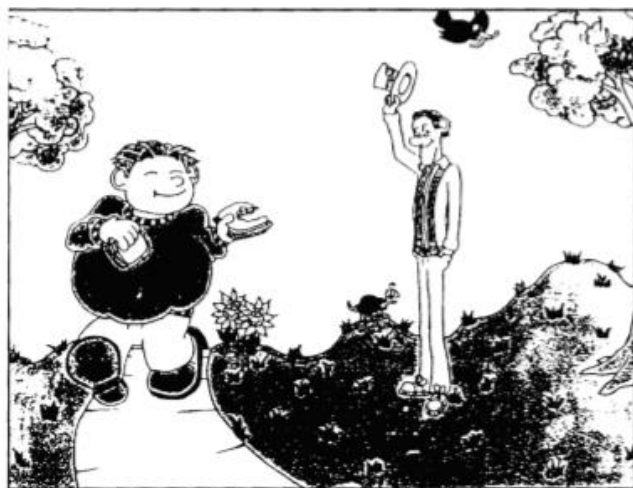

Figure 2. Cartoon Picture used by Dulay and Burt (1973)

The picture above was shown to the learners and then they were asked "Why is he so fat?" and the expected answer is "because he eats a lot". In this way, the interviewers create an obligatory context for the use of the morpheme (in this case, the third singular person). Taking the Brown's concept of obligatory context, Dulay and Burt (1973) used a three-point scale to measure accuracy. Each obligatory context was considered an item which could be evaluated as follows:

No functor supplied = 0 [because he eat_ a lot]
Misformed functor supplied = 0.5 [because he eating a lot]
Correct functor supplied = 1 [because he eats a lot]

This method has been widely used after the Dulay and Burt study and, in 2001, Goldschneider and DeKeyser describe this scoring method in their study.

> "The acquisition score for each functor was then calculated as a ratio of the sum of the scores for each obligatory occasion of that functor over the total number of obligatory occasions for that functor across the whole group" (Goldschneider and DeKeyser, 2001, p. 9).
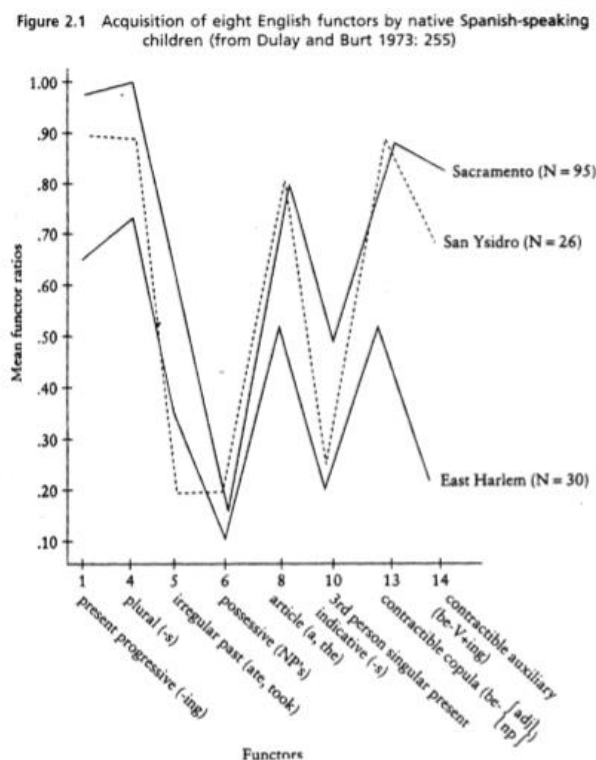

Figure 2.1 Acquisition of eight English functors by native Spanish-speaking children (from Dulay and Burt 1973: 255)

Figure 3. Rate of morpheme acquisition for the three groups in Dulay & Burt study (1973).

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As we can observe in the chart above, the route of acquisition for three groups was strikingly similar. Dulay and Burt claimed that "there seems to be a common order of acquisition for certain structures in L2 acquisition" (Dulay and Burt, 1973, p. 256). Despite the three groups having had different hours of exposure to the L2 and different language backgrounds, they all acquired the eight morphemes in a common order. This finding led to different studies which intended to answer if that common order was impervious to other facts such as age, L1 or environment. Indeed, Dulay and Burt undertook a second study (1974b) in which they compared 60 Spanish and 55 Chinese children learning English as a Second Language. As they did in the first study, the researchers used the *Bilingual Syntax Measure* to elicit speech samples.

Dulay and Burt (1974b) concluded that the L1 does not affect the order of acquisition and they claimed there is a "strikingly consistent" order for children, independently of their mother tongue. Once Dulay and Burt had supported the consistency in the order of acquisition in children from different L1s, the next logical step was to analyse if that order worked also for adult acquisition. **Bailey, Madden and Krashen** (1974) conducted a study with 73 adults, aged 17 to 55; 33 Spanish speakers and 40 speakers of languages other than Spanish. They used the *Bilingual Syntax Method* to elicit the samples. The results showed that there was a similar sequence for both groups (Spanish and non-Spanish speakers) and there was also a correlation between the sequence of acquisition for the whole group and the sequence Dulay and Burt had reported in their studies (1973, 1974).

This comparison showed that the contours for acquisition sequences of children and adults studied were strikingly similar. Indeed, **Krashen, Sferlazza, Feldman and Fathman** (1976) tested 66 adults from different L1s using a different task involving picture questioning called SLOPE (Second Language Oral Production English), rather than the BSM. The results were also very similar to those obtained in the Dulay and Burt study. Thus the basic sequence for the morpheme acquisition seemed impervious to the age of the learner or the testing method.

In order to test the validity of these results more accurately, **Larsen-Freeman** (1975) conducted a study consisting of the following tasks: a) BSM, b) a picture-cued sentence repetition test, c) a listening comprehension task, d) a multiple-choice reading cloze test,

and e) a writing test involving filling in the blanks. Although there were some slight differences between the oral and the written data, the results were closely correlated with those of Dulay and Burt (1973, 1974, 1974b). This study concluded that the sequence order of acquisition was impervious to the method used to test the subjects. Independently from the method used (written tasks, BSM, SLOPE, natural speech recording, etc.), the sequence order appeared to be almost the same for learners of different backgrounds and age.

Krashen (1977) suggested that there is an "acquisition hierarchy" which could explain the slight differences in the order of acquisition. There was a "natural order" in the L2 acquisition that remained unalterable and was not affected by the age or the L1, which is explained by the innate factors that we referred to in the Introduction. This hierarchy establishes four different stages which are normally followed in morphemes acquisition. In each stage there are a certain number of morphemes, which can be acquired in a different order but the stages remain always constant. For instance, in the first stage Krashen includes the progressive –ing, the plural –s and the copula *be.* This grouping means that in some cases the progressive –ing will be acquired first and in other cases the plural or the copula; but all of them (since they belong to the same group) will be acquired before those morphemes in the next stages, for example, before the auxiliary *be.* In the following pages we will observe how this hierarchy has worked for many morpheme order studies and the results of this study correlate also with this acquisition order.

| Progressive –ing
Plural –s
Copula | → | Auxiliary *be*
Article | → | Irregular past | → | Regular past –ed
3rd person singular
Possessive –s |
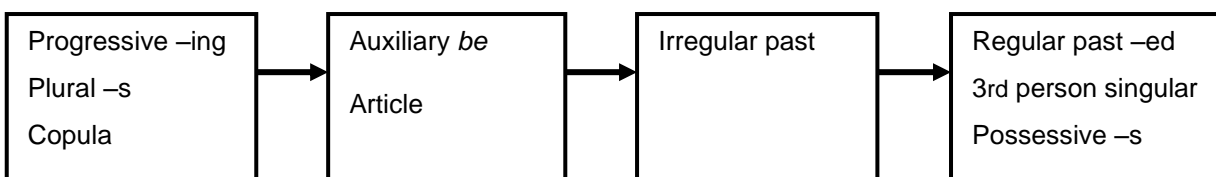
Figure 4. Krashen's hierarchy for morpheme order acquisition (1977).

One year later, **Krashen, Butler, Birnbaum and Robertson (1978)** undertook a study testing 70 adults from 4 language backgrounds. The data was elicited from free written compositions with 1) time limit 2) no time limit and chance of self-correction. The results in both types of compositions showed the same order of acquisition. Moreover, the results in both written tasks were very similar to those reported for adults in the

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Bailey, Madden and Krashen study. The researchers concluded therefore that the processes in L2 acquisition were the same for both the written and the oral mode.

Another key aspect that needed to be analysed was the influence of the **learning environment** (i.e., naturalistic settings vs. classroom settings). This aspect has been relevant in our research since we have focused on students learning English as a Foreign Language (EFL) in the classroom, whereas most previous research was based on students of English as a Second Language (ESL), that is to say, in a naturalistic setting. A key study that investigated classroom learners is **Makino (1980)**, who tested 777 Japanese children who were learning English as a Second Language in their own country. In the words of Cook (1993, p. 30), Makino's results showed "that the sequence is broadly true of L2 learners in classrooms in their own country as well as those in a foreign country". However, within this same research question, Sajavaara (1981, as reported in Pica, 1983 and Muñoz, 2006) conducted a study with Finnish L1 students and found a disturbed order which did not correlate with the previous studies.

A few years later, **Pica (1983)** went one step further and conducted a study which tried to answer "Does the production of adult acquirers of English as a foreign language differ according to the conditions of exposure to linguistic input?" Subjects consisted of 18 adult native Spanish speakers aged 18 to 50 classified in three groups: 6 were Instruction-Only learners, 6 were Naturalistic learners and 6 were Mixed learners. The subjects in Instruction Only group were studying in two English schools in Mexico City. Their only exposure to English came from textbook and classroom instruction. The lessons consisted of both explicit grammar instruction and practice communicative activities. These learners also received teacher feedback on their production of English. The Naturalistic group (6 people) was exposed to English through conversation with native English people and as a consequence of their residence in the USA. Subjects in this group did not use any textbook or other resources for their acquisition of English. The Mixed group was formed by 6 subjects whose exposure to and conversation with English speakers came from both classroom and textbook instruction and the wider community. The collection of data consisted of an hour-long tape recorded conversation between each subject and the researcher. The subjects were asked about their daily routine, their holidays and interests and all the topics introduced by the subjects were accepted in the conversation. Afterwards, the conversations were transcribed in order to

determine the percentage of suppliance in obligatory contexts and the target-like use for nine morphemes.

In this study Pica deals with one of the most important criticisms made to the SOC scoring, the concept of **overuse**. Following guidelines by Lightbown, Spada and Wallace (1980) and Stauble (1981), Pica uses the following formula to calculate the target-like use:

$$TLU = \frac{n \text{ correct suppliance in obligatory contexts}}{(n \text{ obligatory contexts}) + \left(\begin{array}{c} n \text{ suppliance in non-} \\ \text{obligatory contexts} \end{array}\right)}$$

Figure 5. TLU formula mentioned in Pica (1983).

Some researchers like Andersen (1977) and Hatch (1978) have remarked that "learners may use a particular form correctly in obligatory contexts, and also incorrectly overuse it in other contexts" (quoted from Muñoz, 2006, p. 109). This new way of scoring penalises the overuse since the fact that a learner overuses a morpheme means that the learner has not acquired it yet but that he or she has a vague idea of the rule but cannot apply it. In our study, as we will see in sector 5, we will use both the SOC and the TLU analysis, in order to compare both results and establish differences between them.

During the 1980s researchers focused their attention on the identification of various determinants of the acquisition sequences, that is to say, the reasons for that similar order. As we have seen, some researchers looked at the environment, the age, the L1, etc. there were also some important determinants which needed to be analysed such as the frequency of the input or the type of instruction.

Lightbown (1995) looked at the relationship between the **frequency** with which the functors appeared in the classroom and the accuracy of use of these forms in the learners' language (interlanguage). **Frequency** "refers to the number of times a given structure occurs in speech addressed to the learner". In the present study, we will prove that frequency does not play a determinant role in functor acquisition, since some functors which appear frequently in the teacher's speech are acquired later (3rd person singular). Lightbown undertook a research with subjects aged 11 to 17 who had to complete a task twice in two consecutive years. The learners were attending an

instructed course of English in Quebec and they had a very little exposure to English outside the classes. The results of the study showed that there was not a direct relation between the classroom frequency of a functor and the accuracy of its use. Despite the teacher's input, the acquisition sequence remains virtually the same.

At the end of the 1980s and the beginning of the 1990s the morpheme studies were losing popularity and most of the researches shifted their attention to reanalyse the previous studies. The impossibility to explain the similarity in the accuracy order based on one unique determinant led **Goldschneider & DeKeyser** (2001) to conduct a meta-analysis of multiple determinants. In their analysis they pooled oral production data from 12 studies over almost 25 years, together involving 924 subjects. They found that:

> "a very large portion of the total variance in acquisition order is explained by the combination of the five determinants" (Goldschneider and DeKeyser, 2001, p.1).

These five determinants are perceptual salience, semantic complexity, morpho-phonological regularity, syntactic category and frequency in the input. **Perceptual salience** "refers to how easy it is to hear or perceive a given structure" (Goldschneider and DeKeyser, 2001, p. 22). Some authors (Brown, 1973) argue that perceptual salience may play an important role in morpheme acquisition. The concept of perceptual salience is ambiguous so the researchers have used three subfactors (the number of phones; the syllabicity, that is to say, the vowels that the functor contains; and sonority). **Semantic complexity** *"is a measure of how many meanings are expressed by a particular form"* (Goldschneider and DeKeyser, 2001, p. 24). This factor has been criticised since there does not exist a linguistic theory to measure semantic complexity. **Morphonological regularity** "refers to the degree to which the functors are (or are not) affected by their phonological environment" (Goldschneider and DeKeyser, 2001, p. 26). The score for this factor comprises two subfactors: the number of phonological alternations and homophony with other grammatical functors. **Syntactic category** "refers to the characteristics of each functor from the point of view of Functional Category theory" (Goldschneider and DeKeyser, 2001, p. 28).

In an attempt to explain the observed order in previous studies, **Zobl and Liceras (1994)** propose a category membership as a way of accounting for morpheme acquisition order. They found that by grouping the functors by **syntactic category**

(lexical/functional), and then subdividing them into free/bound, a pattern emerged in which lexical items were acquired earlier than the functional, and within each of these groups, free morphemes are acquired before bound morphemes.

Luk and Shirai (2009) observed the **influence of the L1**, which had been excluded in Goldschneider and DeKeyser analysis, in the acquisition order of grammatical morphemes. In their article the researchers review some previous studies conducted with native speakers of Japanese, Korean, Chinese and Spanish and they focused their attention on the acquisition of plural –s, articles and the possessive 's. The results show that

> "learners can acquire a grammatical morpheme later or earlier than predicted by the natural order, depending on the presence or absence of the equivalent category in their L1. This suggests that L1 transfer is much stronger than is portrayed in many SLA textbooks and that the role of L1 in morpheme acquisition must be reconsidered" (Luk and Shirai, 2009, p. 721).

Luk and Shirai (2009) found that these three morphemes (plural-*s*, articles and the possessive '*s*) are specially affected by the L1 transfer. For instance, Japanese and Korean learners of English acquire possessive earlier than other L1 learners of English because the structure of possessive construction in English is very similar to that in their native language. However, there is no article in Korean or Japanese, so Korean and Japanese learners have problems when acquiring this functor. For this reason, researchers conclude that there does exist universality in morpheme acquisition but they also state that the influence of the L1 is not minimal and has to be dealt with.

In **2006 Carmen Muñoz** conducted a study with the aim of "examining **age related effects** on the development of morphological features" (Muñoz, 2006, p.107). The subjects were six groups of instructed learners of English from the BAF (Barcelona Age Factor) who had not had any extracurricular exposure to the L2. In this table we show the six groups of learners (A1, A3, B1, B3, D1 and D2) at different times and with different starting ages. The age of onset (AO) is different for each group; the A group started to learn English at the age of 8 years old; the group B started at the age of 11 and the group D started at the age of 18 or later. In the table we can also observe three different times for data elicitation: Time 1 (after 200 hours of instruction), Time 2 (after

416 hours of instruction) and Time 3 (after 726 hours of instruction). For that reason the average age (AT) is also different. For instance, students in group A1 have an average of 11, whereas the students in 3 are 17. The main weak point in Muñoz study is to take for granted that a longer period of instruction means a higher proficiency level and this is not so evident. Students may be taught for a long time but their proficiency level will not increase if the language has not been acquired. This problem has been overcome in our study, since we have divided the students taking into consideration their proficiency levels and not their ages.

	Group AAO = 8		Group BAO = 11		Group DAO = 18+	
Time 1 200 h	A1	AT = 10;9 N = 30	B1	AT= 12;9 N = 30	D1	AT = 28;9 N = 20
Time 2 416 h	—	—	—	—	D2	AT = 30;4 N = 15
Time 3 726 h	A3	AT = 16;9 N = 30	B3	AT= 17;9 N = 30	—	—

Table 2. Subjects in Muñoz (2006), extracted from her article.

Muñoz poses two main hypotheses in her study. "[T]he first hypothesis is that learners' age will not have a significant effect on the accuracy ranking of functors by younger and older learners" and "the second hypothesis is that older learners will show a more accurate use of grammatical functors in accordance with the general faster learning rate observed in previous studies" (p. 114).
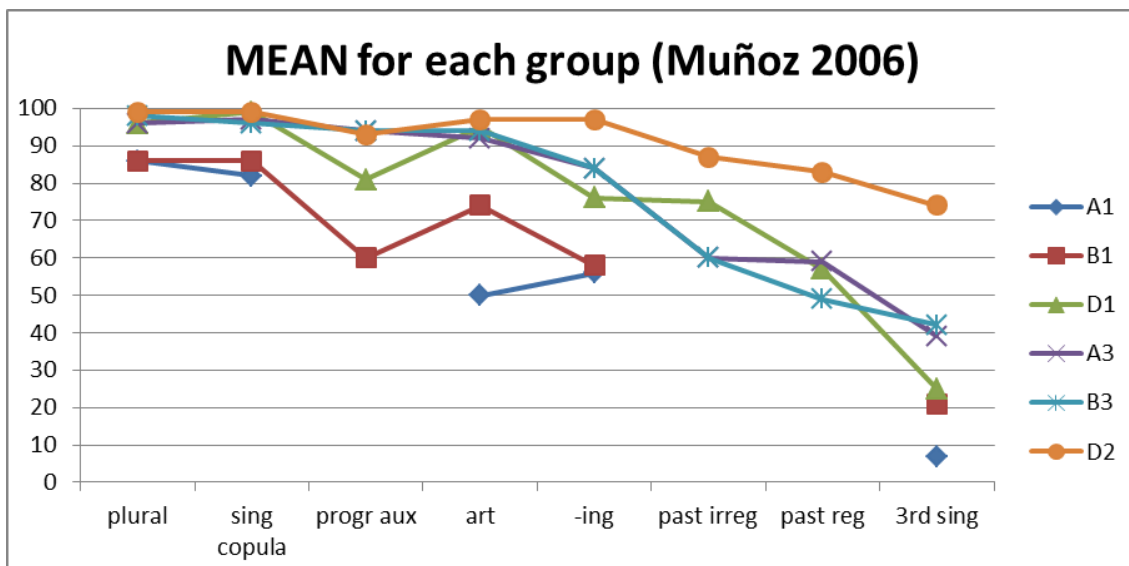
Figure 6. SOC percentatges for each group in Muñoz (2006).

As we can observe from the results, both hypotheses are confirmed. The acquisition **route** is the same for all the groups, that is to say, the morphemes are acquired in the same order independently of the age. However, the **rate** of acquisition is different and, as we can observe from the table above, older learners obtain higher scores of accuracy than younger learners.

In her study Muñoz analyses subjects who are studying English as a Foreign Language in a formal language learning context and this is an important starting point for our current research since there has been very few studies from foreign language acquisition settings. Indeed, Muñoz points out in her article that "evidence of commonalities of accuracy orders among instructed learners in acquisition-poor settings is mixed and inconclusive" (p. 112). Therefore, we have conducted a study taking into account learners of English as a Foreign Language in Spain exclusively.

In **2000 Tono** carried out a study with Japanese EFL learners and he introduced the use of **learner corpora**. He collected data from Japanese students aged between 13 and 18 years old across different school years and he found that the acquisition order obtained by Dulay and Burt was not fully correlated with the results obtained in his study. Indeed Tono states that "comparative research on learner corpus data for other L1s may shed more light on the nature of morpheme acquisition order in the future" (Tono, 2000, p. 132). This statement has obviously encouraged us to conduct this study.

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3.1.2 PROBLEMS WITH THE MORPHEME ORDER STUDIES

The main linguistic issue is the **heterogeneity of the morphemes** analysed. Most of these studies mix bound and free morphemes although it is known that the process of acquisition is different for both of them. Krashen *et al*. (1978) found a correlation between L1 and L2 learners for bound rather than free morphemes. However the nine morphemes usually analysed in many studies are mixed and the researchers made no distinction between them.

But the form is not the only feature that is problematic, these morphemes also "bring together disparate aspects of grammar" (Cook, 1993, p. 31). Some of them relate to the morphology of the verb (progressive *–ing,* regular and irregular past, third person *–s*), others to the morphology of the noun phrase (possessive *–s*, plural *–s,* articles), and auxiliary and copula forms of *be.*

> "[T]hus these items blur the conventional linguistic distinction between morphology (grammar below the word) and syntax (grammar above the word) as well as crossing different phrase types" (Cook, 1993, p. 31).

This arbitrariness is clearly evident when it comes to the past morpheme; in all the studies seen in the previous section researchers have made a distinction between regular and irregular past but they are not two different morphemes but two different allomorphs of the same morpheme. Both regular and irregular past refer to a unique meaning (the expression of past), which has different allomorphs or realisations.

One of the major objections in the morpheme order studies is that most of the findings are **specific for L2 English**. There are very few exceptions in which these studies have been carried out with other L2; that is the case of VanPatten's study (1984) who investigated the acquisition for L2 Spanish. The main issue is: can these findings be extrapolated to the rest of the languages? It seems clear that they would only be applied to those languages with both bound and free grammatical morphemes but not to languages such as Chinese, which have no morphological component to the grammar (Cook, 1993). This issue challenges directly the Universal Grammar theory, since it would be necessary to study the acquisition order in other languages in order to observe if the pattern is the same for all of them. At the same time, this task seems unattainable

as we cannot compare the morphology for different languages because they do not share the same morphemes.

Another common criticism to the morpheme order studies is the way they equate **accuracy and acquisition**. If a learner uses a morpheme accurately, does it necessarily mean that the learner has acquired the said morpheme? It is difficult to establish when a learner has acquired a particular structure, especially if the researcher cannot track the learner over a long period of time. As regards the acquisition percentage, Brown (1973) established the 90% of success based on the fact that native speakers are accurate in 90% of their performances, though the idea of having a strict cut-off point to determine what constitutes the *acquisition point* is controversial.

Furthermore, the **differences between the L1 and the L2 sequences** are evident; "the L1 sequence is an *order of acquisition* based on chronological points when the forms attain a certain level of accuracy in children's speech" while "the L2 order is an *order of difficulty* of production based on the scores of learners on a single testing occasion" (Cook, 1993, p. 33).

This acquisition is a constant evolution which develops during the learning process. Has each individual its own acquisition process or do we all acquire the language at the same rate or with the same route? Most morpheme order studies have been carried out with different subjects in different ages or proficiency levels, the so-called **cross-sectional studies**. These studies test the learners at a single point in time for each learner. However, **longitudinal studies** are more difficult to carry out, since they follow the same learner over a long period of time during his or her language acquisition process. Cook (1993) argues that the term cross-sectional in most of the studies is not correct

> "as these studies do not compare groups of learners at different cross-sectional levels to establish a series of developmental language states, but either lump all the learners together into one group or separate them by first language or criteria other than chronological development". (Cook, 1993, p. 34)

In order to overcome this problem we have divided our subjects in this study taking into consideration their **proficiency level**, so it is more reliable to extrapolate the results, as

it takes into account the different developmental stages in the second language acquisition process.

The **Bilingual Syntax Method** has also received many criticisms since it is an artificial method for eliciting data. Some researchers have claimed that the consistent accuracy order was artefact of the testing method rather than a reflection of the real acquisition order. Porter (1977) conducted a study in which data was elicited from L1 English children by means of BSM. The samples were analysed using three different methods of speech analysis. Although the results were highly correlated among themselves, no correlation was found between these orders and the orders obtained in both previous L1 and L2 research.

However, in 1978 Krashen published a paper called *Is the "natural order" an artefact of the Bilingual Syntax Method?*, in which the author makes three main points about Porter's conclusions:

> "(1) Spontaneous speech data has been provided since Porter's paper was written, and there appears to be clear agreement between BSM and spontaneous speech (and writing) morpheme orders; (2) The BSM L1 order found by Porter is not "highly dissimilar" to child L1 order obtained using spontaneous speech, as the rank order correlation (rho =.67, n = 7) is quite close to statistical significance; (3) The degree of similarity between Porter's L1 order and BSM L2 orders is not inconsistent with previous findings" (Krashen, 1978, p.187).

Therefore, Krashen suggests that the natural order found using the BSM in L2 learners is not an artefact of the test. Nevertheless, BSM is not used in our study in order to elicit data so we overcome this problem by using a picture-story composition as an elicitation method. Our learners' production was then collected in a corpus, which was analysed with specific corpus software (see section 5).

Although the criticisms of the MOS are consistent and logical, we believe that more studies must be carried out in order to determine and to generalise the results. As we have seen, some of the criticisms may be easily overcome and we think it is the researchers' task to continue this path taking into consideration all these criticisms.

3.1.3 PREVIOUS RESEARCH ON THE "DUAL MECHANISM" FOR REGULAR VS. IRREGULAR PAST

Despite the studies we are about to review could have been included in the main section regarding morpheme order studies, we have decided to incorporate them in this subsection, since these studies focus on a specific feature of morpheme acquisition: the acquisition of past morpheme (comparing between regular past acquisition vs. irregular past acquisition).

Some of the first proponents of the "**dual mechanism**" are Marcus & al (1992) and Pinker (1998, 1999). This "dual mechanism" refers to the different way in which past regular and past irregular are acquired and processed. Basically, the dual mechanism theory postulates that irregular verbs and regular verbs are processed differently. Irregular verbs (e.g., *went, wrote*) are stored in the **associative memory** in the mental lexicon in such a way that the base form is associated with the corresponding irregular past (*catch-caught, fall-fell*) and, therefore, are influenced by the frequency in the input, since it is a well known fact that the retrievability from the memory of linguistic items is dependent on the frequency of exposure. By contrast, the processing of regular verbs is rule-based (i.e., attaching –ed to any stem). Speakers may overregularise (**catched, *falled*) when they temporarily fail to retrieve the correct irregular form from their memory. As we will see in the next paragraphs, this phenomenon may explain the different process of acquisition for irregular and regular past.

Marcus et. al (1992) carried out a study with 83 English-speaking children and they found that the accuracy use for irregular verbs was influenced by the frequency of use in the parents' speech. Since there does not exist a common pattern for the formation of the irregular past, children could only know the correct form after being exposed to it several times. For instance, irregular verbs with a high frequency in parents' speech such as *bring* or *tell* were less frequently regularised by the children. The children, then, used the correct irregular form *brought* and *told,* instead of the incorrect and overregularised **bringed* and **telled.* Therefore, Marcus et. al (1992) concluded that when it comes to irregular verbs, children made more errors with the low frequency verbs in their parents' speech. Some examples of low frequency verbs are *freeze* or *fling*; in this cases, children tend to produce more the overregularisation (*freezed* or *flinged*).

But does the frequency also affect the past acquisition in L2 learners? **Beck (1997)** is considered the first L2 study trying to support the dual mechanism. In his study, Beck (1977) analyses both adult L1 English speakers and adult (advanced) L2 English learners, with different L1's. He presented them a total of 60 verbs: 15 regular high-frequency verbs, 15 regular low-frequency verbs, 15 irregular high-frequency verbs and 15 irregular low-frequency verbs. Subjects were presented the verbs in infinitive and they had to say out loud the past form (while a computer was recording). He predicted, then, that for the regular verbs the time of reaction would be the same for both high-frequency and low-frequency, since the formation of the regular past consists of the application of a rule, which should always take the same time. Regarding the irregular verbs, he predicted that the frequency would have a positive influence on the time of reaction: the high-frequency verbs would need less reaction time, whereas for the low-frequency verbs, the subjects would need more time. Despite Beck's findings having been quite inconsistent and contradicted the precious hypothesis, it was a good starting point for the exploration of the dual mechanism.

Zobl (1998) suggested that L2 learners experiment two stages in the acquisition of the past morphology (which basically correspond to the two mechanisms of the Dual Mechanism proposal). At an early stage, called *listing stage,* learners store both regular and irregular past forms in their lexicon and therefore both forms are based on rote learning (imitating and repeating). Later, in the *computational stage*, the regular inflection rule is operative and therefore learners can apply it (stem + -ed). Zobl (1998) conducted this study with 3 Russian-speaking women, who were immigrants, and whom the researcher interviewed three times over a period of six months. As expected, the most advanced learner had acquired the regular past rule and she was able to produce accurately both irregular and regular past. However, the intermediate level learner had not yet acquired the regular rule and therefore she produced more accurately the irregular past (as she could just store these forms in her associative memory).

Birdsong and Flege (2001) carried another study analysing the dual mechanism not only for the past, but also for the formation of regular and irregular plurals. Their subjects were both L2 English learners, whose mother tongues were Korean and Spanish. As expected, their study supported the dual mechanism, since irregular pasts are sensitive to frequency. They also found that the age of arrival (age in which

immigrants arrive to the host country) has an influence in irregularity, whereas the acquisition of regular verbs remains stable. In other words, those learners who arrive to the country when they are children can performance the irregular past better than those who arrive at later stages (i.e. when they are adults). However, the regular past is performed always with the same accuracy, independently of the age of arrival.

One of the most common questions regarding past morpheme is if it can be considered one single morpheme or two different morphemes (regular and irregular). As we have mentioned in the section regarding the morphemes, these are defined as "small units reliable to change meaning". A particular morpheme may have different allomorphs; for instance, the plural morpheme can be indicated by adding –*s*, –*es* or null morpheme (see apple*s,* bus*es* and pyjamas). The added feature is just one, the plural of the noun, but it has different realisations. An **allomorph** is defined then as one of two or more complementary morphs which manifest a morpheme in its different phonological or morphological environments (Crystal, 1985).

According to this definition, the past morpheme consists of different allomorphs (-*ed* for the past regular and other simulfixes for the past irregular). Simulfixes or infixes are those affixes which take place in the middle of the word. For example, for the word *mouse,* the past morpheme is not the –s added at the end of the word but a change inside the word: *mice.* This phenomenon is observable in the past irregular formation (w*a*ke→ w*o*ke). Here we present two examples of the past regular formation and the past irregular formation:

look|ed = stem (*look*) + morpheme past (allomorph -*ed*)

ca|ught = stem (*ca*) + morpheme past (allomorph –*ught*)

However, many researchers have considered the past as two different morphemes (past regular vs. past irregular) and have established a different order of acquisition for each of them. In fact many researchers have written about the **U-shaped learning curve** for the acquisition of irregular morphology. This curve shows that at the early stages of language acquisition the accuracy of irregular forms produced is higher than in the second stage and then it recovers in the third and last stage.
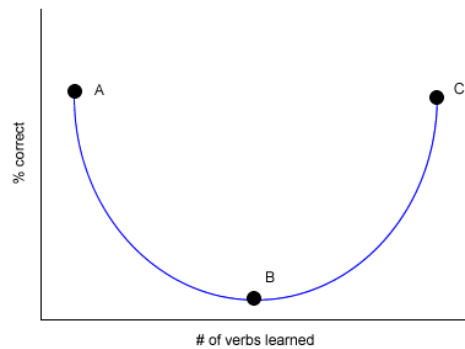
Figure 12. U-shaped learning curve (Pinker, 1998).

Pinker (1998) shows that children use irregular verbs in their past form more accurately in the early stages of language acquisition. However, as they start to learn more verbs, and especially when they learn the rule for the past of the regular verbs, children tend to overregularize irregular verbs. For this reason, in the second stage of the language acquisition the accuracy rate is lower than in the previous stage since they produce overregularizations, which are ungrammatical (*catched, *falled, *writed*). Finally, the accuracy rate for irregulars increases when the child has fully acquired the fact that irregular verbs cannot be regularized. This process is similar for second language acquisition. The dual mechanism theory, as we have exposed previously in this section, argues that irregular verbs are acquired only by means of memorising, storing in our lexicon, because a formation rule doesn't exist. However, when learners acquire the formation rule for the regular past, they tend to apply this rule to every verb (including the irregular ones).

All the studies we have mentioned in this section have focused on the acquisition of past morphology for learners of English as a Second Language but there are still no relevant studies about the acquisition of past morphology by learners of English as a Foreign Language, that is to say, for learners who live in a country in which English is not spoken, given that the learners' general processing mechanisms that are responsible for irregular vs. regular past are expected to be the same, independently of the learning environment. The second part of our study will aim to shed light over this topic analysing the dual mechanism in L2 learners of English as a Foreign Language (EFL).

3.2 CORPORA

In this section I will present a quick overview of (i) corpus linguistics in general and then (ii) learner corpora in particular, since the methodology used in this study is a corpus of EFL learners.

3.2.1 CORPUS LINGUISTICS

Corpus linguistics originated in the 50s and 60s but was fully developed during the 80s. However, this area of linguistics is still controversial and it is difficult to find a consolidated definition for the term. In *Corpus linguistics: Method, Theory and Practice* we find the following description, which defines corpus linguistics as

> "an area which focuses upon a set of procedures, or methods, for studying language (although, as we will see, at least one major school of corpus linguistics does not agree with the characterisation of corpus linguistics as a methodology). " (McEnery and Hardie, 2011, p. 1).

A corpus is simply any collection of written or spoken texts. However, in modern linguistics, the term "corpus" has many "connotations, among them machine-readable form, sampling and representativeness, finite size, and the idea that a corpus constitutes a standard reference for the language variety it represents" (Lüdeling and Kytö, 2008). Corpora have been highly used by linguists who aimed to analyse the "real world" texts.

There are two main methodological approaches when starting a project with a corpus, depending on the research question. The **corpus-based approach** involves research which tries to confirm a hypothesis or to answer a particular question. This method is therefore deductive since the researcher formulates an initial hypothesis and then tests it using the corpus. In this way the corpus is not the master but a tool "to confirm or refute a pre-existing theoretical construct" (Granger, 2012, p.13). The **corpus-driven approach** gives the corpus a central role. It is an inductive method, which researchers use to observe the data and to build up a theory or a rule. In this approach the corpus is the starting point of the research and through its observation may the researches state a theoretical construct.

In our research we will use the corpus-based approach since we depart from previous SLA findings to formulate two hypotheses (see section 4), which would be refuted or confirmed through the corpus analysis.

3.2.2 LEARNER CORPORA

A learner corpus is a compilation of texts (oral and/or written) produced by L2 learners. Leaner corpora are electronic collections of texts produced by language learners (McEnery and Hardie, 2012). Learner corpora share their main features with the rest of corpora. However, one of the main problems concerning this type of corpora is their **authenticity**. In Sinclair's (1996) words, corpora are supposed to be authentic, containing data "gathered from the genuine communications of people going about their normal business". Nevertheless, it is difficult to collect fully natural and spontaneous data from second language learners, since they do not normally use their second language in daily situations but in artificial settings such as the classroom. For this reason, most of the researchers use what it is called clinical data, that is, "open-ended elicited data such as written compositions or oral interviews" (Granger, 2012). Although authentic data seems to be preferred rather than experimental or clinical data, the latter has a number of advantages, among them a) the possibility to focus on a particular linguistic feature, b) the control over the features that we are focused on and c) the use of less time and resources.

Another common criticism of learner corpora is their lack of rigour when they gather learners with different **proficiency levels**. Even though some learner corpora classify the learners depending on their proficiency level, this variable is, most of the time, based on external factors such as their course year (for students) or the years they have been studying the L2. One way of overcoming this difficulty is to submit the students to standardized questionnaires to calculate their real level of proficiency and add this data to the rest of the ethnographical data— age, gender, L1, etc. (Granger, 2012). In our study, as we will explain in section 5, students have filled a proficiency test in order to determine their proficiency level in English; so, this criticism is not applicable to our research.

The third drawback that has been remarked upon about learner corpora is the **difficulty to interpret the corpus data**, since some learners may avoid those linguistic structures

that they do not know or they are not confident with. If a certain structure or sequence is not used in a text, should we suppose that the learner has not acquired it or that the structure was not appropriate in that text? This drawback has been answered as follows:

> "learner corpora provide a much more efficient and reliable basis for investigating avoidance, as they can be analysed with software tools […] that automatically extract the words or structures that are significantly underused by learners. Reliable measurements of L1 transfer effects are also greatly facilitated by the amount and variety of corpus data available to the researcher." (Granger, 2012, p. 10)

Despite all these limitations, learner corpora have been widely used during recent years and they provide meaningful data to SLA theories. All these corpora are varied and classified according to different features such as time of collection, function, targeted language, learners' mother tongue, size, medium, etc. In the following lines we will try to draw the main characteristics of the learner corpora.

When it comes to their main function, learner corpora fall into two major categories: commercial and academic. **Commercial corpora** are compiled by major publishing companies and are normally bigger, containing a wide range of mother tongues. For English, two important commercial earner corpora are the *Longman Learners' Corpus* and the *Cambridge Learner Corpora.* On the other hand, **academic corpora** are smaller and normally designed by researchers in educational settings. This is the case of our corpus, which has been designed and created by the researcher in an educational setting.

Regarding the **size**, learner corpora can be classified into small or big. As they are stored electronically, they can contain a large amount of words— millions of them rather than thousands. However, as pointed out by Ragan,

> "the size of the sample is less important than the preparation and tailoring of the language product and its subsequent corpus application to draw attention to an individual or group profile of learner language use" (2001, p.211).

As regards to the time of collection, learner corpora can be considered **cross-sectional** or **longitudinal** (Granger, 2012). Longitudinal corpora collect data from a particular subject or group of subjects across time and allow researchers to observe the evolution of the acquisition process across time. Cross-sectional corpora are collections of samples of learners' speeches from different categories of learners at the same point in

time. Most of the learner corpora nowadays are cross-sectional due to the difficulty of tracking the same group of learners at different stages. This study is cross-sectional since we have collected data at a single point in time from different learners with different proficiency levels.

Other variables used to classify learner corpora are the languages involved in them. Mono-L1 learner corpora contain data from learners of one and the same mother-tongue background (Granger, 2012). Most commercial learner corpora cover a wide range of L1 backgrounds while academic corpora tend to be mono-L1. CHILDES, for instance, is a corpus which collects first language acquisition data and it has contents in over 20 languages. When it comes to second language acquisition however most corpora sample L2 English as a target language. A good example is the ICLE (International Corpus of Learner English) (Granger et al. 2009) and which collects argumentative essays written by higher intermediate to advanced learners of English from several mother tongue backgrounds. Our corpus (COREFL) deals with students whose L1 is Spanish and they are learning English as a Foreign Language.

In the design of a learner corpus, the medium is also important. **Written** learner corpora refer to those corpora which collect written text samples. The term *spoken learner corpora,* however, is ambiguous since it can refer to a collection of audio files or a collection of transcriptions of oral production. Nowadays it is easy to find also combinations of audio, transcriptions and video files, what has been called the multimedia learner corpora. "Unsurprisingly, in view of the difficulty of collecting and transcribing spoken data, written corpora dominate the learner corpus scene" (Granger, 2012). In fact, our corpus contains also written data, since it is easy to manage and transcribe.

A distinction must be made also between **global** and **local** learner corpora taking into account their purpose. "Global learner corpora are collected on a large scale from a range of learners and used to inform SLA theory and /or generic reference and teaching tools" (Granger, 2012, p. 11). Conversely "local learner corpora are much smaller. They are collected by teachers as part of their normal teaching activities and directly used as a basis for classroom materials" (Granger, 2012, p. 11). This division has been also named **immediate** vs. **delayed pedagogical use**. Global learner corpora are compiled

with a view to provide a better description of the interlanguage and therefore they will have a delayed pedagogical use, since indirectly they will influence the future teaching methods. In the other extreme, local learner corpora are compiled by the teachers and they have an immediate pedagogical use, since the students are both subjects and users of the corpus.

In the late 1980s learner corpus research (LCR) originated within the theoretical and methodological paradigm of corpus linguistics (Granger, 2008). In its origins learner corpora were used mainly to study three major facets of language: frequency, variation and co-text (Granger, 20012). Learner corpora provide meaningful quantitative information on very different types of linguistic units (morphemes, words, phrases or even syntactical sequences). In addition, the fact that learner corpora study "real texts" allow researchers to study the variation of a language taking into account geographical, temporal or stylistic variations. Co-text can be easily identified thanks to the language corpora design, which provides information about the immediate context of words. These were some of the main concerns for linguists at the beginning of LCR.

However, some linguists with a keen interest in Second Language Acquisition (SLA) started to use the learner corpora as a tool for the SLA research. This type of corpora can provide important data to the Second Language Acquisition (SLA) research, since they can help to understand and provide description about the interlanguage (i.e. transitional language produced by second language learners before reaching a native level). Indeed, Granger (2012, p.8) admits that "LCR is at the crossroads between corpus linguistics and SLA" and she adds:

> "The downside is that the grounding in SLA theory has been relatively limited to date. However, recent research shows that the LCR community wishes to situate itself firmly within the current SLA debate and, simultaneously, there is a growing –though admittedly still limited- awareness among SLA specialists of the tremendous potential of learner corpora" (Granger, 2012, p.8).

One of the most relevant points when it comes to corpora is their **design**. Learner language is influenced by many **external and internal variables** such as their mother-tongue, their age, the exposure to the L2 or the type of task they need to fulfil. These variables can be related to the learner or related to the task. Of the eight major **learner**

variables four are general (age, gender, region and mother tongue) and the other four are L2-specific (learning context, proficiency level, L2 exposure and other foreign languages). Regarding the **task variables**, we find three general variables (medium, field and text type) and two L2-specific variables (task type and conditions).
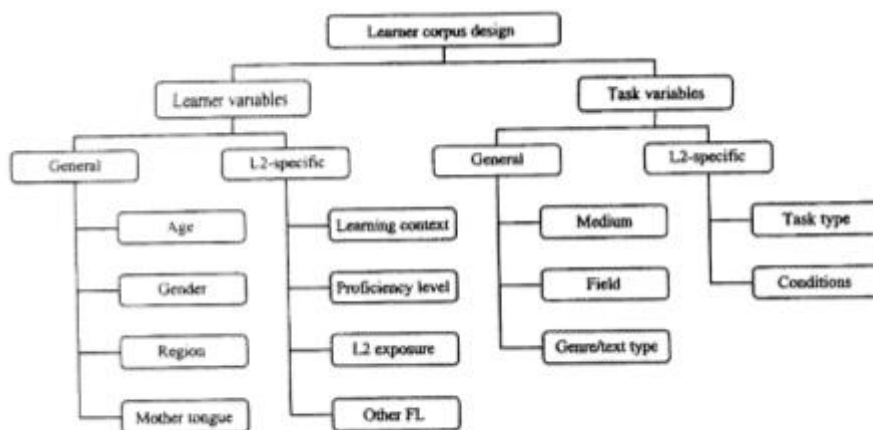

Fig. 15.1: Learner corpus design

Figure 7. Learner corpus design extracted from Granger (2008, p. 264).

In this study the learner variables were controlled through a profile test (see appendix 1), in which each learner state the age, the gender and the mother tongue. They also give information about other foreign languages and their exposure to the L2 (in this case, English), stating if they have been abroad or if they receive extra L2 lessons. It is important to control all these variables because they may help us to explain possible distortions. On the other hand, the proficiency level was controlled by a standardised proficiency test, which allowed us to determine exactly the proficiency level of each student. In this way, we can observe and compare the evolution for different proficiency groups.

4 HYPOTHESES

Due to the lack of conclusions for the morpheme order studies this research brings the opportunity to confirm or refute the results from previous research. Furthermore, we have focused our attention on the English acquisition for students in secondary education and we have carried out the research using a learner corpus, which has not been widely used in these types of studies. With the aim to contribute to the SLA theory this research will focus on the confirmation of two hypotheses.

1   We assume that our results will follow the hierarchy established by Krashen (1977) and that therefore the predictable and **natural order** will be confirmed. For this reason, we also expect our results to be similar to those obtained in previous studies such as Dulay and Burt (1973), Pica (1983) or Muñoz (2006). This correlation would prove the existence of a "natural order" irrespective of L1, age, setting or type of instruction.

2   We also assume that the acquisition process of the **past morpheme** is not constant, since at a certain proficiency level the accuracy rate of the past morpheme decreases. We predict that the accuracy rates for both the regular past and the irregular past will increase during the early stages of the acquisition process. However, at a certain point these accuracy rates will decrease, since learners acquire the past regular rule (stem + -ed) and tend to overregularise the irregular past (e.g., *catched*, *falled*). After a period of time, learners will overcome this stage and will use again accurately the irregular past morphology. These results would prove the existence of what has been called **U-shaped learning** curve, which represents the route of the past morpheme learning process.

5 THE EMPIRICAL STUDY

5.1 SUBJECTS

In order to elicit information and data for this study, we have elaborated some questionnaires which were completed by EFL learners. The subjects of this study are students of two secondary schools in Granada: IES Virgen de las Nieves and IES Pedro Soto de Rojas. Since some of these students are under 18, we had to ask for permission from the principal of the schools. Once everything was arranged, we elaborated the questionnaires (which we will discuss below) and we chose the groups we were going to work with.

Then, a test was handed out to the students belonging to four groups in the IES Virgen de las Nieves; two groups within the bilingual program and two groups with no bilingual program. The former were 2º ESO and 3º ESO, with students aged 13 to 16, and the latter were 4º ESO and 1º BACH, with students aged 15 to 23. Nevertheless, after conducting the study we had to select only three groups since the other one was not able to do the proficiency test due to lack of time.

Afterwards, the study was completed using data from the students in IES Pedro Soto de Rojas[1]. For this reason, at the end, the data of 55 students attending the IES Virgen de las Nieves and 24 students from the IES Pedro Soto de Rojas has been used.

Group	Number of students
2 ESO	16
3 ESO	11
1 BACH	28

Table 3. Students from the IES Virgen de las Nives participating in the study.

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[1] The data of the students attending the Pedro Soto de Rojas school was collected by Román Castillo, who also conducted a study in morpheme order acquisition.

Group	Number of students
1 ESO	1
2 ESO	1
4 ESO	11
1 BACH	11

Table 42. Students from IES Pedro Soto de Rojas participating in the study.

When we work with learner corpora it is very important to focus our attention on the **corpus design**. Granger points out that

> "learner language is influenced by a wide variety of linguistic, situational and psycholinguistic factors, and failure to control for these factors greatly limits the reliability of findings in learner language research" (Granger, 2008, p. 262).

Some of the most general variables are those related to the age of the learners, their gender, the region where they come from and their mother tongue. In this study, the subjects aged 13 to 23 and all of them live in the area of Granada and their mother tongue is Spanish. We consider this last variable must be constant since some researchers claim the influence of the L1 to determine the acquisition order of some L2 structures.

Some other variables related to the L2 are also meaningful in the process of the corpus design. We refer to variables such as the amount of exposure to the L2, the age of onset, the other foreign languages or the proficiency level. Although the learning context is the same for every subject (instruction focused on grammar and vocabulary), the amount of exposure varies depending on their hobbies (listening to music in English or reading English books), their extracurricular courses (private lessons) or their contact with English native speakers. In order to collect all this information we have used two questionnaires: a learner's profile questionnaire and a proficiency test (see Appendix 1 and 2).

The **learner's profile questionnaire** consists of a set of questions regarding their personal information: a pseudonym (in order to keep their privacy), age, gender, course level, school, mother tongue, age of onset, perception of their level of L2, other foreign languages and information about their amount of exposure (stays in an English-speaking country, extracurricular classes, bilingual programmes in the school, etc.). As we have explained in section 3, learner language is influenced by all these variables and it is

important to know them. Some researchers have argued that in most cross-sectional studies "there is often no detailed information about the learners themselves and the linguistic environment in which production was elicited" (Gass, 2001, p. 33). Taking into consideration this criticism we have decided to elaborate this learner's profile questionnaire.

The **proficiency test** is also a very important part since the proficiency level is difficult to establish but at the same time it is crucial. In most morpheme order studies, the proficiency level has not been taking into account but in this study we consider it essential, since we can observe the development of morphology in different stages of the acquisition process. In order to determine an accurate order of acquisition, we need to categorise the subjects according to their command of English. In this study we have used the English Unlimited Placement test from Cambridge University Press (2010). This test consists of 120 written multiple-choice questions and an oral test. However, due to the lack of time, we have chosen only the written test in order to determine the level. The test contains the goals and grammar structures across six levels: Starters, Elementary, Pre-Intermediate, Intermediate, Upper Intermediate and Advanced (corresponding to the levels A1-C1 of the CEFR). The subjects had approximately 30 minutes to complete the test and they were told to stop when they did not know two or three answers in a row. Afterwards, the correction of the test consisted of counting the correct answers and then assigning a proficiency level, according to the following table provided by the test's instructions.

	Starter (A1)	Elementary (A1-A2)	Pre-Intermediate (A2-B1)	Intermediate (B1)	Upper-Intermediate (B2)	Advanced (C1)
Score	0-15	16-35	36-55	56-75	76-95	96+

Table 5. Proficiency level according to the score in the proficiency test.

5.2 METHOD

5.2.1 TASK

After completing the learner's profile questionnaire, the subjects had to do the task which was going to be used as a sample of learner language. Although most of the morpheme order studies were based on oral tasks, we decided to choose a written task taking into account our subjects (recall from section 3 that Larsen-Freeman (1975) proved there are no significant differences between oral and the written data).

The task consists of writing a story based on a set of pictures. This task is called **"Frog, where are you?"** (Mayer, 1969) and it has been used previously in many studies. The original task consists of 24 pictures with no text which tell a story about a boy who has a frog and a dog. The frog escapes from its jar and the dog and the boy look for it in a forest. In Mayo and Lecumberri (2003) this task was used orally so an interviewer asks the subjects to explain the story. They also conducted their study with L1 Spanish students who were learning English as a Foreign Language in secondary schools located in Spain.

Nevertheless, in this study we have adapted the task taking into account the characteristics of our subjects, the aim of the study and the characteristics of the situation. In this case, thus, the task consists of 12 vignettes telling the whole story which are to be described by the subjects (see appendix 3).

We also included a **glossary** in English and Spanish in order to ease the task for the learners. We mean to focus our attention on the acquisition of morphemes so the lexemes are not relevant, that is to say, we will focus on the way learners add morphemes to the lexemes. Our intention is that the subjects can write a longer composition so we can analyse their language in more detail. If we had not provided the glossary, some of the subjects would have felt frustrated and they would have written a shorter composition so we would have not been able to observe a proper sample.

We therefore handed out two pages with the 12 pictures and the glossary and a third page in which they had to write down their pseudonym and the composition (see Appendix 3 and 4). They had about 20 minutes to fulfil the task and they were told not to erase anything but just cross out their mistakes, since this information would be

useful for us to understand better the learner's language (i.e., their interlanguage). We also asked them not to cheat or use dictionaries in order to collect "the most real" samples.

Regarding **authenticity**, we are aware of the importance of collecting real data. Indeed, Sinclair (1996) describes authenticity as "all the material is gathered from the genuine communications of people going about their normal business". However, this is a main problem when it comes to learner data since they do not use the target language for their "normal business", especially if they are foreign language learners. The subjects in this study have a very little exposure to the L2 outside the classroom and they do not have opportunities to use English in their normal life. Furthermore, the school curriculum is focused on grammar aspects and speaking skills are not fully developed. For that reason, it was difficult to carry out a free oral interview and we decided to collect written data. Although this can seem a very artificial language production, the subjects produced very different stories, some of which were completely invented with almost no relation to the pictures.

In our study, we have focused the attention on nine morphemes which had been analysed in previous morpheme order studies: past irregular, past regular, the indefinite article, the possessive *'s*, the 3rd person present singular, the plural, the progressive *–ing*, the auxiliary *be* and the copula *be*.

5.2.2 THE CORPUS (COREFL) AND THE SOFTWARE (UAM CORPUS TOOL)

COREFL (Corpus of English as a Foreign Language) has been created with data collected from 79 Secondary School students and is part of a larger project on the use of learner corpora to explore the acquisition of morphology (Díaz-Negrillo and Lozano, 2013). As we have mentioned before, our corpus contains exclusively data from learners whose mother tongue is Spanish and who are learning English as a Foreign Language, that is to say, in a non-naturalistic (i.e., classroom) setting. We have included 79 texts transcriptions with different lengths as provided by learners with different proficiency levels (ranged from starter level to advanced level).

In order to organise and manage all the data collected, we tagged and analysed COREFL using the UAM Corpus Tool (O'Donnell 2008). This tool enables us to annotate (i.e., tag) texts and then obtain statistics about the frequency or the type of errors, as will be explained in more detail in the two following sections. Michael O'Donnell, the designer, points out that

> "while the central task of CorpusTool is annotation, it also provides other functionalities to support the user, such as cross-layer searching, semi-automatic tagging, production of statistical reports from the corpus, visualisation of the tagged corpus, inter-coder reliability statistics, etc." (O'Donnell, 2008, Congress).

Firstly, we had to **transcribe** every composition in order to have them in an electronic file. Due to the restrictions of the software formats, we decided to transcribe the compositions in a .txt file. It was a good option since the compositions contained many errors, which could have been automatically corrected in a .doc document. In these files we included both the personal data obtained through the learner profile text and the composition. In this way, every file contained information about the gender, age, proficiency level, mother tongue, age of exposure to the L2, etc. of the subject.

In order to keep coherence we decided to **name the files** following the format:

PROFICIENCY_COURSE_AGE_SCHOOL_RESEARCHER_SUBJECT

For each element we selected a short form:

- Proficiency: S/ E/ PI/ I/ UI/ A

- Course: 1ESO/ 2ESO/ 3ESO/ 4ESO/ 1BAC

- Age: yy

- School: VDN (Virgen de las Nieves), PSR (Pedro Soto de Rojas)

- Researcher: UFI (Ursula Fontana Ibáñez), RCM (Román Castillo Martínez)

- Subject: the first letter of the name and the first letter of the surnames.

For instance, the file below has been named *E_1BAC_19_VDN_UFI_AEP*, in which E means "Elementary", 1BAC means the course, 19 is the age of the subject, VDN refers

to the school (Virgen de las Nieves), UFI are the initials of the researcher and AEP, the initials of the subject.

Figure 8. Trasncription of one of the texts.

During the **transcription process** it was also important to follow some rules. The transcription was made literal, so we kept all the mistakes and the crossed out words. For the words which were crossed out but were readable we use the symbol[2] $_RWR_*word*.

Example: …and he saw $_RWR_a the frog and her family**.**

In this case, the subject meant to use the definite article but before he had used the indefinite one and then he had crossed it out.

For the words which were crossed out and were unreadable for us we have used the symbol $_RWU_¿.

Example: When he $_RWU_¿ was in the rock, a deer pushed…

In this case, the subject wrote something that we cannot read, so no word appears after the symbol.

The fact that we kept these symbols will help us to analyse the interlanguage, since some learners make errors and mistakes and these symbols help us to understand which features of the L2 have been acquired and which ones have been not.

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[2] These symbols have been taken from previous research conducted by Juan Ardébol, Jessica Gutiérrez, Elpiniki Atzolidaki, Agustina Demarta and Diego Martos in 2011-2012 as the Final Project for the Master in Profesorado de Secundaria, Bachillerato, FP y Formación Profesional at the University of Granada.

Once we had the transcriptions, we had to incorporate them into the software (UAM Corpus Tool) in order to **annotate the errors**. The process is very simple: we had to start a new project, where we incorporated the files and we added the different layers.

As it can be observed in the picture below, there is an option to add **layers**, which are the schemes with which we will tag the different morphemes. Each layer refers to a unique morpheme, so we have created nine layers for the nine morphemes. In addition, we have created a tenth layer in order to give each text a tag depending on the proficiency level so at the end we can compare the accuracy of the same morpheme in different proficiency levels.
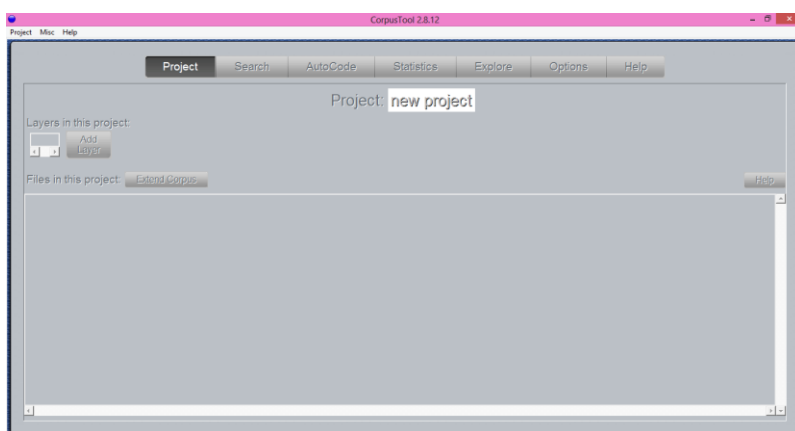

Figure 9. UAM Corpus Tool main screen.

For each layer, we have added a scheme with the different options and in the section below (tagging), we will explain in detail the different options of each scheme.

5.2.3 CORPUS TAGGING

We have used nine tagging schemes, one for each morpheme, but all of them follow the same pattern. In this example we can see the scheme for the 3rd singular person of the present tense, but the rest of schemes contain the same fields.

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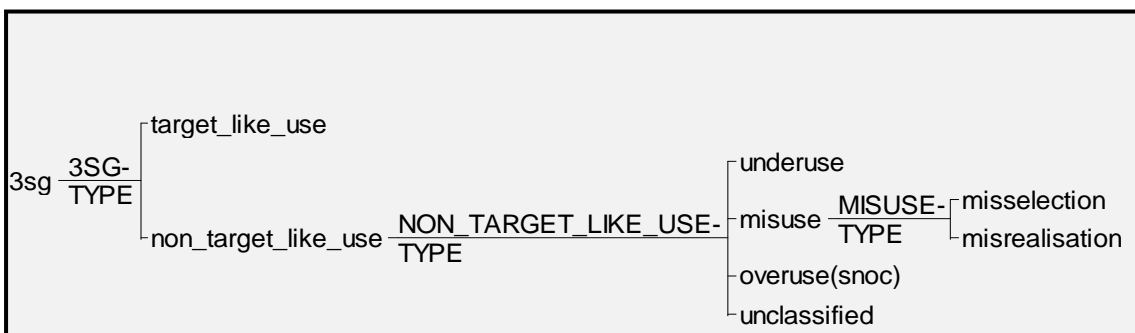
Target-like use: the subject uses the morpheme in an obligatory context, like a native speaker would do. Here we mention some of the most representative examples of this tag.

He *went* to look for the frog. [when analysing the past irregular]

The frog *escaped* her jar. [when analysing the past regular]

A boy was in his bedroom with his dog. [when analysing the indefinite article]

I went to my best friend*'s* village. [when analysing the possessive]

The frog *escape when the boy was *sleeping*. [when analysing the progressive]

Non-target-like use: the subject either uses the morpheme in an incorrect way or does not use the morpheme when it is required. Let us explore each of these in detail.

Underuse: the subject does not supply the morpheme in an obligatory context, that is to say, in a context in which a native speaker would use it. Here we mention some of the most representative examples of this type of error that we have found in the samples.

He *_look_ for everywhere and he found … [when analysing the past regular]

He *_come_ back to his house. [when analysing the past irregular]

He found the *_frog family_. [when analysing the possessive]

The boy *_see_ her frog and they go… [when analysing the 3rd singular present]

One frog close in _*_ jar. [when analysing the indefinite article]

Misselection: the subject supplies an incorrect morpheme or allomorph; the form exists but it is not correct in that context. Some examples of this tag are listed below.

The deer catched Tom and *_dropes_ him the water. [when analysing the past regular]

…and dog *_falling_ the river. [when analysing past irregular]

He *_going_ to sleep and in the morning… [when analysing the past irregular]

...when the boy *_are_ slept… [when analysing the auxiliary _be_]

Misrealisation: the subject uses a form which does not exist. Here we mention some examples of this error for the different morphemes.

When he *_waked_ up he didn't see the frog. [when analysing the past irregular]

He dropped a *_bees's house_. [when analysing the possessive]

…the frog, and it _rans_ away. [when analysing the past irregular]

Overuse: the subject uses the morpheme in a non-obligatory context, that is to say, in a context in which a native speaker would not use it. These are some of the examples of this error.

When the boy _looks_ at the jar….[when analysing the past tense -_ed_]

In this example, the subject had to use the past simple since he had been using it during the whole composition and in this sentence he supplies the 3rd singular present in a non-obligatory context.

When Peter _waked_ up his frog escaped. [when analysing the past irregular]

In this example, the subject uses the –ed regular past instead of the irregular past. Therefore, the subject is overusing the regular past because he is using it in a non-obligatory context.

In some cases, we have also used the tag "**unclassified**" for those examples we did not know how to tag. A good example of this type of error is

He _felt_ into the river with his dog. [when analysing the irregular past]

In this case, the subject is aware of the obligatoriness of the irregular past but he or she uses the past form of another irregular verb (_feel_) because both forms are

phonologically very similar (*felt/fell*). In this case, we did not know how to classify this error because the form exists and the morpheme is correct (irregular past) but the subject has chosen a wrong verb.

5.2.4 CORPUS ANALYSIS AND SCORING

Once we had tagged every composition, the UAM Corpus Tool allowed us to obtain statistics about the frequency of suppliance of each morpheme, as well as the different types of errors. The UAM Corpus Tool provides us information about the number of occasions for each error; we can even obtain data about interrelated tags.

In order to compare our results with previous studies, we calculated the percentage of accuracy and we ranked the nine morphemes. We calculated these percentages using two different scoring methods: SOC (Suppliance in Obligatory Contexts) and TLU (Target-like Use). Within the SOC method, we can also find the three-scale method, which we will explain in detail in the following lines.

As we already mentioned in the Literature Review section, **SOC** was used for the first time by Brown (1973), who explained it as follows:

> "…grammatical morphemes are obligatory in certain contexts, and so one can set an acquisition criterion not simply in terms of output, but in terms of output-where-required. Each obligatory context can be regarded as a kind of test item which the child passes by supplying the required morpheme or fails by supplying none or one that is not correct. This performance measure, the percentage of morphemes supplied in obligatory contexts, should not be dependent on the topic of conversation or the character of the interaction." (Brown, 1973, p. 255)

The subsequent formula to calculate the percentage is to divide the suppliance in obligatory contexts (SOC) into the total amount of obligatory contexts (OC). For instance, if we have a text with nine obligatory contexts for the progressive *–ing* morpheme and the learner supplies it correctly in six contexts, the percentage would be calculated as it follows:

$$\frac{SOC}{OC} = \frac{6}{9} = 0.66 = 66\%$$

However, the main problem of SOC is that it does not take into account the oversuppliance or **overuse**, that is to say, the suppliance of a correct morpheme but in a NOC (non-obligatory context).[3] When an L2 student learns a new structure or feature, the learners tends to overuse it and supply that structure even when it is not necessary or it is incorrect. The overuse means the learner has not acquired the feature and for that reason it is important to take overuse into consideration. Here we mention an example found in our learner corpus:

A little boy *catch_ed_ a new frog.

In this text, the learner has used the morpheme *ed* in a non-obligatory context and this means that the learner has not acquired it; nevertheless, this fact would be hidden in SOC percentage.

In order to solve this problem, Pica (1983) suggested the **TLU** (Target-like Use), which penalises the overuse. Therefore, as we can see in the formula below, Brown's score goes down since this new formula adds in the divisor the suppliance in non-obligatory contexts (SNOC). In this case, there are nine obligatory contexts and the learner has supplied the morpheme correctly in six of them but the learner has also supplied the morpheme in a non-obligatory context, which is added to the denominator.

$$\frac{SOC}{OC + SNOC} = \frac{6}{9 + 1} = 0.6 = 60\%$$

Although, we consider that the TLU gives a more accurate percentage, in our study, we have used both scoring methods in order to a) compare our results with the previous studies which used SOC (Brown, Dulay and Burt, etc.), b) have a broader understanding of the acquisition order.

These **statistics** were extracted from the UAM Corpus Tool raw frequencies. In order to make it clearer, we present here an example of the way we have calculated the percentage of accuracy for the progressive *–ing.* Firstly, we calculated the percentage

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[3] Recall that in our tagging we have included overuse (cf. the examples and discussion in the previous section).

with the SOC method. Taking into account our tagging schemes, we can observe that we have divided the tagging into target-like use and non-target-like use and we have included the overuse in the non-target-like use. However, a problem arises since the overuse cannot be considered as an obligatory context.

As we can observe in the screenshot below, there are 137 tags for the *–ing* morpheme, out of which 110 were correct, that is to say, they were supplied in an obligatory context. Therefore, there are 27 occasions in which the learners have not supplied the morpheme correctly. However, within those 27 occasions, we need to subtract the overuse since it is not considered as an obligatory context.

Feature	N	Percent
Total Units	137	
ING-TYPE	N=137	
- target_like_use	110	80.29%
- non_target_like_use	27	19.71%
NON_TARGET_LIKE_USE	N=27	
- underuse	3	11.11%
- misuse	0	0.00%
- overuse(snoc)	24	88.89%
- unclassified	0	0.00%
MISUSE-TYPE	N=0	
- misselection	0	0.00%
- misrealisation	0	0.00%

Figure 103. Number of occurrences of each type of tag.

Here we present an example of the two scoring methods for the progressive *–ing* morpheme. We will calculate the scores for this morpheme using both the SOC method (not taking into account the overuse) and the TLU method (taking into account the overuse).

SOC method

The formula is: $\dfrac{\text{Suppliance in Obligatory Context (SOC)}}{\text{Obligatory Context (OC)}}$

For the progressive case, as we can observe in the figure above, the number of suppliance in obligatory contexts is 110. The obligatory contexts, as we have mentioned above, is the total amount of contexts in which a native speaker would have used the

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progressive morpheme. For this reason, we should subtract the overuse (since these occur in non-obligatory contexts). The total amount of OC is then 137−24 = 113.

$$\frac{\text{SOC (110)}}{\text{OC (113)}} = 0,97; \text{ where } 0,97 \text{ is the accuracy rate, which corresponds to } 97\%.$$

TLU method

The Target-Like Use method takes into consideration the oversuppliance and penalises it. Therefore, the formula is

$$\frac{\text{Suppliance in Obligatory Context (SOC)}}{\text{OC + Suppliance in non-obligatory context (SNOC)}}$$

For the –*ing* case, the suppliance in obligatory contexts is 110; the obligatory contexts, as we have just seen is 113 (it was used to calculate the SOC method) and the suppliance in non-obligatory contexts (overuse) is 24.

$$\frac{\text{SOC (110)}}{\text{OC (113) + SNOC (24)}} = 0,80; \text{ where } 0,80 \text{ is the accuracy rate } (=80\%).$$

6 RESULTS AND DISCUSSION

Having incorporated all the texts to the corpus, tagged them and established the scoring methods, the next logical step is to calculate the percentages and present the results, followed by an interpretation and discussion of its implications.

We present two types of results. Firstly, we have calculated the percentages for each morpheme in general without taking into account the different proficiency levels of the learners (see section *6.1 General results: All proficiency levels*) and, secondly, taking into consideration the proficiency levels (see section *6.2 Specific results: Each proficiency level*). Sections 6.1 and 6.2 try to answer hypothesis 1.

In section 6.3 we will also focus on the use and accuracy for the past morpheme (regular and irregular) for the different proficiency level and we will observe if there is a **U-Shape learning.** Section 6.3 tries to answer hypothesis 2.

6.1 *GENERAL RESULTS: ALL PROFICIENCY LEVELS*

In this section, we will take into account the percentages for each morpheme using two different scoring methods: SOC and TLU. Firstly, present the general results without dividing them into proficiency levels.

In these results the sum of the percentages for each morpheme is more than 100% and that is due to the fact we have included the overuse, but the overuse errors are not obligatory contexts, so the **total amount** of obligatory contexts is only the sum of target-like use and non-target-like use.

In the table below, we can observe that the percentage of target-like use is significantly higher for three morphemes (progressive *–ing,* plural *–s* and copula *be*). According to Brown (1973), these three morphemes have been acquired by the learners, since the percentage of target-like use is more than 90%.

As a first impression, we can conclude therefore that there are some significant differences between the acquisition of each morpheme; for example the morpheme 3rd singular is used correctly in 15,28% of the occurrences, whereas the progressive is used

correctly in 97,34% of the occurrences. These differences in the accuracy rates will help us to establish an accuracy ranking, which shows the acquisition sequence. In other words, this acquisition sequence shows which morphemes are acquired early and which are acquired later.

	Target-like use		Non-Target-like		Overuse		Total frequency
Functor	Frequency	%	Frequency	%	Frequency	%	
Past irreg.	313	71,95%	122	28,04%	16	3,68%	435
Past reg.	205	69,73%	89	30,27%	23	7,82%	294
Indef. art.	258	88,05%	37	12,63%	32	10,92	293
Possess.	16	80%	4	20%	1	5%	20
3rd. sing	11	15,28%	61	84,72%	3	4,17%	72
Plural	80	96,34%	3	3,61%	3	3,61%	83
Progress.	110	97,34%	3	2,65%	24	21,24	113
Cop. be	181	92,35%	15	7,65%	9	4,59%	196
Aux. be	73	89,02%	9	10,97%	8	9,76%	82

Table 64. Table with the SOC results for all proficiency levels.

As we have mentioned above, the percentages were calculated using the **SOC method**, that is to say, dividing the total number of target-like use occurrences into the total number of obligatory contexts, as explained in section 5.2.4 above. Then, we have ranked the functors according to their accuracy rates and we have obtained the following ranking order:

FUNCTOR	Order	Accuracy
Progressive	1	0,97
Plural	2	0,96
Cop. Be	3	0,92
Aux. be	4	0,89
Indef. art	5	0,88
Possessive	6	0,80
Past irreg.	7	0,71
Past reg.	8	0,69
3rd sing.	9	0,15

Table 75. Ranking order and accuracy rate in our study (SOC)

The first logical step is to compare our results with the results obtained by Krashen (1977). As we can observe in the table below, they keep an identical sequence (except for the possessive, which was not analysed in Krashen's study).

Functor	Krashen	This study
Progressive	1	1
Plural	2	2
Cop. be	3	3
Aux. be	4	4
Indef. art	5	5
Possessive	-	6
Past irreg.	6	7
Past reg.	7	8
3rd sing.	8	9

Table 8. Ranking order in Krashen's and in this study.

In order to complete this comparison, we have also observed the correlation between our results and the hierarchy established by Krashen (1977), which has been already mentioned in Figure 4, section 3.1. The correlation between both orders is highly remarkable; there is just a mismatch between the Group III and the Group IV, since in our study the possessive is acquired earlier than the past irregular. However, this difference can be easily explained by the fact that there were only 20 obligatory contexts for the use of the possessive whereas there were 435 obligatory contexts for the past irregular. Additionally, it can be explained by the fact that our results above represent all proficiency levels together, so there is bound to be some distortion in the data. For that reason, we have analysed the results according to each proficiency level (see section **¡Error! No se encuentra el origen de la referencia.** below).

Another way to calculate the results is using the **three-scale SOC method** proposed by Dulay and Burt (1973). This method takes also the idea of the obligatory contexts from Brown but added a new system:

- 0 points. A missing grammatical morpheme in an obligatory context (**underuse**)

- 0.5 point. Wrong morpheme supplied (**misselection**)

- 1 point. A correct grammatical morpheme supplied in an obligatory context (**target-like use**)

This method boosts the fact that the learner supplies a morpheme even if the morpheme is not correct. The *misselections* mean that certain processes are taking place in the process of learning a language; the learner is aware that in that context it is necessary to use a morpheme but he or she has still not fully acquired the morpheme and uses another one.

We can take for instance the following sentence from one of the transcriptions:

The boy got up and *looking* for the frog.

In this case the subject has not acquired the past regular morpheme but he uses another one because he is aware of the need for a morpheme. This is an interesting part in the development of the interlanguage and these misselections prove that there is actually an interlanguage, i.e., that the learner's language is evolving.

This SOC analysis entailed the use of weighed scores. Taking into account the above mentioned three-scale, the score values of all the learners for each morpheme were added and the total sum was divided by the product of twice the total number of contexts requiring suppliance of the morpheme. The formula would be as follows:

$$\text{SOC (3 scale)} = \frac{(\text{Target like use x 2}) + (\text{Misuse x 1}) + (\text{Underuse x 0})}{(\text{Obligatory contexts x 2})}$$

For example, data for the past regular morpheme show that from a total of 294 occurrences, 205 were target-like use, that is to say, the past regular morpheme was correctly supplied 205 times. There are also 6 occurrences in which other morpheme was supplied instead of the past regular (misselection), and there are 83 obligatory contexts in which no morpheme was supplied (underuse).

Obligatory contexts: 294
Underuse: 83
Misuse: 6
Target-like use: 205

Applying this formula we obtain this result:

$((205 \times 2) + 6 + 0) \div (294 \times 2) = 0{,}70$

Table 9 shows the results for all the functors as measured by the three-scale scoring method.

FUNCTOR	Order	Accuracy
Progressive	1	0,97
Plural	2	0,96
Cop. be	3	0,95
Possessive	4	0,94
Indef. art	5	0,93
Aux. be	6	0,91
Past irreg.	7	0,78
Past reg.	8	0,70
3rd sing.	9	0,18

Table 96. Rank order and accuracy rate of the results using the three-scale scoring method.

If we compare Table 8 with Table 9, this scoring method also generates a very high correlated ranking order and, although some percentages have changed, the order remains similar, with progressive, plural and copula *be* being the first acquired morphemes and past irregular, past regular and 3rd singular the latest acquired morphemes. In both scoring methods we can observe that the 3rd singular morpheme is the last one acquired and always with a meaningful difference in comparison with the other morphemes. This is a finding that has been widely reported in previous studies, as shown in the Literature Review.

We have also calculated our results using the **TLU scoring method** (see formula in section 3). As we have explained before, this method takes into account the overuse so it penalises the suppliance of a morpheme in a non-obligatory context.

FUNCTOR	Order	Accuracy
Plural	1	0,93
Cop. be	2	0,88
Aux. be	3	0,81
Progressive	4	0,80
Indef. art.	5	0,79
Possessive	6	0,76
Past irreg.	7	0,69
Past reg.	8	0,64
3rd sing.	9	0,14

Table 107. Ranking order and accuracy rate in our study (TLU)

The TLU percentages are lower than the percentages obtained with the SOC method since we have added the overuse occurrences in the denominator, as explained above. The progressive morpheme goes down from the first to the fourth position because while the subjects use this morpheme accurately in 110 out of 137 occurrences, they oversupply it in 24 out of 137. Although the ranking remains almost equal, there are changes due to the oversuppliance phenomenon; those morphemes which are supplied in non-obligatory contexts have less percentage of accuracy and therefore they are in lower positions in the ranking. The three-scale scoring method provides the highest accuracy rates, since it takes into consideration the misuse and gives points for this.

FUNCTOR	Accuracy SOC	Accuracy TLU	Accuracy 3-scale
Plural	0,96	0,93	0,96
Cop. Be	0,92	0,88	0,95
Aux. be	0,89	0,81	0,91
Progressive	0,97	0,80	0,97
Indef. art.	0,88	0,79	0,93
Possessive	0,80	0,76	0,94
Past irreg.	0,71	0,69	0,78
Past reg.	0,69	0,64	0,70
3rd sing.	0,15	0,14	0,18

Table 11. Accuracy rates for the three scoring methods.

The results obtained support our hypothesis 1 since they are consistently correlated. We therefore assume that they represent another piece of evidence to prove the existence of the **natural order hypothesis**. This hypothesis was firstly stated by Krashen (1977) and it refers to the fact that a language (both first languages and second languages) is

acquired in a predictable, "natural" order. This order is not 100% equal in all the cases but it keeps a strikingly similarity and Krashen (1977) suggests a hierarchical order, which is maintained in most of the cases (see Krashen's hierarchy in section 3).

In our study copula *be*, progressive and plural are the first acquired morphemes with high percentages of target-like use. We can take, for instance, the **plural –s**, which was used accurately 93,02% of the times. A good explanation for this high percentage is the absence of oversuppliance; this morpheme has been oversupplied only 3 times out of 86 and it has been underused 3 times out of 86. Spanish plural construction is superficially and morphologically very similar to English and we can therefore assume it is a reasonable explanation for this early acquisition, since there are L2 English speakers of other L1 languages who do not acquired this morpheme in the early stages, such as the study carried out by Pak (1987) with Korean learners of English, whose results ranked the plural morpheme in the 8th position. There is no article in Korean; there is only a morpheme *–tul,* whose use is optional and this could be an explanation for this difference.

Another meaningful result from our research was the frequency observed in the use of the **3rd singular –s morpheme**. It was ranked in the last position with only 15.28% of target-like use and 79.17% of underuse, that is to say, no suppliance in an obligatory context. In many other studies carried out with different L1 speakers we can observe the same result, e.g. Lightbown (1987) with French speakers learning English, Pak (1987) with Korean learners of English or Muñoz (2006) with Spanish children and adults learning L2 English.

In the table below we present the comparison between the order obtained in our results and the order obtained in previous studies. The reason we have selected the rank order provided by the three-scale scoring method is that most of these studies have also used that method and we consider it logical to compare results obtained through the same scoring method. For this reason, we have chosen the rank orders obtained in three studies: Muñoz (2006), Pica (1983) and Dulay and Burt (1973). As we have mentioned in section 3, Muñoz analysed six different groups (classified according to their age and the age they started to learn English). For this comparison, we have selected only the

results of the group A3, since they share the two main characteristics with our learners: they are teenagers and they started to learn English when they were 8 years old.

Krashen (1977) and Ardébol (2012) do not use the same scoring method but their results have been included here because their research is meaningful and the similarities with our study are evident.

Functor	Fontana	Muñoz (A3)	Pica	Dulay &Burt	Krashen	Ardébol
Progressive	1	5	1	2	1	7
Plural	2	2	3	1	2	2
Cop. be	3	1	2	3	3	1
Possessive	4	-	-	8	-	5
Indef. Art.	5	4	4	5	5	3
Aux. be	6	3	5	4	4	6
Past irreg.	7	6	6	6	6	4
Past reg.	8	7	8	-	7	8
3rd sing.	9	8	7	7	8	9

Table 128. Comparison of our ranking results with the ranking in other meaningful morpheme order studies.

Observing this table above we can state that our results correlate with the natural hierarchy order formulated by Krashen and with other meaningful natural order studies. Our results strongly correlate with the hierarchy order established by Krashen (1977), which is shown in section 3. There is only a mismatch between the indefinite article and the auxiliary *be* in the ranking order. However, according to Krashen's hierarchy, both morphemes belong to the same group (Group II), so it is not relevant the order in which they are acquired but the important commonality is that they are acquired before those morphemes belonging to the Group III and Group IV.

Our results correlate also with those of Pica (1983), who also analysed subjects in an instructed context, keeping the hierarchy order established by Krashen (1977). Although we can observe there are small variations in the ranking order, these variations are not meaningful since they take place between morphemes which are located in the same group. For instance, Pica's subjects acquire the 3rd person singular morpheme earlier

than the past regular and in our results it is the opposite: the past regular is acquired earlier than the 3rd person singular. However, according to Krashen's hierarchy, both morphemes (past regular and 3rd person singular) belong to the same group (Group IV), so the order is not relevant.

There is only a remarkable distortion between our results and the results obtained by Ardébol (2012) and Muñoz (2006): the progressive morpheme. According to Krashen's hierarchy, this morpheme is acquired in the first stages and it belongs to the Group I. Nevertheless, in Ardébol's study, progressive is ranked the seventh morpheme and in Muñoz the fifth, which contrasts with the other studies, which rank the progressive in the first or the second position.

In the following section, we will show our results for the different proficiency levels.

6.2 SPECIFIC RESULTS: EACH PROFICIENCY LEVEL

As we have mentioned in section 5.1, the study was carried out with learners in different proficiency levels ranging between starter level and upper-intermediate.

It can be observed in Table 13 below that rank orders vary meaningfully depending on the proficiency level. In the starter level, for example, it was difficult to find a large number of occurrences for each morpheme and we did not have enough occurrences to determine the level of acquisition. For this reason, we could only analyse the accuracy for three morphemes (plural, copula *be* and indefinite article). What is also remarkable is the fact that, for intermediate and upper-intermediate levels, the **indefinite article** was ranked first, which does not follow the hierarchy established by Krashen (1977) and which does not correlate with the order for the rest of the proficiency levels (it was ranked in fourth position for elementary and pre-intermediate levels and second for advanced level).

One of the most meaningful findings was the ranking for the **progressive** morpheme, which was ranked in the first position in the general results but which, surprisingly, is ranked in fifth and even seventh position for the different proficiency levels. We can take for instance the intermediate level, in which progressive is in the seventh position, with an accuracy rate of 90%. As we have mentioned in section 3, Brown (1973)

considered that when the learner has supplied the correct morpheme in over 90 per cent of obligatory contexts, the learner can be regarded as having acquired that particular morpheme. And when all the morphemes have been acquired, the accuracy rate is not important anymore, since the variation depends only on lapses or distractions. For this reason, we could state that in the **intermediate level** these morphemes (except from the past regular and the third person singular) have been acquired and the difference between a 96% and a 94% of accuracy is due to distractions or temporary mistakes, that is, due to performance errors.

Functor	Starter		Elementary		Pre- Interm.		Intermediate		Upper-Inter.		Advanced	
	Rank	*Acc.*	*Rank*	*Acc.*	*Rank*	*Acc.*	*Rank*	*Acc.*	*Rank*	*Acc.*	*Rank*	*Acc.*
-ing	-[4]	-	5	0,69	3	0,76	7	0,90	5	0,94	7	0,82
Plural	2	0,67	2	0,90	1	0,91	4	0,96	2	1	5	1
Cop. be	1	0,75	1	0,91	2	0,82	5	0,94	4	0,95	3	1
Aux. be	-	-	3	0,78	5	0,65	2	1	6	0,90	4	1
Indef. art	3	0,40	4	0,70	4	0,74	1	1	1	1	2	1
Possessive	-	-	6	0,67	7	0,63	3	1	3	1	-	-
Past irreg.	-	-	7	0,53	6	0,65	6	0,91	8	0,71	6	0,86
Past reg.	-	-	8	0,37	8	0,51	8	0,88	7	0,75	1	1
3rd sing.	-	-	9	0,27	-	-	-	-	-	-	-	-

Table 13. Ranking and accuracy rate for each morpheme for the diferent proficiency levels using the TLU method.

In the chart below, we can observe that the **route** of acquisition is virtually the same for all proficiency levels, even though the **rate** (speed) of acquisition varies according to proficiency level, as expected. There are some morphemes (plural and copula *be*) which suffer less variation along the acquisition process, since they are acquired in an early stage. In fact, we can observe in the chart below that those points corresponding to these morphemes which are acquired earlier, present the lines very close to each other, which means that the accuracy rate is similar. If we take the **plural** morpheme, its accuracy rates for the five levels are similar (0,67; 0,90; 0,91; 0,96 and 1).

However, there are other morphemes which experience a longer process of acquisition. This is the case of the **past regular** morpheme (*-ed*), which presents very different

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[4] Morphemes occurring less than 3 times per proficiency level have not been taken into account.

accuracy rates for each proficiency level. While learners in the elementary level only accurately use the past regular morpheme in 37% of the occurrences, learners in the intermediate level use it correctly in 88% of the occurrences.
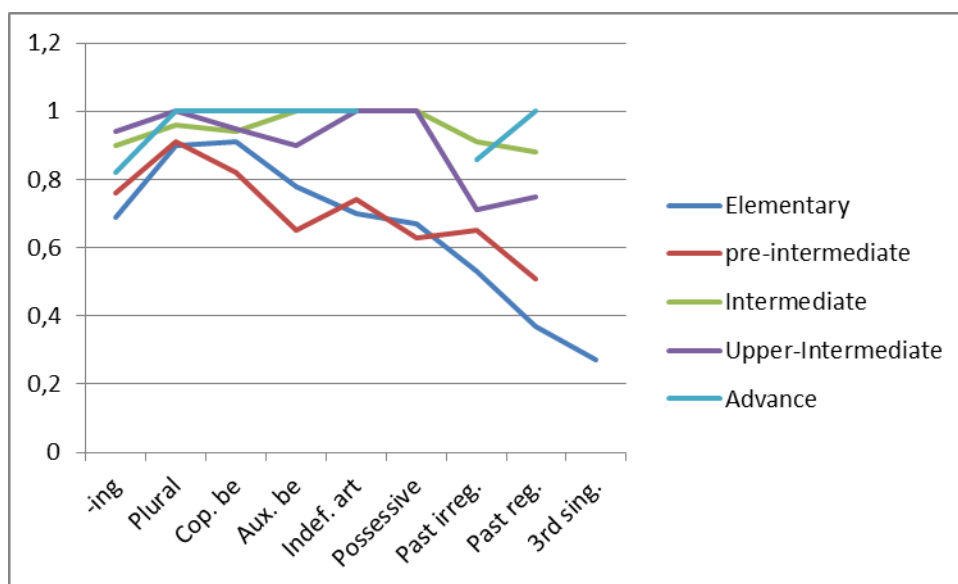

Figure 11. Acquisition rate of the eight morphemes for the different proficiency levels.

It is also remarkable the fact that intermediate level learners present higher accuracy rates for the past irregular and the past regular than the upper-intermediate level. This phenomenon is analysed in the following subsection.

6.3   COMPARING THE REGULAR VS. IRREGULAR PAST MORPHEME

In this section we want to compare the results obtained for the past regular vs. the past irregular in each of the proficiency levels, in order to confirm or refute the U-shaped learning theory, which is accounted by the so-called Dual Mechanism, as explain in section 3.1.3.

At a first sight we can observe (Tables 14 and 15) that past irregular is used more (451 occurrences) than the past regular (317 occurrences), as also shown in previous morpheme order studies. This is due to the fact that some of the most common verbs (*go* and *get*) are irregular and that second language speakers learn first the past irregular and then the regular, as has been consistently shown in previous studies (see section 3.1.3).

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Feature	N	Percent
Total Units	451	
PAST_IRREG-TYPE	N=451	
- target_like_use	313	69.40%
- non_target_like_use	138	30.60%
NON_TARGET_LIKE_USE	N=138	
- underuse	84	60.87%
- misuse	35	25.36%
- overuse(snoc)	16	11.59%
- unclassified	3	2.17%
MISUSE-TYPE	N=35	
- misselection	7	20.00%
- misrealisation	28	80.00%

Feature	N	Percent
Total Units	317	
PAST_REG-TYPE	N=317	
- target_like_use	205	64.67%
- non_target_like_use	112	35.33%
NON_TARGET_LIKE_USE	N=112	
- underuse	83	74.11%
- misuse	6	5.36%
- overuse(snoc)	23	20.54%
- unclassified	0	0.00%
MISUSE-TYPE	N=6	
- misselection	6	100.00%
- misrealisation	0	0.00%

Table 149. UAM Corpus Tool screen for past irregular.

Table 15. UAM Corpus Tool screen for past regular.

What is also remarkable is the fact that the percentage of underuse is high in both regular and irregular past. Indeed the underuse rate is higher for the past regular than for the past irregular, probably due to the fact that it is natural not to provide the –*ed* for a regular past form in beginner and intermediate stages of acquisition. Furthermore it is noticeable that misrealisations are possible in past irregular but they are not in past regular (for definition of misrealisation see section 5). Some examples of misrealisations are:

A little boy called "Pedobear" *catched* a big frog.

Pepe *brook* the jail of the frog.

They *toke* a trunk.

In these examples, the learners provide a form which does not exist. This may be explained by the fact that these irregular verbs are less frequent than others such as *go*, *have* or *see*. According to the dual mechanism theory (see section 3.1.3), each irregular past is stored in our lexicon and they are not easy to retrieve until the learner has heard and used it many times.

From the results in Table 16 below we assume that the **past regular rule** is acquired between the pre-intermediate and the intermediate level, since we can observe that the

accuracy rate increases notably (0,65 for the pre-intermediate level and 0,91 for the intermediate level). However, we can also observe in the table above that there is a decrease in the accuracy rate between the intermediate and the upper-intermediate level.

Functor	Starter		Elementary		Pre- Interm.		Intermediate		Upper-Inter.		Advanced	
	Rank	*Acc.*	*Rank*	*Acc.*	*Rank*	*Acc.*	*Rank*	*Acc.*	*Rank*	*Acc.*	*Rank*	*Acc.*
Past irreg.	-	-	7	0,53	6	0,65	6	0,91	8	0,71	6	0,86
Past reg.	-	-	8	0,37	8	0,51	8	0,88	7	0,75	1	1

Table 16. Rank orders and accuracy rates for past morpheme as per proficiency level.

The **past irregular** was accurately used in 91% of the occurrences by intermediate level students, whereas it was only accurately used in 71% of the occurrences in the upper-intermediate level. This meaningful decrease of 20% is also supported by a change in the rank order of acquisition; past irregular is the sixth morpheme acquired in the intermediate level but it is the eighth in the upper-intermediate level. Finally, in the advanced level the accuracy rate increases (86%) but it is still not as high as for the intermediate level.

The **past regular** undergoes an increase in its accuracy between the elementary (37%) and the pre-intermediate (51%). The increase of accurate use between pre-intermediate and intermediate levels is quite remarkable: from 51% to 88%; therefore, we assume it is in this period of the acquisition process that learners acquired the regular past rule. However, as we have observed also in the past irregular, the past regular undergoes a slight decrease between the intermediate and the upper-intermediate level (a decrease of 13%). Finally, the subjects within the advanced proficiency level, however, accurately use the past regular morpheme in 100% of the occurrences.

We can also observe that past regular and past irregular interchange their order of acquisition for intermediate and upper-intermediate levels. In the former, the past irregular is acquired earlier (in the sixth position) than the past regular (in the eight position). In the latter, the past regular (seventh position) is acquired earlier than the past irregular (eight position).

This phenomenon of U-shaped learning can be explained through the dual mechanism. When it comes to the past irregular, the U-shaped curve of learning may be explained by the phenomenon called "**overregularization**". This linguistic phenomenon takes place once the speakers learn a new grammatical or morphological rule. When this rule is learnt, speakers tend to regularize all the time and they make errors. This may occur both during first language acquisition, that is to say, when children acquire their mother tongue, and also during the second language acquisition process. We can take for instance the Spanish verb 'romper'; when Spanish children learn the rule to form the participle they tend to over regularize and they use the wrong form *rompido* instead of the correct form *roto*. This takes also place when L2 English students learn the past regular form and they add *–ed* to regular verbs but, sometimes, also to irregular verbs. These are some meaningful examples extracted from our corpus:

When Peter *waked up his frog escaped.

He *putted the frog.

They *haved a gold medal.

For this reason the overuse of the regular morpheme leads to a decrease in the accuracy rate of the past irregular; the number of non-target-like use increases and the number of target-like use occurrences decreases. Furthermore, when Pica's (1983) formula is applied (see TLU formula in section 3), oversuppliance is penalised and the number of occurrences in which the morpheme has been supplied in non-obligatory contexts is added to the denominator, so the accuracy rates decreases notably.

Our results clearly support the U shaped learning curve theory, as we can observe in the figure below. This curve takes place in the later stages of the L2 acquisition process (between intermediate and advanced proficiency levels), and is plotted graphically here (green dotted line) against the actual results.
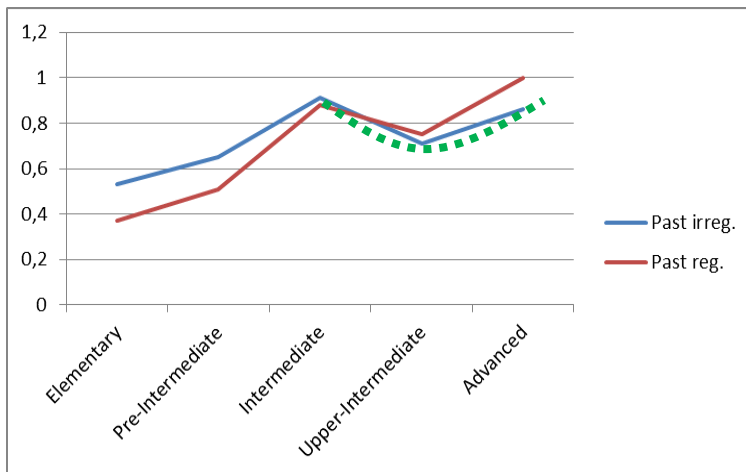
Figure 13. Accuracy rates for past regular and past irregular for each proficiency level.

From the figure above, we conclude that the accuracy rate for the past morpheme (we have mentioned before that the two allomorphs are different realizations of the same morpheme) increases in the first stages of L2 acquisition. Learners have to handle few irregular verbs and therefore they often master them and they are able to store them in their associative memory. The intermediate level learners reach a very high accuracy rate, which decreases in the next stage (upper-intermediate) and may be recovered some time in the last stages (advanced level) but it may also not be recovered. From the data obtained in our study we observe that the past regular reaches a higher accuracy rate in the advanced level when compared to the intermediate level. However, the advanced level accuracy rate of the past irregular cannot overcome the intermediate one.

This cessation may be due to the **fossilization** phenomenon (Selinker, 1992), which takes place during the language acquisition process. This phenomenon refers to the fact that sometimes L2 learners are not able to reach a native-speaker level, in spite of how much they are taught. Selinker (1992, 1996) suggests that there does exist a certain point in advanced learners where they "fossilize" and they continue making the same mistakes and errors. This fossilization phenomenon may explain the fact that advanced learners only accurately use the irregular past morpheme in 86% of the occurrences and not in all of them. Additionally, such apparent fossilization can be accounted for by the fact that our advanced learners have not reached yet a very advanced level (C2 level), so it is also conceivable to assume that native-like accuracy with irregular past is only attained in the very final stages of acquisition.

As we can observe from the figure above, our second hypothesis (exposed in section 4) has been confirmed, since L2 learners accurately use the irregular past in an intermediate level but then, in the upper-intermediate level they have a lower accuracy rate.

7 CONCLUSIONS AND IMPLICATIONS

This section is divided in three broad sections; firstly, we begin our discussion by corroborating our initial hypothesis and mentioning the most relevant data obtained in this research. After that, we will discuss the limitations and restrictions found during the process of elaborating this study. Finally, we will mention the future implications and the possible advantages that this study may bring to the second language acquisition field and to L2 teaching methods.

7.1 CONCLUSIONS

Taking into consideration the hypotheses we have formulated in Section 4, we will focus on this section in the results and their interpretation.

HYPOTHESIS 1: The first hypothesis we had formulated predicted that the order of acquisition of the morphemes in this study would be similar to the order of acquisition in other studies such us Dulay and Burt (1973), Pica (1983) and Muñoz (2006). As we can observe in figure 15 this hypothesis has been partially confirmed, since our results highly correlate with the order established by Krashen (1977). The order of acquisition is virtually equal in Krashen study and in our study; and the similarities are also remarkable with the studies carried out by Pica (1983) (instructed group) and Dulay and Burt (1974).

The only remarkable deviation from Pica's results is the ranking of the **third person singular morpheme**, which in Pica's study is acquired before the past regular. However, most of the other studies carried out with L1 Spanish subjects determine that the third singular person morpheme is the last to be acquired. This deviation may be also the result of the task; whereas Pica collected oral spontaneous data, our task was based in the explanation of a story. Explaining a story requires a higher use of the past tense morpheme, which may explain a higher number of occurrences and a better analysis of the morpheme.

The most remarkable difference with Dulay and Burt's results is the rank of the **possessive** morpheme, which ranks the fourth position in our study whereas ranks the

eighth position in Dulay and Burt study. Unfortunately, most of the other previous studies that we have used as a reference have not taken into account the possessive morpheme. We may notice however that Ardébol (2012) presents a very similar position for this morpheme (fifth place in Ardébol and fourth place in our results). Nevertheless we must say that the results for the possessive morpheme seem ambiguous, since the number of occurrences was limited; in our study, there were only 21 occurrences for the possessive, so it is difficult to generalize the results. The number of target-like use occurrences is high but this is probably due to the fact that the subjects use this morpheme only when they are sure of how to use it.

We should therefore state that our results prove the existence of a predictable **natural order of acquisition**, which is impervious to the age, the gender, the L1 or the type of instruction of the subjects. This predictable order also supports the idea of "universal grammar" formulated by Noam Chomsky, as discussed in the Introduction. This theory postulates that humans have a "Language Acquisition Device", which 'helps' us to develop our language and to discern between grammatical and ungrammatical sentences in spite of the input we have been exposed to.

HYPOTHESIS 2: The second hypothesis regarding the "dual mechanism" for the past morpheme acquisition, has been also confirmed in this study, since the accuracy rate for the past morpheme has decreased from one proficiency level to the proficiency level above. In other words, our results have shown that intermediate learners use the past regular and the past irregular morphemes more accurately than upper-intermediate learners. This is due to the fact that L2 learners acquire the regular past rule (stem + *ed*) and they tend to apply this rule for all the verbs. Nevertheless, the past irregular does not follow any specific rule formation and L2 learners acquire the irregular past by memorising, that is to say, when the frequency in the input is high. When this happens, learners are able to retrieve the correct forms from their lexicon.

This dual mechanism is especially supported when we observe the data for advanced learners. Regarding the past regular, our subjects performed 100% accurately, that is to say, the total number of occurrences. This may be explained by the fact that our learners have acquired the formation rule for the past regular and therefore they can apply it when they come up with regular verbs. Regarding the irregular past, advanced learners

only show 86% of accuracy and this may be explained by the fact that irregular past is stored in the associative memory and does not follow any rule. For this reason, L2 learners have to know the form previously, since they cannot apply any rule and when they come up with new irregular verbs, they are not able to construct the correct form. We can therefore support the dual mechanism, which has been explained in section 3.1.3.

7.2   LIMITATIONS OF THIS STUDY

As we have mentioned in section 3, morpheme order studies have been normally criticised for different aspects. Some of these criticisms may also be extrapolated to our research. As for the most remarkable limitation of our study, we believe it to be the reduced **number of subjects** participating in the study. Due to the lack of resources, we have carried out the research with 79 secondary school students who were learning English as a Foreign Language, but most of them were grouped in the elementary and pre-intermediate level, so we would need more subjects for the rest of the proficiency levels in order to be able to generalize. We are aware of the importance of collecting large amounts of data since the results may show a more general overview. When the number of subjects participating in a research is big, researchers may state more convincingly the universality of their results.

Some researchers are concerned also by the fact that it is difficult to **equate accuracy and acquisition**. It is well known that even native speakers use their language incorrectly many times and these mistakes are due to lapses; but that does not mean that they do not know the rule. In fact, they know the rule but fail in the performance. On the other hand, the errors are a lack of competence, a deviation of the learner language. However, when we tag the texts in the corpus, researchers do not know where there is an **error** or where there is a **mistake**. Every deviation is considered as an error but some of them may be just lapses. For this reason, it is difficult to equate accuracy and acquisition. Is it possible that a learner who has acquired a particular structure makes a mistake due to external facts (tiredness, distraction, etc.)? The answer is evident and therefore the criticism is evident too.

Another controversial aspect that we have found in our study is the **tagging process**. Researchers tag every text from a native point of view, that is to say, when a structure would not be used by a native speaker or would sound incorrect to a native speaker (=cf. suppliance in obligatory contexts, SOC), we assume it is an error. However, this principle is not always easy to apply. What happens when a structure is grammatically correct but it would not sound natural for a native speaker? In these situations, we have tagged the structure as correct; but obviously this is not completely true, since the interlanguage has not reached a target-like use but it is still in a process of evolution. And it is even more complex when the researcher does not know exactly what the subject meant by using a particular structure. We can take for instance this sentence extracted from our corpus:

The boy *try to find the frog with her dog.

This sentence could be tagged in two different ways. At first glance we observe that there is an underuse of the third singular person (*tries*). The morpheme has not been supplied so the researcher tags it as an error. Nevertheless, when we read the complete text, we observe that in some sentences the past tense has been used and therefore this sentence should be tagged as an underuse of the past morpheme (*tried*). Researchers cannot 100% know if the subject wants to use the present simple in this sentence or the past simple.

7.3   IMPLICATIONS

The main aim of this study is to confirm Krashen's theory about the natural order of acquisition of English morphemes and, therefore, the natural order of language acquisition in general. This study will probably shed light on some features of **second language acquisition research**. For example, the results obtained are an evidence of this "natural order" of acquisition and some researchers may use them in order to give counterarguments to those who criticise the "natural order" hypothesis. So, in this respect, this study may contribute to the SLA theories, since it provides scientific and reliable data about the natural order hypothesis and the U-shaped learning curve.

This research also aims to have an impact in the **published teaching material**. Most textbooks do not follow the "natural order" in their planning and sometimes they

present structures that cannot be acquired until other structures have been. One of the few studies that has explored the connection between the natural order and the teaching order in the classroom with Spanish EFL learners is Solís Hernández (2000), who analysed two English textbooks (*Interchange I* and *Grammar Dimensions I)* and found that none of them follow the natural order of acquisition. In fact, her study shows that altering the order in presenting the morphemes may have a considerable impact on the learning process and some L2 learners have to face "stress" when they come up with certain morphemes which they are not able to acquire at such an early stage. If we take for instance the third person singular morpheme, publishing companies should know that this morpheme is acquired at a very late stage of English acquisition. For this reason it would be useful to reinforce the *–s* morpheme for the third person singular at the latest stages of the acquisition, when the learners have already acquired other morphemes such as past tense, progressive, possessive or auxiliary "be". It is only then, when the third person singular morpheme may be acquired successfully.

We attempt also to serve as a guide and a helpful tool for foreign language teachers. Knowing and analysing the morpheme order studies, **English teachers** may better understand the way their students learn and they may improve their teaching method, taking into account the characteristics of the second language acquisition process. Pinemann (1988, 2005) formulated the "**teachability hypothesis**", which concludes that a second language learner can only learn the next stage in the developmental sequence. It is not reasonable then that teachers try to teach more advanced grammatical structures, because despite the intensity of the instruction, learners can only learn what is in the next stage. This theory is another version of Krashen input hypothesis, which concludes that learners in the stage *i* can only learn *i*+1, but they will not be able to learn *i*+2 or *i*+3.

These studies also prove that **classroom instruction** has an impact on the interlanguage. For example, Pica's study found out that those learners who attended a formal instruction classroom tended to oversupply the morphemes. Although the accuracy rates were similar to the other groups, the rate of oversuppliance was meaningful for the instructed group only. This finding may also help some teachers not only to teach a certain structure but to focus on which contexts accept that structures and which other contexts do not. In this way, when students learn a new structure, they will know in

which cases they can use it and in which cases is not possible and the oversuppliance would be reduced.

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9 APPENDICES

9.1 LEARNER PROFILE

INFORMACIÓN PERSONAL

■TUS INICIALES____ ■TU NICK_____ ■EDAD____ ■SEXO:☐Hombre ☐Mujer

■CURSO:☐1ºESO ☐2ºESO ☐3ºESO ☐4ºESO ☐1ºBachi. ☐2ºBachi.
      ☐PCPI ☐Grado administrativo ☐Otro_____

■INSTITUTO DONDE ESTÁS ESTUDIANDO:_____

INFORMACIÓN LINGÜÍSTICA

■Lengua materna: ☐español ☐otra (indicar):_____

■Lengua materna de tu padre: ☐español ☐otra (indicar):_____

■Lengua materna de tu madre: ☐español ☐otra (indicar):_____

■Lengua(s) que hablas en casa:☐español ☐otras (indicar):_____

■Edad a la que empezaste a aprender inglés _____

■¿Cuál crees tú que es tu nivel de inglés?

SPEAKING:	LISTENING:	READING:	WRITING:
☐Principiante bajo (A1)	☐Principiante bajo (A1)	☐Principiante bajo (A1)	☐Principiante bajo (A1)
☐Principiante alto (A2)	☐Principiante alto (A2)	☐Principiante alto (A2)	☐Principiante alto (A2)
☐Intermedio bajo (B1)	☐Intermedio bajo (B1)	☐Intermedio bajo (B1)	☐Intermedio bajo (B1)
☐Intermedio alto (B2)	☐Intermedio alto (B2)	☐Intermedio alto (B2)	☐Intermedio alto (B2)
☐Avanzadobajo (C1)	☐Avanzadobajo (C1)	☐Avanzadobajo (C1)	☐Avanzadobajo (C1)
☐Avanzado alto (C2)	☐Avanzado alto (C2)	☐Avanzado alto (C2)	☐Avanzado alto (C2)

■¿Estás aprendiendo otro idioma además del inglés? ☐Sí ☐No
      Si tu respuesta es SÍ, ¿Cuál? _____

■Nota del curso pasado (a rellenar por el profesor de inglés): [ ]

EXPOSICIÓN LINGÜÍSTICA

■¿Has hecho alguna estancia en un país de habla inglesa? ☐Sí ☐No
      Si tu respuesta es SÍ, ¿dónde?   _____
      ¿cuándo?   _____
      ¿cuántas semanas o meses estuviste allí? _____

■¿Has estudiado o estudias inglés fuera del instituto? ☐Sí ☐No
      Si has contestado SÍ, ¿en qué año y cuánto tiempo (semanas/meses)?
      _____

■¿Haces algo fuera del colegio relacionado con el inglés? (ej: ver películas en inglés, leer internet en inglés, etc.)

      ☐No ☐Sí

      Especifica: _____
                         _____

■¿Estás en algún programa de bilingüismo en el Instituto? ☐Sí ☐No
      Si tu respuesta es SÍ, ¿en qué curso empezaste el bilingüismo?_____
      ¿Qué asignaturas bilingües tienes? _____
      ¿Cuántas horas semanales de inglés tienes en esas asignaturas?_____

9.2   PLACEMENT TEST

English
Unlimited Placement test

Written test   🌐 A1 to C1

• Choose the best answer for each question.
• Stop when the questions become too difficult.
• Spend no more than 40 minutes on the test.

1 Where _____ from?
   I'm from Russia.
   A you are   B you   C are you

2 We have _____ house in Moscow.
   A any   B a   C an

3 I have two _____ , a boy and a girl.
   A sons   B daughters   C children

4 I work in a _____ . I'm a doctor.
   A hospital   B hotel   C supermarket

5 This is my brother. _____ name's Paul.
   A Her   B His   C He's

6 _____ five people in my family.
   A They are   B There is   C There are

7 I get up _____ 7 o'clock in the morning.
   A for   B at   C in

8 I like apples, but I _____ bananas.
   A don't like   B like   C do like

9 Excuse me, _____ speak French?
   A do you   B you do   C you

10 How much are _____ shoes?
   A this   B these   C that

11 Where are my glasses?
   They're _____ the table.
   A at   B on   C in

12 My sister _____ tennis very well.
   A plays   B play   C playing

13 I usually go to work _____ train.
   A on   B with   C by

14 I don't see my parents very often _____ they live in South Africa.
   A so   B but   C because

15 Rosie stayed _____ home yesterday afternoon.
   A in   B at   C to

16 Last night I _____ to the cinema.
   A went   B did go   C was

17 The _____ is quite expensive but the food there is excellent.
   A film   B restaurant   C book

18 Do you want to listen to music or _____ TV?
   A see   B look   C watch

19 _____ were you at the weekend?
   I was in Scotland.
   A When   B Where   C What

20 _____ you have a good time at the party?
   Yes, it was fun.
   A Did   B Were   C Had

21 Are you _____ English teacher?
   A Maria   B Marias'   C Maria's

22 Bob will meet _____ at the airport.
   A us   B we   C our

23 I'm going to a concert tonight. _____ you like to come?
   A Do   B Are   C Would

English
Unlimited **Placement test Written test**   Photocopiable © Cambridge University Press 2010   1

English
Unlimited **Placement test Written test**   Photocopiable © Cambridge University Press 2010   2

24 _____ use your dictionary?
Sure. Here you are.
A Could I   B Could you   C Do I

25 I like this apartment but the _____ is too expensive for me.
A money   B rent   C cost

26 Excuse me, how do I _____ to the bus station?
A come   B get   C arrive

27 Do you sell stamps?
Yes, we do. How _____ do you want?
A any   B many   C much

28 Sorry I'm so late.
That's _____ .
A OK   B great   C right

29 I'd like _____ milk in my coffee, please.
A some   B any   C a

30 _____ a bus stop near my flat.
A It's   B Here's   C There's

31 Is this a good time to talk?
Sorry, no. I _____ dinner.
A cook   B am cooking   C cooking

32 I think cycling is more dangerous _____ driving.
A as   B like   C than

33 We _____ going to the theatre next Saturday.
A will   B do   C are

34 _____ meet for coffee some time soon.
A Let's   B Do you   C Shall they

35 Kamal has got a holiday home near _____ sea.
A a   B the   C some

36 If you've got a headache, you _____ go home.
A should   B did   C had

37 _____ ever been to New York?
A Have you   B Are you   C Did you

38 I only get about five hours' sleep a night.
That's not _____ .
A enough   B lot   C too much

39 Did Amina finish the report?
No. She _____ it tomorrow.
A finishes   B is going to finish   C finished

40 Paula _____ loves working with children.
A very   B really   C much

41 Is Ottawa the capital of Canada?
I think _____ .
A is   B yes   C so   D right

42 We never _____ a television when I was a child.
A have had B hadn't   C had   D didn't have

43 We paid the restaurant bill _____ credit card.
A to   B with   C on   D by

44 The last time I _____ Joanna was in Paris.
A have seen B saw   C see   D was seeing

45 If you _____ money from a friend, you should always pay it back promptly.
A borrow   B earn   C spend   D lend

46 Can I make myself a cup of coffee?
Of course. You _____ to ask.
A haven't   B mustn't   C needn't   D don't have

47 I _____ a lot of sport in my free time.
A do   B practise   C make   D exercise

48 _____ anywhere interesting recently?
A Do you go B Have you been C Are you going D Will you go

49 It's Walter's birthday on Friday. He _____ be 30, I think.
A should   B can   C will   D shall

50 Learning the piano isn't as difficult _____ learning the violin.
A like   B so   C than   D as

51 If the weather _____ bad tomorrow, we can go to a museum.
A will be   B was   C is   D would be

52 About a billion cans of Coca-Cola _____ drunk around the world every day.
A is   B are   C was   D were

53 My mum's not very well.
Oh, _____ .
A it doesn't matter   B I do apologise   C sorry to hear that   D not bad, thanks.

54 Hans isn't here. He _____ to see his grandmother. He'll be back tomorrow.
A has gone B had been   C has been   D had gone

55 Would you mind changing my appointment? _____ time on Friday is fine.
A Next   B All the   C Every   D Any

56 When I was a child, I _____ climb the wall and jump into our neighbours' garden.
A would   B did   C have   D used

57 Have you finished _____ the wall yet?
A paint   B to paint   C painting   D painted

58 Can you help me? I've tried _____ hotel in the city and can't find a room.
A many   B any   C every   D all

59 Lena used to find work boring _____ she became a nurse.
A unless   B until   C if   D since

60 If I _____ closer to my office, I could walk to work.
A lived   B would live   C had lived D live

61 I _____ outside the cinema when suddenly a police car arrived.
A stood   B was standing C have stood D am standing

62 Shall we go to The Riceboat for dinner?
It _____ be fully booked. They're sometimes busy on a Monday.
A will   B may   C can   D must

63 We've _____ come back from a trip to India. It was amazing.
A already   B yet   C just   D only

64 I've got to be at work in five minutes.
Don't worry, I _____ you a lift if you want.
A give   B am giving   C 'll give   D 'm going to give

65 My doctor advised me _____ more exercise.
A take   B taking   C having taken D to take

66 I couldn't _____ up with the noise in the city, so we moved to the countryside.
A put   B live   C set   D take

67 There's no name on this dictionary.
It _____ be mine then. Mine's got my name on the front.
A might not B mustn't   C won't   D can't

68 Julia _____ married since she was 20.
A is   B was   C has been   D is being

69 Don't worry if I _____ late tonight. I'm going to the gym after work.
A am   B will be   C would be   D was

70 I've got a terrible headache, and it won't go away.
Have you tried _____ some aspirin?
A to take   B take   C took   D taking

71 Boxing is a sport _____ requires a lot of speed and fitness.
A it   B that   C what   D where

72 Jon _____ working on this project for a couple of months so he hasn't made much progress yet.
A is only   B has only been C was only D had only been

73 I was wondering _____ I could ask you some questions.
Sure, go ahead.
A what   B if   C that   D how

74 What clothes should I pack for a trip to Boston?
    Well, it depends _____ the time of year that you go.
    A on   B with   C up   D to

75 I've finished this salad and I'm still hungry. I _____ ordered something more filling.
    A must have   B would have   C should have   D may have

76 Do you ever ask your neighbours to do favours _____ you?
    A for   B to   C with   D about

77 Some married couples seem to get more _____ over time.
    A alike   B same   C like   D equal

78 I don't know how much this card costs. The price label's _____ off.
    A gone   B taken   C done   D come

79 Ben got the job because he _____ a very good impression at his interview.
    A made   B did   C put   D took

80 Salsa music always _____ me of my trip to Cuba.
    A remembers   B realises   C recognises   D reminds

81 I _____ to be picking Tom up at the station but I've lost my keys.
    A am supposed   B am requested   C am intended   D am obliged

82 How about going to *Colours* nightclub?
    There's no _____ I'm going there. It's awful!
    A hope   B way   C time   D opportunity

83 By the age of 18, I _____ not to go to university.
    A had decided   B decided   C have decided D was deciding

84 I'm afraid your car _____ repaired before next week.
    A hasn't been   B wasn't   C wouldn't be   D can't be

85 The amount of organically grown food on sale has _____ enormously in recent years.
    A raised   B lifted   C increased   D built

86 Can you believe it? A woman has been _____ for hacking into the computer of her online virtual husband.
    A accused   B suspended   C arrested   D suspected

87 You may borrow my laptop _____ you promise to look after it.
    A unless   B in case   C as long as   D although

88 It's a huge painting. It _____ taken ages to complete.
    A must have   B can't have   C should have   D won't have

89 Pierre tends to put _____ dealing with problems, rather than dealing with them immediately.
    A down   B off   C over   D away

90 If the taxi hadn't stopped for us, we _____ standing in the rain.
    A were still   B would still be C are still   D will still be

91 My mother's Italian, so _____ the language has been quite easy for me.
    A to learn   B learn   C having learned D learning

92 _____ I had the talent, I still wouldn't want to be a movie star.
    A In case   B Even if   C Provided that D However much

93 The factory workers threatened _____ on strike if they didn't get a pay rise.
    A going   B to go   C that they go   D to have gone

94 I was about to go to sleep when it _____ to me where the missing keys might be.
    A remembered   B happened   C appeared   D occurred

95 There's going to be a new department at work. They've asked me to _____ it up.
    A take   B set   C put   D bring

96 If the film is a _____ success, the director will get most of the credit.
    A big   B high   C large   D good

97 By the end of today's seminar I will _____ to each of you individually.
    A speak   B have spoken   C be speaking   D have been speaking

98 This is a photo of my little sister _____ ice cream on the beach.
    A eat   B eating   C was eating   D having eaten

99 Our students take their responsibilities very _____ .
    A considerably B thoroughly   C seriously   D strongly

100 Pia was _____ delighted with the birthday present.
    A very   B completely   C fairly   D absolutely

101 People were amazed that the burglary took place in _____ daylight.
    A wide   B broad   C large   D open

102 She invested a lot of time _____ researching the most appropriate university course.
    A to   B for   C with   D in

103 The police claimed that they acted in self-_____ .
    A interest   B confidence   C defence   D discipline

104 I _____ remember putting my briefcase down on that shelf.
    A deeply   B entirely   C clearly   D strongly

105 He turned _____ to be considerably older than I had imagined.
    A over   B up   C out   D round

106 The windows in this house are in urgent _____ of replacement.
    A need   B help   C want   D demand

107 Speed cameras _____ shown to reduce accidents.
    A have   B were being   C have been   D are being

108 Life is a _____ deal easier for immigrants who can speak the local language.
    A far   B huge   C big   D great

109 The experiment _____ testing people's responses before and after drinking coffee.
    A contained   B incorporated   C involved   D consisted

110 We may be a bit late. We're _____ in a traffic jam.
    A buried   B stuck   C blocked   D surrounded

111 Having _____ his driving test several times, Paul finally passed at the fourth attempt.
    A taken   B made   C had   D attended

112 Gospel music has been a major influence _____ other musical styles, especially soul.
    A with   B to   C about   D on

113 Maintaining an accurate balance sheet is essential, _____ business you're in.
    A however   B wherever   C whatever   D whenever

114 It's _____ likely that this novel will win a literary prize.
    A totally   B deeply   C strongly   D highly

115 It's no _____ for me to get Brad's phone number – I'll be seeing him tonight.
    A point   B wonder   C secret   D problem

116 I'd lived in Australia, so I was used to _____ on the left side of the road.
    A driving   B drive   C having driven D drove

117 I don't think the colours in Julia's outfit _____ together.
    A fit   B suit   C match   D go

118 Very rarely _____ here in July.
    A it rains   B does it rain   C is it raining D it is raining

119 I prefer to buy CDs _____ download music from my computer.
    A in contrast to B as opposed to   C rather than   D in comparison to

120 The number of turtles on the island _____ by 70% over the last decade.
    A has declined B has been declining C has been declined D is declining

80

9.3 TASK

FROG WHERE ARE YOU?

Glossary: Dog (perro), frog (rana), boy (niño), bed (cama), jar (frasco de vidrio), floor (suelo), look at (mirar a), day (día), night (noche), sleep (dormir), escape (escapar), worried (preocupado), look for (buscar), shout (gritar), forest (bosque), bee (abeja), rock (roca), hold (sostener), branch (rama), deer (ciervo), drop (dejar caer), push (empujar), fall (caer), river (río), water (agua), trunk (tronco), find (encontrar), family (familia), leave (dejar), hand (mano), and wave goodbye (decir adios).
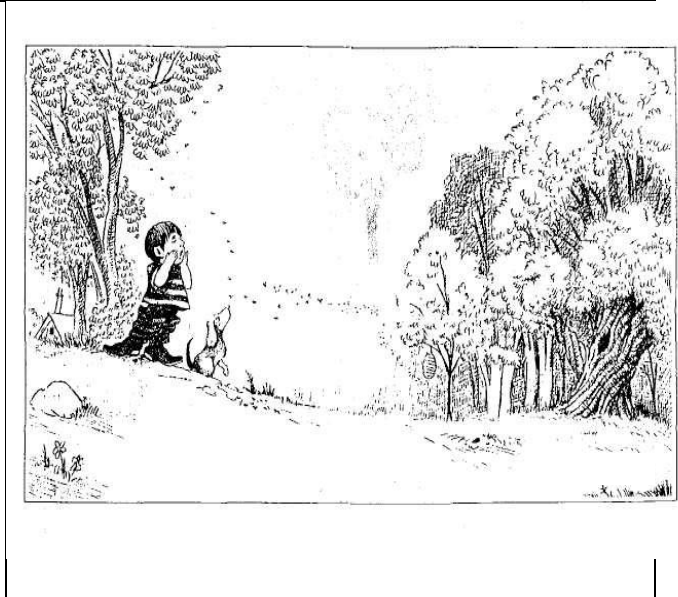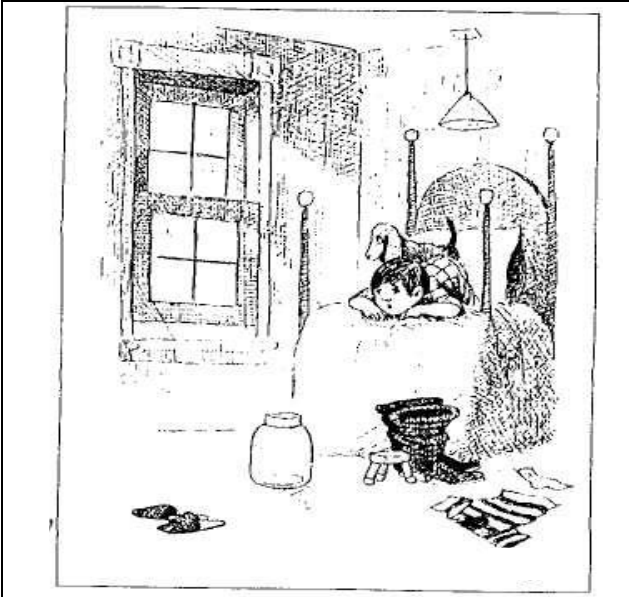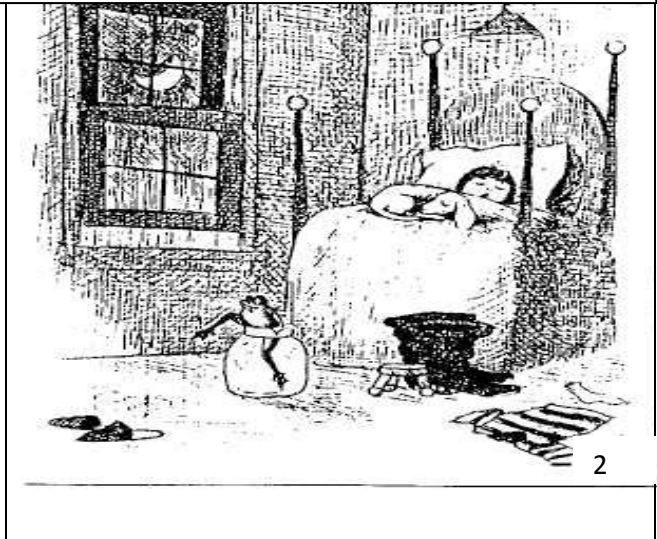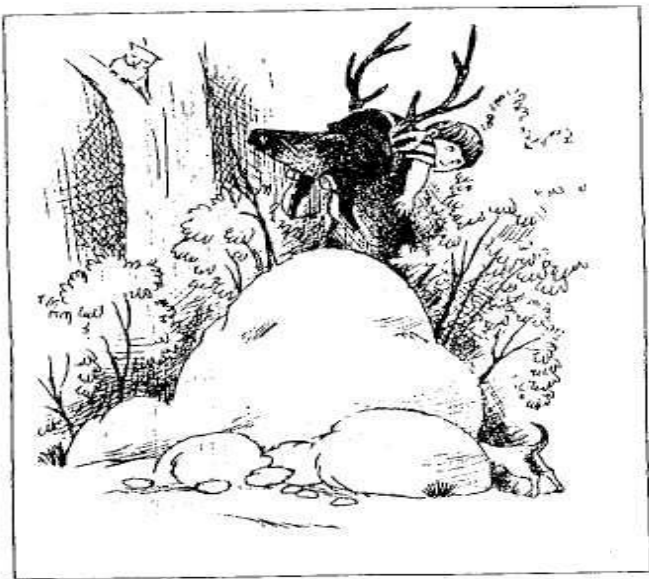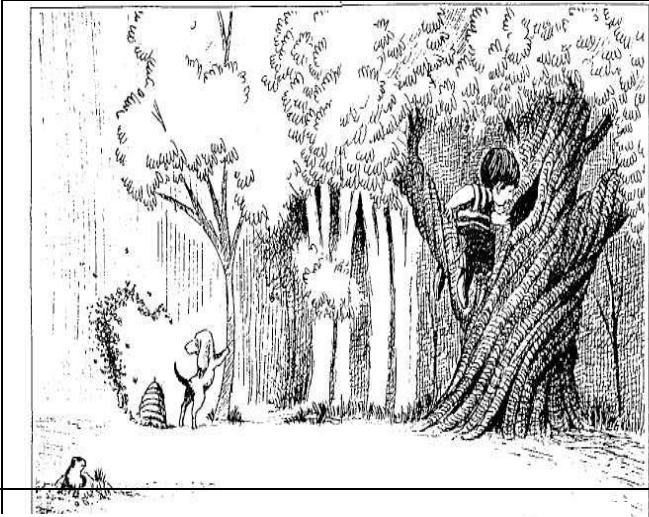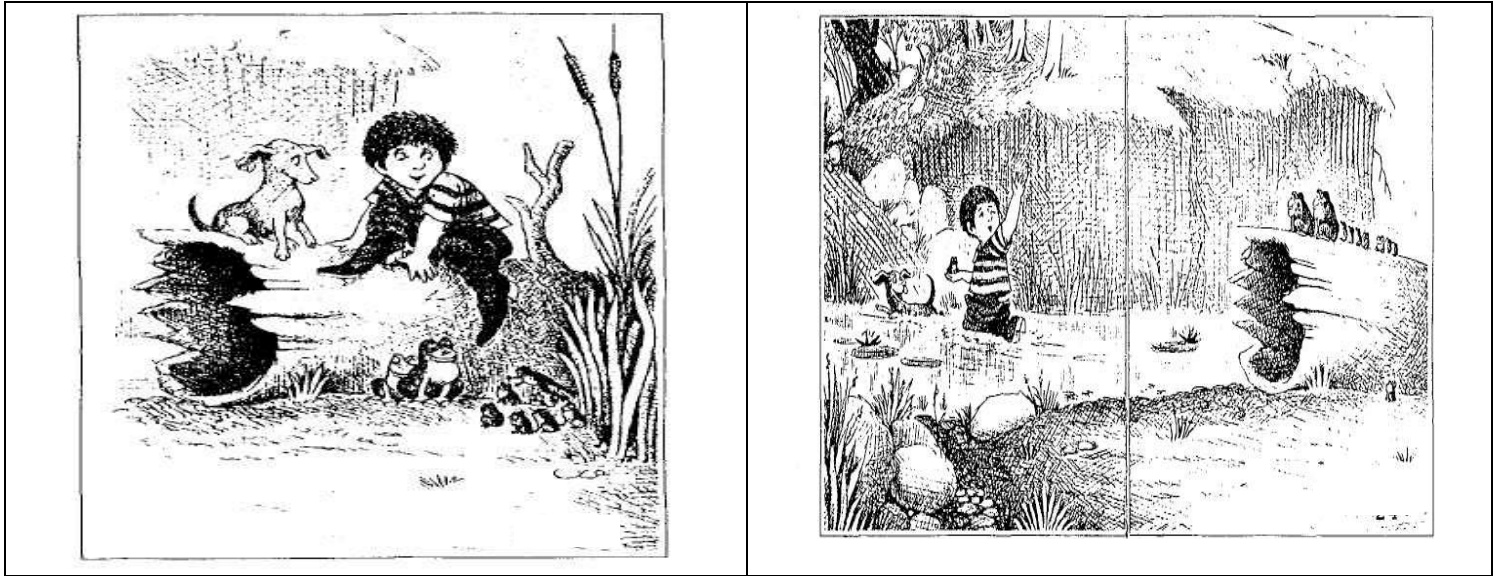
9.4   CORPUS: TEXT TRANSCRIPTIONS

Starters

FILE_NAME: S_1BAC_17_VDN_UFI_ECV.TXT
LEVEL: STARTER
INITIALS: ECV
NICK: MUDITO
AGE: 17
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: 12

ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: BASKETBALL MATCHES
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: -
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... a kid was playing with his pet frog.When he went to sleep, the frog got out of it's jar. The kid went out to seacrh for him, but didn't find him anywhere. He then climbed a rock to call out for his frog, while grabbing three branch, which was actually a deer anther. The deer threw him off the cliff. The boy fell 16 m to his death. He was then somehow reavived by his dog, after he removed the two arrows he had stuck in his skull for some reason. then he found a lotof frogs, and began his new life amongst them.

FILE_NAME: S_1BAC_18_VDN_UFI_COM.TXT
LEVEL: STARTER
INITIALS: COM
NICK: CARITA
AGE: 18
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: A1
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: -
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day, ... a boy play with her dog and her frog.

The boy was sleeping and the frog scape.

FILE_NAME:S_1BAC_21_VDN_UFI_ICS.TXT
LEVEL: STARTER
INITIALS: ICS
NICK: RONALDO
AGE: 21
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: B2
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day, ...the boy these look a dog worried,

FILE_NAME:S_1BAC_23_VDN_UFI_JPR.TXT
LEVEL: STARTER
INITIALS: JPR
NICK: 0
AGE: 23
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH

MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN AND FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... Jack boy of 9 years the dog Sam and frog Pipi sleep
bed night. Pipi frog escape of jar, the dog Sam and Jack worried the look for a forest

FILE_NAME:S_2ESO_14_VDN_UFI_JLGF.TXT
LEVEL: STARTER
INITIALS: JLGF
NICK: GUFU
AGE: 14
SEX: MALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   CATALAN
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B1
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: 3
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -

MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1 ESO
BILINGUAL_SUBJECTS: ALL OF THEM EXCEPT PE, TECHNOLOGY AND GERMAN
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... the boy and dog look the frog, the boy say "this frog is Sam" and dog say "guau", the boy can gou to beed, frog scap to glas and run for the home, the boy and dog fogh the frog,run for the forest, boy's dog look the lake, see the frog, frog swim in the water the boy are lost, the dog and the frog foght the boy resturn to home and animals resturn to found forest and run to home

FILE_NAME:S_3ESO_15_VDN_UFI_AHA.TXT
LEVEL: STARTER
INITIALS: AHA
NICK: BILIEBER
AGE: 15
SEX: FEMALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: A1
OTHER_LANGUAGE: NO
WHICH_LANG: -
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:3 ESO

BILINGUAL_SUBJECTS: MATHS, BIOLOGY AND SOCIAL SCIENCE.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... one boy go you Dog a look for a frog in the river, but find in the frog is very difficult
The boy drop a trunk in the floor.
He look for a frog very biutiful in the river, but not fain.

FILE_NAME:S_1ESO_13_PSR_RCM_SGM.txt
LEVEL:
INITIALS: SGM
NICK: SERYII14
AGE: 13
SEX: MALE
COURSE: 1ESO
SCHOOL: IES PEDRO DE SOTO DE ROJAS (GRANADA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: A1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND PHYSICAL EDUCATION
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy and his dog

FILE_NAME:S_2ESO_14_PSR_RCM_MSC.txt
LEVEL:
INITIALS: MSCD
NICK: MARIAM

AGE: 14
SEX: FEMALE
COURSE: 2ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: CATALAN
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one boy have got a frog. A his dog like the frog. They play the frog. The boy put the frog in jar, netx to the bed. The frog escape the jar. $_RWR_The $_RWR_boy $_RWR_sleep $_RWR_the $_RWR_day $_RWR_look $_RWR_at $_RWR_a $_RWR_jar $_RWR_and. The next day the boy look at the jar, and frog escape. The boy worried go yo look ford the frog. $_RWR_You The dog go to look forg. They go to the forrest. They see the bee and they shout, the frog isn't it in the forest. The boy look for in one branch, the frog isn't in the branch. The boy see in the rock, the frog isn't in the rock, the boy hold a branch. But... the branch is a deer. The boy drop at the river. In the rive have got a wather. The boy see a frog and the family. The boy and wave goodboy.

Elementary
FILE_NAME:E_1BAC_16_VDN_UFI_CMM.TXT
LEVEL: ELEMENTARY
INITIALS: CMM
NICK: SHUNENAH
AGE: 16
SEX: FEMALE
COURSE: 1 BACH

SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SHOWS AND FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... the boy was playing with his dog and his frog. When he went to sleep, the frog escaped of her jar. When he get up the frog wasn't on his jar. The boy was worried and he looked for his frog for his bedroom. The frog wasn't there. He went out, he shouted for that his frog came back. He went to the forest and he up to the trunk and he saw in the branchs and in the rocks at the forest. he saw a deer. The deer pushed the boy and he fell to the river. he fell in a trunk and salved his life. in the trunk he found his frog with his family and he left his frog with his family in the forest and waved goodbye.

FILE_NAME:E_1BAC_16_VDN_UFI_EMM.TXT
LEVEL: ELEMENTARY
INITIALS: EMM
NICK: CORAZON
AGE: 16
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6

SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,...a boy play with her dog and her frog. The boy was sleeping and the frog scape. The boy worried go out a look for the frog. the boy look for the frog at the forest. The boy and the dog look for at the trees, and shout. The deer push at the boy and dog at the river. The boy and dog had hold about trunk, and find the frog with her family.

FILE_NAME:E_1BAC_16_VDN_UFI_ESF.TXT
LEVEL: ELEMENTARY
INITIALS: ESF
NICK: DORA19
AGE: 16
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A1
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: YES
WHERE_STAY?:   LONDON

WHEN_STAY?:   4 YEARS AGO
MONTHS_STAY: ONE WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,...John was in his room with his best friend Tobby, her dog and a frog which he found. The frog was in a jar. One night, while John was sleeping, the frog escaped.
The next day, John and Tobby were worried and they looked for it.
They went to the forest and John shouted the frog's name: Jake. They looked for it between bees, rocks and branch but they didn't find the frog.
John was crying becaused he missed his frog. Suddenly, a deer caught then and it pushed then river.
They toke a trunk and they find a frog's family and jake was there!
John pushed Jake in his hand and John, Jake and Tobby waved goodbye frog's family and they came home.

FILE_NAME:E_1BAC_16_VDN_UFI_NMG.TXT
LEVEL: ELEMENTARY
INITIALS: NMG
NICK: CORAZON
AGE: 16
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 10
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A2
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO

WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,...Dany was with his dog and hs frog, when he was sleeping the frog escaped. In the morning he was worrieding, he go to the forest for look for his frog, he look for every where and he found more animals like bee, deer... finally he found his frog, behind trunk. the frog was his family. after he took other frog and he waved goodbye.

FILE_NAME:E_1BAC_17_VDN_UFI_EMC.TXT
LEVEL: ELEMENTARY
INITIALS: EMC
NICK: MUCO
AGE: 17
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -

COMPOSITION: One day,... a boy was with his dog and a frog intro a jar. the jar was in the floor. For the boy and his dog are sleeping, the frog escaped of the jar. The next day the boy was worried and went to look for at the frog. The boy went to forest when start to shout.

FILE_NAME: E_1BAC_17_VDN_UFI_FFC.TXT
LEVEL: ELEMENTARY
INITIALS: FFC
NICK: SHEEP
AGE: -
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2011
MONTHS_EXTRAMURAL: 12
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: AMERICAN FRIENDS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: -
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: one day,...Peter have a frog and dog like pets. At the night while Peter sleep his frog jumped of his glass.
When Peter waked up his frog was escaped Peter went to look for the floor and his frog wasn't there Peter went to look for the forest, at the river, at the rock, at the branch, at the trunk

FILE_NAME: E_1BAC_17_VDN_UFI_FJQG.TXT
LEVEL: ELEMENTARY
INITIALS: FJQG

NICK: JACK
AGE: 17
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: C1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: YES
WHERE_STAY?:   IRELAND AND ENGLAND
WHEN_STAY?:   2010
MONTHS_STAY: 2 WEEKS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2010-2011
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: BOOKS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... Samuel and his dog caught a frog and putted the frog
inside a jar, after see the jar with the frog Samuel decided to go to sleep.
In the night the frog scape and go out of the house when Samuel and his dog were
sleeping. in thw morning Samuel saw the jar and worried go out for find the frog.
In the forest Samuel started to look for the frog.
When he up in a rock he hold a branch, but finally the branch was the horn of a deer, the
deer push Samuel and his dog to the water. Samuel and his dog falled to the water and
go out.
finally Samuel and his dog found the frog behind a trunk with his family and leave them
and wave goodbye

FILE_NAME:E_1BAC_17_VDN_UFI_IESH.TXT
LEVEL: ELEMENTARY
INITIALS: IESH
NICK: SHINODA
AGE: 17
SEX: MALE
COURSE: 1 BACH

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SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   ARABIC
MOTHERS_L1:   ARABIC
LANGUAGE_AT_HOME: ARABIC AND FRENCH
AGE_EXPOSURE: 6
SPEAKING_SELF: C1
LISTENING_SELF: C1
READING_SELF: C1
WRITING_SELF: C1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC, FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: -
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,...was a little boy who was 7 years old. This boy was a dog and frog like a pet.
One night, the boy felt to tired and he had went to sleep and then his escaped. When he waked up, his frog wasn't there. The boy worried and he went to look for the frog. He shout an shout his name in the forest, he climb the trees, the rocks, etc...

FILE_NAME: E_1BAC_18_VDN_UFI_BBS.TXT
LEVEL: ELEMENTARY
INITIALS: BBS
NICK: BANANA
AGE: 18
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2

WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD: YES
WHERE_STAY?:   LONDON
WHEN_STAY?:   2011
MONTHS_STAY: 2 WEEKS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,...Gareth is a boy who has a frog and a dog. While
sleeping frog escapes from the jar. gareth at the morning went look at worried.

FILE_NAME:E_1BAC_18_VDN_UFI_CMM.TXT
LEVEL: ELEMENTARY
INITIALS: CMM
NICK: PAPI
AGE: 18
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   GERMAN
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: NO
WHICH_LANG: -
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO

WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... a boy found a frog with his dog. the boy forgot close the box where stay the frog and it rans away. the child look for the frog in all places in his home, in the forest.
In the forest he saws a deer who push he and he falled from a rock to water. In the time the boy found a trunk and go up. After to this the child found a frog family and he understood that he didn't thief to theyr Dad.

FILE_NAME:E_1BAC_18_VDN_UFI_LMEJ.TXT
LEVEL: ELEMENTARY
INITIALS: LMEJ
NICK: -
AGE: 18
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... one boy found the frog. The boy is very happy. The next day, the frog had escaped. The boy and the dog were worried. They go out to the

forest looking for the frog. In the forest, the dog push a tree and fell a bees The boy climb a rock looking for a frog when he fell because a deer caught, falling a river. They were in the water, they found a trunk and take with a hand. The frogs this river they left a earth. The boy and his dog went waving goodbye the frog.

FILE_NAME:E_1BAC_18_VDN_UFI_YCP.TXT
LEVEL: ELEMENTARY
INITIALS: YCP
NICK: CORAZON
AGE: 18
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 10
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: 4
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL:
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,...in mornig a boy is look at the frog wif her bog Rocky. The go sleep tha frog escape in morning the boy see her frog they go find to the frest and shout

FILE_NAME:E_1BAC_20_VDN_UFI_PAAM.TXT
LEVEL: ELEMENTARY
INITIALS: PAAM
NICK: PEPOTE
AGE: 20

SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: VIDEOGAMES
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,...the boy was sitting and he was looking to the frog with her dog. The boy went to the bed and sleepng when the frog escape to the forest. The boy was worried and he went en busca de la frog. The boy was looking for and shout in the forest.

FILE_NAME:E_2ESO_13_VDN_UFI_ACL.TXT
LEVEL: ELEMENTARY
INITIALS: ACL
NICK: LION
AGE: 13
SEX: FEMALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1

READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD: YES
WHERE_STAY?:   LONDON
WHEN_STAY?:   7 YEARS AGO
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE JANUARY
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SHOWS
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1 ESO
BILINGUAL_SUBJECTS: NATURAL SCIENCE, SOCIAL SCIENCE, MATHS AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 9
COMPOSITION: One day,...there was a boy that capture a ugly frog, he and his dog came home to observe the frog, the hours past, and he fall sleep, and the frog scape from the glass.
In the next morning, the boy didn't see the frog and he went to the street to fought (encontrar) the frog but he can't saw the frog an he back home very very sad because he wanted to had the frog.
In the next morning he did the same and he find the frog witch old of his family and he comprend that he can't gave the frog because he had a family of frogs.
He back home with his dog called "Kai".

FILE_NAME: E_2ESO_13_VDN_UFI_CLM.TXT
LEVEL: ELEMENTARY
INITIALS: CLM
NICK: ELE
AGE: 13
SEX: FEMALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH

ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NOW
MONTHS_EXTRAMURAL: 12
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS, MUSIC AND READING.
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1 ESO
BILINGUAL_SUBJECTS: MATHS, NATURAL SCIENCES, SOCIAL SCIENCE
AND ART.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 12
COMPOSITION: One day,... the boy Juan find a dog, the dog was a beautiful friend
for him and the boy have a other pet is a frog, when the boy sleep in her room, the frog
running in the house and she went to a street. In the morning the boy is worried because
he don't find her frog and he running an shout:"frog can hear". he look in the tree and,
he don't see a frog, the dog too running with the boy. The boy cry and cry, the frog went
to the boy and the boy is very very happy, the frog never running to the street.

FILE_NAME:E_2ESO_13_VDN_UFI_CSM.TXT
LEVEL: ELEMENTARY
INITIALS: CSM
NICK: CECE
AGE: 13
SEX: FEMALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2012

MONTHS_EXTRAMURAL: 5
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1 ESO
BILINGUAL_SUBJECTS: MATHS, SOCIAL SCIENCE, NATURAL SCIENCE
AND ART.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... a little boy went to the lake with his friends. They play
all the day and enjoyed, they past a good day. In the evening, he found a blue frog, very
beautifull. he thought that is't a frog very extrange, he put it in a bow and went to his
house. In the night, the frog escape to a forest. In the morning, the little boy went
outside to look for the beautifull frog. He went to the lake, the zoo and in the forest. He
don't found the frog. When he went home, the frog is at his house sleeping in the bed.

FILE_NAME: E_2ESO_13_VDN_UFI_IMM.TXT
LEVEL: ELEMENTARY
INITIALS: IMM
NICK: FLOR
AGE: 13
SEX: FEMALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 2 ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES, MATHS
AND ART.

BILINGUAL_EXTRA_HOURS_SUBJECTS: 12
COMPOSITION: One day,... a boy and a dog found a frog in the night. The frog escape when the boy was sleeping and go out of the home. In the morning, the boy was crying, he go to the lake to find other frgo, but, her dog found the frog before them. The boy was happy again. The frog escape again in the evening, but this way, the dog can't found the frog. Every night, the frog come back at the window of the boy. the frog is today an animal very normal, but the frog of the history was in reality a secret princess, she need a kiss for the boy but the dog is dangerous for she.

FILE_NAME:E_2ESO_13_VDN_UFI_KMGS.TXT
LEVEL: ELEMENTARY
INITIALS: JMGS
NICK: XUS
AGE: 13
SEX: MALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: PAST
STAY_ABROAD: NO
WHERE_STAY?: -
WHEN_STAY?: -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1 ESO
BILINGUAL_SUBJECTS: NATURAL SCIENCE, SOCIAL SCIENCE, ART AND MATHS.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 7
COMPOSITION: One day,...a boy found a frog, and he put the frog in a great glass. the frog went to the forest, because the buy must ate the frog to the next day. The dog and the boy searched the frog by all the part of the forest, but the frog is in a tree. The dog saw the frog in other tree, but when he go to catch the frog, some bee attack him. The boy and the dog run to the house. The frog thing that this is a dangerous tree for

live. The frog run and go to a lake to swim. The boy went other time, and he searched, but don't found the frog. The frog run because a shark ate the frog, but the boy ate the shark and the dog a night ate the boy.

FILE_NAME:E_2ESO_14_VDN_UFI_PAVG.TXT
LEVEL: ELEMENTARY
INITIALS: PAVG
NICK: CORAZON
AGE: 14
SEX: MALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 2
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1 ESO
BILINGUAL_SUBJECTS: ALL
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... when the night. The frog learn the house. The boy searching the frog.

FILE_NAME:E_2ESO_15_VDN_UFI_LCHA.TXT
LEVEL: ELEMENTARY
INITIALS: LCHA
NICK: RANITA
AGE: 15
SEX: FEMALE
COURSE: 2 ESO

SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: A1
OTHER_LANGUAGE: NO
WHICH_LANG: -
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC AND MOVIES
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1 ESO
BILINGUAL_SUBJECTS: MATHS, SOCIAL SCIENCE AND ART.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,...A boy has a frog in the booth, and he look and the
dog's boy too. The boy going to the bed and when he gets up the frog scape. The boy
very worried about the frog, he goes to look for the frog. He goes to the forest and
shouts-FROOOG! -FROOG!, CAME HERE. The boy up to the truk, look for the frog
and he shout, call the frog. The boy very sad about the frog, go to your house and your
mother has the frog. The mother find the frog in the kitchen. END.

FILE_NAME: E_2ESO_16_VDN_UFI_AA.TXT
LEVEL: ELEMENTARY
INITIALS: AA
NICK: LUNA
AGE: 16
SEX: MALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   URDU
FATHERS_L1:   URDU
MOTHERS_L1:   URDU
LANGUAGE_AT_HOME: URDU
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A1

READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1 ESO
BILINGUAL_SUBJECTS: NATURAL SCIENCE, ART, SOCIAL SCIENCE AND MATHS.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,...one boy and one frog and one dog are playing in the bedroom in at night. When the boy and the dog are sleeping the frog escape. In the morning when the boy and the dog get up the frog isn't in the bedroom and the boy is very frightened and he go to look for the frog in the forest in the tree but the frog isn't there after two hours the dog see the frog and the dog run to tell the boy where is the frog and the frog is sleeping next to the tree when the boy see the frog the boy was very happy.

FILE_NAME:E_3ESO_13_VDN_UFI_DB.TXT
LEVEL: ELEMENTARY
INITIALS: DB
NICK: N2
AGE: 13
SEX: MALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: -
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: 4
STAY_ABROAD: NO

WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: GAMES
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1 ESO
BILINGUAL_SUBJECTS: BIOLOGY, MATHS AND SOCIAL SCIENCE.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... a boy bought a beautiful frog, but in the night a boy sleep in her bed and the frog escape. In the day the boy don't saw the frog and he is worried. The boy try find the frog with her dog. The boy and the dog went to forest. The boy for look in the trees and rocks. When the boy for look appear one deer and this push a boy and a dog to the river. Later the boy and the dog find the frog but the frog has got a family.

FILE_NAME: E_3ESO_14_VDN_UFI_AMA.TXT
LEVEL: ELEMENTARY
INITIALS: AMA
NICK: BENITEZ11
AGE: 14
SEX: FEMALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A2
READING_SELF: A1
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -

BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 3 ESO
BILINGUAL_SUBJECTS: MATHS, BIOLOGY AND SOCIAL SCIENCES.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... a little boy is only in your bed with frog. In the night the boy went sleep and the frog run a part. However, the boy sleep. The boy saw the frog isn't in the bottle. The boy to look for. The boy fell in your water. The boy found a frog and wave goodbye a frog's family.

FILE_NAME: E_3ESO_15_VDN_UFI_AGV.TXT
LEVEL: ELEMENTARY
INITIALS: AGV
NICK: EL LICENCIADO
AGE: 15
SEX: MALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   CATALAN
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH AND CATALAN
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: -
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: YES
WHERE_STAY?:   ENGLAND
WHEN_STAY?:   2 YEARS AGO
MONTHS_STAY: 2 WEEKS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 3 ESO
BILINGUAL_SUBJECTS: BIOLOGY, MATHS AND SOCIAL SCIENCE.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... a little boy Rad one frog in a jar, but when the boy are slept the frog runaway of the jar. However the boy went to find out the frog wih his dog. They went to search the frog, and they will try to find all the day but they don't found it. Then they fal to the river.
Finally, they foud the frog but the frog are with his family and the boy leave the frog.

FILE_NAME: E_3ESO_15_VDN_UFI_EEC.TXT
LEVEL: ELEMENTARY
INITIALS: EEC
NICK: LOKILLA
AGE: 15
SEX: FEMALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: A1
LISTENING_SELF: A2
READING_SELF: A1
WRITING_SELF: A2
OTHER_LANGUAGE: NO
WHICH_LANG: -
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 3 ESO
BILINGUAL_SUBJECTS: MATHS, BIOLOGY AND SOCIAL SCIENCE.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... a boy and a dog look a frog. It is time of sleeping so, a boy and a dog going to sleeping. When they stand up looking a frog but a frog isn't in this room. They go to the forest a to search a frog. The boy up to the tree and dog look a bee. The dog are scared because listen a lot of animals, the boy scream to look for a frog. A deer push a boy and a dog and drop. They fall a water and swim to a trunk. They up on the trunk and they look a family of frogs. The boy catch one frog and wave goodbye.

FILE_NAME: E_3ESO_15_VDN_UFI_MPB.TXT
LEVEL: ELEMENTARY
INITIALS: MPB
NICK: JORDAN
AGE: 15
SEX: MALE

COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?: -
WHEN_STAY?: -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SHOWS, FILMS, COMICS
AND MUSIC.
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1 ESO
BILINGUAL_SUBJECTS: MATHS, SOCIAL SCIENCE AND BIOLOGY.
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... Nico found a frog and he was playing all the night.
Then the frog escape while the dog and the boy were sleeping. At the next morning, the
boy and the dog to look for the frog and they don't find. More after, they to look for in
the forest, in the trees and about a rock. Suddenly he rode in a deer and the deer drop the
frog and the boy at river. More after they leaved of river and they went to look behind
of trunk. Then they found the frog with its family. Finally Nico, him dog and the frog
went to him house.

Pre-Intermediate
FILE_NAME: PI_1BAC_18_VDN_UFI_CVG.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: CVG
NICK: CARITA
AGE: 18
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH

LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A2
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... in the night a boy called Tony found a frog. Tony put in the frog in a jar. In the morning the frog disapeared. After Tony and his dog Bobi went a look for. In the forest Tony started a scream called a frog.

FILE_NAME:PI_1BAC_16_VDN_UFI_CJA.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: CJA
NICK: SHU RUBIKAH
AGE: 16
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH. LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: 10
STAY_ABROAD: NO
WHERE_STAY?:   -

WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... Harry found a frog. He put the frog in a jar. he went to
sleep and the frog escaped while Harry was sleeping. When he waked up he didn't see
the frog. Harry was really worried. He went to the forest and looked for the frog. Harry
started to shout but the frog didn't come back. While he was climbing the trees looking
for the frog, he dropped a bees's house. He climbed a rock and he keeped shouting.
When he was in the rock a deer $_RWR_phu pushed him, and he falled to the river. he
took a big trunk for get out to the river. When she was in the trunk, he saw his frog. But
How the frog had got a familly, Harry decided $_RWR_left live the frog and come back
to his house.

FILE_NAME:PI_1BAC_16_VDN_UFI_ESL.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: ESL
NICK: FLOR
AGE: 16
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: A1
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NOW
MONTHS_EXTRAMURAL: 7

ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: -
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... Tom a boy very funny bought a frog, and a dog. One night when tom sleeping in her bed the frog scaped of the jar. When Tom get up he saw what the frog scaped. He is worried. He wen to look for. He shouted but he didn't find the frog. He wen to look in the forest he climb in the tree but the frog didn't was. he holded in the rock for seen. When he $_RWU_¿ was in the rock a deer pushed $_RWU_¿ to the river. He falled to the water Tom $_RWR_taked took a trunk and he saw $_RWR_a the frog and her family. He $_RWR_take took his frog and wave goodbye.

FILE_NAME: PI_1BAC_16_VDN_UFI_MYA.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: MYA
NICK: LIMÓN
AGE: 16
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS AND BOOKS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: -
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -

COMPOSITION: One day,... The boy was sitting in the floor with his dog and his frog. wich was inside in a jar.

Later, $_RWR_he while he was sleeping, $_RWR_the his frog escaped.

$_RWU_¿ At the morning, the boy loo at a jar and the frog disapaired.

He was very worried and decide go to look for it.

$_RWR_He began shout In the forest, he began shout, $_RWU_¿ and look for it everywhere.

When he was $_RWR_up on top of the rock, believed that he is supported at a branch, but not was a branch, was a deer. The deer pushed his and his dog fall on the river.

A trunk pushed his up a forest again.

Here, he found his frog and wave goodbye at his family.

FILE_NAME:PI_1BAC_16_VDN_UFI_RMO.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: RMO
NICK: RAÚL
AGE: 16
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: C1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIND AND GREEK
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... Make, a boy of 10 years old is small, thin and have black short and straight hair, was sitting $_RWR_y and seeing a frog into a jar with a

him dog Mickey. When he was sleeping at night, the frog escaped for the window. At the day next for the morning Make worried because him frog isn't here.

After lunch, he and Mickey look him for at the forest: inside a tree, behind a rock, but without succesful.

A deer $_RWR_caugh caught him and pushed at the river with him dog

-The water is very cold!_ said Make.

He swim to the trunk and him and Mickey discovered the frog wih his family.

-The frog is very happy!_ said Make smily. Make said him wave goodbye and go to home $_RWR_with happily.

He was the best boy at the world.

FILE_NAME:PI_1BAC_16_VDN_UFI_SCI.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: SCI
NICK: CORAZONES
AGE: 16
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: A2
LISTENING_SELF: B2
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: READING
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... Peter's frog escape for her house and the after day when Peter wake up and $_RWR_when look at the floor her frog doesn't stay here. Peter was worried and $_RWR_lea left her house to look for. He go to the forest an shout her name and came tree, here has got so much bees and he ran. Then, he look

throw the trunk and he fell but a rock hold her. When he look at the river one deer push her to the $_RWU_¿ water and then her dog $_RWR_find found her and left other site to find the frog. Finally, peter found her frog, but he decided to leave in the forest for it have a good life. Peter wave goodbye.

FILE_NAME:PI_1BAC_17_VDN_UFI_EHS.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: EHS
NICK: GÓTICA
AGE: 17
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: FOR 3 YEARS
MONTHS_EXTRAMURAL: 27
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... the boy have one dog and one frog close in jar next to bed.
the frog escape while the boy slept. With his dog. Next tomorrow the boy saw that frog didn't be. The boy was looking for the frog. He was worried. He hold in branch, but wan't brach, if not one deer. This push at boy and dog falling on the river.
But the boy get up and looking for at the frog. In one trunk found the family of frogs. Left here the family the boy wave goodbye.

FILE_NAME:PI_1BAC_17_VDN_UFI_RCC.TXT

LEVEL: PRE INTERMEDIATE
INITIALS: RCC
NICK: EMMA
AGE: 17
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC, FILMS,
CONVERSATION AND TELEVISION
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... Tom was sleeping at the night and him frog
$_RWR_escape, $_RWU_¿ which was a present from him mother, escape from jar.
In the morning, Tom got up and saw that him frog didnt are in the jar. He went to the
forest to look for the frog. With him dog called Mico. When he was looking $_RWR_in
on a rock. he holded in a deer, thinking it was a branch
. The deer catched Tom and dropes him to the water. with Mico ttoo. He was on the
trunk while a time, because he was hurted. After, Tom and Mico got up and they saw
two frogs and five little frogs. In the frogs, it was $_RWR_the him frog. Tom take him
frog, wave goodbye and went to him home.

FILE_NAME:PI_1BAC_17_VDN_UFI_SHG.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: SHG
NICK: 75934480
AGE: 17

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SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: C1
LISTENING_SELF: C1
READING_SELF: C1
WRITING_SELF: C1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TELEVISION, FILMS AND MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... at midnight a boy that couldn't sleep, while he looked his dog and his frog he was thinking that if he could talk with them or travel to live adventures $_RWR:thi with then his life will be funnier than. later the little boy went to sleep and suddenly the boy's desire became true because the frog escaped of the jar. walking like a person, but the worst is that now nobodys now about where is the frog. When the little boy woke up he was too worried about the frog, he went out to looking for the frog in every place of the forest, between the trees... The boy arrived to a mountain and when he went to hold him

FILE_NAME:PI_1BAC_18_VDN_UFI_ALM.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: ALM
NICK: LEMAR
AGE: 18
SEX: MALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH

MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: YES
WHERE_STAY?:   LONDON
WHEN_STAY?:   2010
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS AND TV SHOWS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: -
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... I was in my room with my dog and my frog. I forgot to close the jar where the frog in.
The frog was escape to forest.
At the morning the frog didn't stay here.
Then I looking for. in the forest searching in trunk, climbing in a rock. but i didn't found nothing.
The next that I remember is wake up next to my dog and my frog. I was happy and went to my home.

FILE_NAME: PI_2ESO_13_VDN_UFI_HN.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: HN
NICK: ACHE
AGE: 13
SEX: FEMALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   URDU
FATHERS_L1:   URDU
MOTHERS_L1:   URDU
LANGUAGE_AT_HOME: SPANISH AND URDU
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: A1
READING_SELF: B1

WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCE, NATURAL SCIENCE, ART AND
MATHS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... Oliver, his dog Boby and his frog pachi are in the
bedroom talking in the night and Oliver say to Boby and pachi goodbay and he go to
sleep. oliver where sleeping with Boby and they aren't see that pachi isn't in the
bedrrom. in the morning he see that pachi isn't in the bedroom they tray to find in the
house and in the afternoon Boby and Oliver go to the park to find pachi and Oliver
shout $_RWR_to find Pachi and he see a tree with very tall and he climb to the end of
the tree but he isn't see pachi. later he climb to a very big rock. and he isn't see pachi.
Finaly he go to house very sad and he eat three days later Oliver get up and see pachi in
his bed and he where very happy.

FILE_NAME:PI_2ESO_13_VDN_UFI_MFR.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: MFR
NICK: ESTRELLA MUSICA
AGE: 13
SEX: FEMALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: 5

STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2012
MONTHS_EXTRAMURAL: 4
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCE, MATHS, NATURAL SCIENCE
AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... uno boy had a one frog and a dog, at night when the
boy is sleep the frog scape. At the morning the frog desapear and the boy is worry
because the frog is scape. the boy very fast go to the forest and search the frog with his
dog. The boy very worry don't find the dog and he cry. He search on the forest' trees, he
shout at forest' mountain and the frog don't find. the dog and the boy crying old the
nightand the dog at night get up the boy and the dog run to the river and the boy run
with the dog, and in the river the boy listen the frog and he seacrh the frog. And he find
this. The boy and the dog its very funny and they went at home very happy.

FILE_NAME:PI_2ESO_14_VDN_UFI_APA.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: APA
NICK: ALE
AGE: 14
SEX: MALE
COURSE: 2ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO

WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: ART, MATHS, SOCIAL SCIENCE AND NATURAL SCIENCE
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... one dog and one boy called Toby and Ali, $_RWR_capture they captured one frog and they $_RWR_go went to sleep. During the night the frog was $_RWR_to scaped. When they get up they don't saw the frog. They went to seacrh the frog. They $_RWR_was were very fast and en five minutes the two were in the forest. Alí shouted the name of the frog "Yusta" and they found the frog in the river.

FILE_NAME: PI_2ESO_14_VDN_UFI_JMS.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: JMS
NICK: HOLA
AGE: 14
SEX: MALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B2
LISTENING_SELF: A2
READING_SELF: B1
WRITING_SELF: C1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO

BILINGUAL_SUBJECTS: SOCIAL SCIENCE, MATHS, NATURAL SCIENCE AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... a boy called Tommy bought a frog. Tommy live in a $_RWR_village city in England called Southampton. The frog $_RWR_is was in a pet shop in a village next to Southampton, the frog was adapted quickly to the city. Tommy had the frog in a bottle; he caught the bottle and the frog, and he was run by the long streets of the city. One day, the boy went to the forest and the frog jumped of the bottle and go away. Tommy $_RWR_tryed tried to find but he went to Southampton without the frog. His dog, a foxterrier was in the house, yes, he as here, he doesn't go away and the boy forgot the frog.

FILE_NAME: PI_2ESO_14_VDN_UFI_PFG.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: PFG
NICK: TUTU
AGE: 14
SEX: MALE
COURSE: 2ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: GERMAN
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: YES
WHERE_STAY?:   LONDON
WHEN_STAY?:   3 YEARS AGO
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2011
MONTHS_EXTRAMURAL: 9
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCE, NATURAL SCIENCE, MATHS AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... on the night, he was in him bedrrom with him frog and him dog. He look to him frog very happy. Then of this, when the boy was sleep. the frog

jump out of the jar and she went out. On the morning, the boy and the dog got up the frog didn't was and they was to $_RWR_find search the frog. The dog and the boy divide into two sites and $_RWR_find search the frog but they didn't find

FILE_NAME:PI_2ESO_15_VDN_UFI_LFS.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: LFS
NICK: PUNTO
AGE: 15
SEX: FEMALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 12
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS, READING, TV SHOWS
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCE, MATHS, NATURAL SCIENCE AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 12
COMPOSITION: One day,... I'm wating in my room to see something interesting. Because I'm bored, now my dos is run in my room he is so happy Because he has his ball. His name is Rufo and my name is Peter. Today I was find a frogs and I choose one with very much colours. Dear diary I go to my bed because I'm so tired. Today the frog Isn't in my room I'm very sad and (preocupeid) for my mother because she is afraid of them, I have to find the frog. Sorry diary I forget said the name of the frog $_RWR_she her name is Pepa. I was look for pepa for all my house but pepa isn't in my house. i was look for Pepa in the garden, in the atreat in the forest oh my god! she isn't in any place I'm so sad so I have to find other frog, by dear diary then tell you if I find other.

FILE_NAME: PI_3ESO_14_VDN_UFI_FPC.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: FPC
NICK: FRAMAPA
AGE: 14
SEX: MALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: YES
WHERE_STAY?:   GIBRALTAR
WHEN_STAY?:   2006
MONTHS_STAY: 4 DAYS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SHOWS
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1 ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCE, BIOLOGY AND MATHS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... Once upon a time, in a little village on the north of Irland, there was a litle boy who had a very beautiful frog. One day, the frog scape from the jar and go to the forest. When the boy looks at the jar and don't saw anything, he became to worried and go to the forest to search for his frog. He passed many hours looking for his frog but the frog don't appeared. He goes to a very hight rock and shout the name of his frog but when he $_RWR_toow touch a branche, a deer run fast and the litle boy was pushed tot he river and felt into the river with his dog. When they goes out of the water found his frog meeting him family, but $_RWR_they the little silly boy cought the frog and carried the frog to his house.

FILE_NAME: PI_3ESO_14_VDN_UFI_JDLC.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: JDLC
NICK: JORGEDLC

AGE: 14
SEX: MALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET AND
CONVERSATION
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1ESO
BILINGUAL_SUBJECTS: MATHS, ENGLISH, SOCIAL SCIENCE AND
BIOLOGY
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... a boy went to the forest and he saw a frog. He thought:
"Wow! Is an amazing frog! I want it!" and he caught the frog. In his house, the boy put
the frog into a jar, but he didn't close it. The dog of the boy was jalous of the frog, and
he tried to push the jar but he didn't succees. At night, the dog and the boy were
sleeping on the bed, and the frog scape. When they waked up, the boy screamed: "No!
My frog!" and he cried. The dog thought: "Good! The frog leaves! I'm happy now!But
my own is too sad. We need to find the frog" and he went to the forest with his own.
They looked for the frog in a trees, behind rocks, and finally, the boy up to a rock and
he shouted: "Frog! Come with me, please, I'm sad!" but nothig appears. The boy holded
something like a branch, but it was an animal! The animal pushed the boy and the dog
and he droped they in a river. They tried to swim, and they holded a trunk. Behind the
trunk, the frog was with its family! The boy thought the frog was happy in the forest,
and he and his dog waved goodbay and return to the house.

FILE_NAME:PI_3ESO_14_VDN_UFI_RGC.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: RGC

NICK: RECKA
AGE: 14
SEX: FEMALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1: SPANISH
FATHERS_L1: SPANISH
MOTHERS_L1: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: YES
WHERE_STAY?: WALES
WHEN_STAY?: 2009
MONTHS_STAY: 2 WEEKS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2006
MONTHS_EXTRAMURAL: 9
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TELEVISION
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCE, BIOLOGY AND MATHS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 11
COMPOSITION: One day,... a boy and his dog $_RWR_had have a frog, they are so exciting with it and they look it a lot of time. At night the boy and the dog go to the bed very happy but... when they get up, the frog are escaped.
Quickly they go to look for their frog. They climb trees, rocks, shout the frog's name... After many hours looking for the frog they found a deer that push they to the river, they fall to water and they are very scared but thanks to big branch they was $_RWR_saved safe.
Finally they found the frog, it is with it family very happy.

FILE_NAME:PI_3ESO_15_VDN_UFI_LAN.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: LAN
NICK: IFALLENANGEL
AGE: 15
SEX: FEMALE
COURSE: 3ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1: SPANISH

FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD: YES
WHERE_STAY?: LONDON
WHEN_STAY?: 2012
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS AND MUSIC
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: MATHS, BIOLOGY AND SOCIAL SCIENCE
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... David was looking the jar $_RWR_in with a little frog in his bedroom. it was too late in the night and he must to sleep when he was sleeping, the frog ran away from the jar and it dessapear. At the morning Dvid wake up and the frog wasn't there. So David and his lovely dog scape of the house to look for the little frog. He shouted but... the frog dind't ppear. He looked into the forest, in the trees,... When he was screaming in a rok, a deer hold him. The deer ran and dropped him in a little cliff. he fall in a swamp with $_RWR_the his dog and $_RWR_he they tried to scape with a trunk. Finally, behind the trunk, there were the frog's family. David was worried about what to do. He leaved the frog's family and he back home waving goodbye.

FILE_NAME: PI_3ESO_16_VDN_UFI_MBPT.TXT
LEVEL: PRE INTERMEDIATE
INITIALS: MBPT
NICK: MARYXEL
AGE: 16
SEX: FEMALE
COURSE: 3 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1: SPANISH
FATHERS_L1: SPANISH
MOTHERS_L1: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 11

SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: B1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: PORTUGUESE
ENGLISH_MARK_LAST_YEAR: 2
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: -
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 2 ESO
BILINGUAL_SUBJECTS: BIOLOGY, MATHS AND SOCIAL SCIENCE
BILINGUAL_EXTRA_HOURS_SUBJECTS: 10
COMPOSITION: One day,... at the night a boy and a $_RWR_frog dog were looking at frog, it was outside in the jar in the floor, but when the boy and the dog were sleeping, the frog is escaped. The next day when they up, the frog wasn't in the jar. They are worried and they went $_RWR_find to look for her in the forest, they shouted, $_RWR_but and near for the been and the boy encima de rock, he se subió encima the deer. The deer pushed the boy and it dropped at him, the boy falled on the river. He leave the water and pulled in the trunk, detrás of the trunk found the frog's family. The frog leave him family and it went with the dog and the boy $_RWR_at $_RWR_house and they waved goodbye.

Intermediate
FILE_NAME: I_1BTO_16_PSR_RCM_AFC.txt
LEVEL:
INITIALS: AFC
NICK: NPI
AGE: 16
SEX: NO
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1

OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   LONDON (UK)
WHEN_STAY?:   2012
MONTHS_STAY: 3 DAYS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WEB PAGES
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy and a dog $_RWR_are were looking at his frog. At the night, when the boy was sleeping, the frog escaped to the jar. The next day, the boy didn't find the frog, and he was upset, so he and his dog went to the forest to look for the $_RWR_dog frog. They look for him for all the forest: in $_RWR_the a tree, in a rock. Later, a deer pushed him to the cliff and fell in the river. When he escaped to the water, he saw his frog and other frog and he wave goodbye.

FILE_NAME:I_1BTO_16_PSR_RCM_BMO.txt
LEVEL:
INITIALS: BMO
NICK: BEA
AGE: 16
SEX: FEMALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES

WHEN_EXTRAMURAL: 2006
MONTHS_EXTRAMURAL: 3 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: SONGS AND TV SHOWS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Pepe was walking in the forest and suddenly someone caught it up and put it in a small box. Pepe was a frog and it dind't like living in a box. The boy who caught it was Pedro and he was very happy because he loved all the animals. He had a dog, a cat and a horse too. But Pepe decided to left Pedro, so when he was sleeping it walked out.

FILE_NAME:I_1BTO_16_PSR_RCM_SAR.txt
LEVEL:
INITIALS: SAR
NICK: FIFILLA
AGE: 16
SEX: MALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: VIDEOS AND COMPUTER
GAMES
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO

COMPOSITION: One day,... a boy was in his bedroom with his dog and a frog, which was in a jar. Until the night, when the boy was sleeping, the frog escaped from the jar and went outside. When the boy realised that the frog had escaped he decided to look for it. He went out shouting in the forest. Then, he held a branch, but he realised that it was a deer, which dropped the boy and the dog. They fell into a river and held a trunk. On that momment, the boy $_RWU_¿ found the frog $_RWR_whit with its family. Finally he decided to left it with its family and he waved goodbye with the hand.

FILE_NAME: I_4ESO_15_PSR_RCM_ALJ.txt
LEVEL:
INITIALS: ALJ
NICK: KOKE
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2005-2009
MONTHS_EXTRAMURAL: 4 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET CHATTING WITH ENGLISH NATIVE SPEAKERS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... there was a child who had a dog and a frog in his bedroom. During the night the frog escaped of it jar, meanwhile the child was sleeping. When the child woke up, the frog wasn't. The child was worried and he decided look for his frog. He started to llok for in the forest. There he $_RWR_shot shouted but he didn't find it.

Later he looked for in a trunk of a tree. Meanwhile $_RWR_this $_RWR_dog a lot of bees feel. The boy and his dog had problems because the bees was so angry with them. They must ran away a lot. Then he continued looking for his frog. He climbed a rock and $_RWU_¿ shouted again.
$_RWR_while Meanwhile he was shouting, he held in a type of branch but it was a deer.

FILE_NAME:I_4ESO_15_PSR_RCM_AMR.txt
LEVEL:
INITIALS: AMR
NICK: AELA
AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   ENGLAND
WHEN_STAY?:   2011
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2008
MONTHS_EXTRAMURAL: 5 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS, TV SHOWS, SONGS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I was resting in my bedroom. I was with my dog, Toby and my new frog called Pepe. Pepe was in a jar. I went to sleep and Pepe scape from the jar. When I woke up I didn't see my frog and the window was open. I went to look for my for with Toby. We went to the forest. We were shouting $_RWR_his its name a lot of time, we climbed trees, we went up the rocks. Meanwhile, the bees and the owl were looking at us.
Suddenly a deer came and it pushed me into a lake. Toby feel with me too. When I was into the lake I was about to...

FILE_NAME:I_4ESO_15_PSR_RCM_APH.txt
LEVEL:
INITIALS: APH
NICK: ADRI
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   ENGLISH
LANGUAGE_AT_HOME: SPANISH AND ENGLISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: C1
READING_SELF: C1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   NY (USA)
WHEN_STAY?:   2010
MONTHS_STAY: 1
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2003
MONTHS_EXTRAMURAL: 10 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS AND TV SHOWS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the mother of Mike give to him a present. It was a frog. Mike put the frog in a jar, in front of the bed and after that he went to sleep because he was tired. In the middle of the night the frog escape $_RWU_¿ while Mike was sleeping. $_RWR_In The next day Mike was worried because he couldn't find the frog in his house. He went to the forest to looking for the frog. He climb $_RWR_in a tree and also he went up in a rock but he didn't find the frog. Suddenly when he was in the water he arrived swimming to a trunk and there he saw the frog with his family. After that he left them there and Mike went with his dog to his house.

FILE_NAME:I_4ESO_15_PSR_RCM_CPM.txt
LEVEL:
INITIALS: CPM
NICK: CPM

AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1: SPANISH
FATHERS_L1: SPANISH
MOTHERS_L1: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy found a frog and he took it at home. That night, when he went to sleep, the frog went out of the jar in which it was in and scaped. At next morning when the boy woke up, he saw that the frog wasn't in the jar and he went to the forest to look for it. The boy and the dog shouted, but the frog didn't appear. He looked in all places, like inside a tree. The frog wasn't anywhere. He climbed a rock and shouted, when he was on the rock, he confused a branch with a deer and the deer pushed him.

FILE_NAME:I_4ESO_15_PSR_RCM_MMM.txt
LEVEL:
INITIALS: MMM
NICK: MIGUEPARDO
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1: SPANISH
FATHERS_L1: SPANISH
MOTHERS_L1: SPANISH

LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: NO
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2004
MONTHS_EXTRAMURAL: 9 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I bought a frog when I arrive at home, I went to sleep. While I was sleeping, the frog escaped. When I woke up, the frog wasn't here so I decided to found it. I was with my dog Panchito. I was looking for the frog in every places, in a tree, under $_RWR_the stones, etc. But, suddenly a wild deer appeared. And the deer caught me and throw me $_RWU_¿ and Panchito to the river. Fortunately, I saw a trunk and I climbed up. Surpriserly the frog and his family was in this trunk! $_RWU_¿ Panchito and me decided to arrive at home, at the frog, now, is in the forest with his family.

FILE_NAME:I_4ESO_15_PSR_RCM_POR.txt
LEVEL:
INITIALS: POR
NICK: SCHRÖDINGER
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1

OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SHOWS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... little Jim was talking to his pets: Tom, the dog, and
Forggie, the frog. They were very happy together. At night, Froggie escaped from the
jar that he was in and he went to the forest.
Next day, when little Jim got up, he saw that Froggie wasn't in his jar. Then, he went to
the forest near his house to look for his little pet. Tom and Jim walked and walked, but
they didn't see him. They looked for Froggie in trees, in the grass, in the flowers, etc.
Then, little Jim climbed a huge rock. Suddenly, a big deer appeared and push him to the
river, Tom fell to the river too. They were in danger, but Jim managed to hold a branch
of a trunk, and held Tom too.
Finally, when he could save himself and his dog, he looked at the trunk. Frogie was
there! However, he wasn't alone. He was in company of four more frogs. Jim
understood they were Froggie's family. Then, althouth he was very sad, they waved
goodbye, and Jim and Tom came back to home.

FILE_NAME:I_4ESO_15_PSR_RCM_PRA.txt
LEVEL:
INITIALS: PRA
NICK: PACHIS
AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES

WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   SCOTLAND
WHEN_STAY?:   2010
MONTHS_STAY: 3 WEEKS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2010
MONTHS_EXTRAMURAL: 3 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SHOWS, BOOKS, SONGS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... my mother gave me a present for my birthday. Since I was 4 years old, I was always asking for a pet because I love animals, but my mother arrived with a frog in a jar. I was $_RWR_sorpri so excited, I played some days with the frog $_RWU_¿ and I feed it every day. One of these days, I went to sleep so early because it was Sunday and I had school the next day, so that, I put the jar next to me and I fall asleep. When I got up, my frog wasn't in the jar and I started to cry. I was so nervious and I lost the bus, so that, I couldn't go to schoo. I didn't say anything to my mother because she was at her job and maybe she would get angry. I stayed at home thinking about the situation and then, I decided to go to the street and look for it. I walked around the mountains next to my house, but it wasn't here. I looked inside the trees and under the rocks, but it wasn't here. I was so nervious and I started to run but suddenly, I saw a deer in the middle of the forest. I crashed with it and I fall in the river. When I got up of my fallen I could see my beautiful frog in front of me and I couldn't imagine that.

FILE_NAME: I_4ESO_15_PSR_RCM_PSP.txt
LEVEL:
INITIALS: PSP
NICK: PSP
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: NO

WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   LONDON (UK)
WHEN_STAY?:   2008
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2010
MONTHS_EXTRAMURAL: 1 YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the Jame's dog scaped during the night. When Jame $_RWR_waked woke up, he saw that the frog wasn't in the $_RWR_bot jar. James $_RWR_decide went to $_RWR_find look for the frog. He and his dog looked for the frog in the forest, in a tree, etc... SUddenly they $_RWR_falled fell in a lake. When James and his dog go out the water, James found his frog. It was with other frogs $_RWR_his $_RWR_family. James decided that the frog had to be with the other frogs in the forest, and he and his dog went $_RWR_th to the $_RWR_Jame's James' house.

FILE_NAME:I_4ESO_16_PSR_RCM_PMG.txt
LEVEL:
INITIALS: PMG
NICK: JAVIVIE
AGE: 16
SEX: MALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES

WHEN_EXTRAMURAL: SINCE 2007
MONTHS_EXTRAMURAL: 6 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... my cousin bought a frog he saved the frog in a jar and he went to $_RWR_sleept sleep. $_RWR_Whe While he was sleeping the frog escaped, whe he got up he was very sad because he loved the frog for this reason he decided that he should go to $_RWR_search look for the frog. $_RWR_We He went with him dog to the forest, they $_RWR_searched looked for in all the places $_RWU_¿ of the forests and suddenly while he was on a rock a deer appeared adnd $_RWU_¿ caught him, then the deer dropped him into a $_RWR_lake river. He and $_RWR_him $_RWR_dog the dog swam and went to the land, he was very surprised when the frog appeared with $_RWR_all a lot of frog, he thought that $_RWR_he $_RWR_was $_RWR_better the frog was better with hem. Finally he caught the frog and he went to the house.

FILE_NAME:I_1BAC_18_VDN_UFI_MRM.TXT
LEVEL: INTERMEDIATE
INITIALS: MRM
NICK: PELIRROJA
AGE: 18
SEX: FEMALE
COURSE: 1 BACH
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 10
SPEAKING_SELF: C1
LISTENING_SELF: B1
READING_SELF: C2
WRITING_SELF: C1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH, LATIN AND GREEK
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2010
MONTHS_EXTRAMURAL: 18
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SHOWS AND MUSIC

BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-
BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... James was sitting in his bedroom watching his frog (called croac), he felt happy to have a so lovely pet like that. When he went to slept, Croac escaped of the jar, where it was. next morning, James woke up so worried because, the frog hadn't been there during that night! He got nervous and he went outside to look for his frog. First he tried to shout if it could be possible the frog would heard him and then it'd come back. But his little pet didn't appear. Then, he was into the forest, but he just found a lot of bees flying around it home. After, James shouted Croac again, but a deer heardt him and it got scared because of James, so it dropped him to the river. Luckily, his dog had been walking next to him during all this time, and it jumped to the river to save James and it helped him to find a trunk. Finally, james was saved by it and he found Croac, who it had created a family! he called it to leave home, but Croac ignored him, but it let James to have like a pet one of her little frogs.

FILE_NAME:I_1BAC_19_VDN_UFI_AEP.TXT
LEVEL: INTERMEDIATE
INITIALS: AEP
NICK: SIGMA
AGE: 19
SEX: MALE
COURSE: 1 BAC
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: C1
LISTENING_SELF: C1
READING_SELF: C2
WRITING_SELF: C2
OTHER_LANGUAGE: YES
WHICH_LANG: JAPANESE
ENGLISH_MARK_LAST_YEAR: -
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SELFLEARNING
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:-

BILINGUAL_SUBJECTS: -
BILINGUAL_EXTRA_HOURS_SUBJECTS: -
COMPOSITION: One day,... a kid was playing with his pet frog. When he went to sleep, the frog got out of its jar. The kid went out to search for him, but didn't find him anywhere. He then climbed a rock to call out for his frog, while grabbing a tree branch, which was actually a deer anther. The deer threw him off the cliff. The boy fell 16 m to his death. He was then somehow reavived by his dog, after he removed the two arrows he had stuck in his skull for some reason. Then he found a lot of frogs, and began his new life amongst them. THE END

FILE_NAME:I_2ESO_14_VDN_UFI_MF.TXT
LEVEL: INTERMEDIATE
INITIALS: MF
NICK: ESTRELLA
AGE: 14
SEX: FEMALE
COURSE: 2 ESO
SCHOOL: IES VIRGEN DE LAS NIEVES
L1:   ARABIC
FATHERS_L1:   ARABIC
MOTHERS_L1:   ARABIC
LANGUAGE_AT_HOME: ARABIC
AGE_EXPOSURE: 8
SPEAKING_SELF: C1
LISTENING_SELF: C1
READING_SELF: C2
WRITING_SELF: C1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 10
STAY_ABROAD: NO
WHERE_STAY?:   -
WHEN_STAY?:   -
MONTHS_STAY: -
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: -
MONTHS_EXTRAMURAL: -
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS, MUSIC AND BOOKS
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM:1 ESO
BILINGUAL_SUBJECTS: MATHS, ART, SOCIAL SCIENCE AND NATURAL SCIENCE
BILINGUAL_EXTRA_HOURS_SUBJECTS: 6
COMPOSITION: One day,... Once upon a time in Italy 3rd of April 1980. One night, Jimmy had a frog and a dog. Jim sat during the evening with his frog Rinny and his dog Petey. At nisght he went to sleep with his dog. The frog wentout from a bottle and escape. The morning of the next day, he woke up and didn't find his frog Rinny. He

get dressed and went out to look for him. He went to the forest with his dog and start looking for him. They're looking everywhere. In the trees, near the lake, etc. Jimy start shouting the name of Rinny:!Rinny! Rinny! Suddenly, he listened a sound of a frog. So he went to look for him and he found it with a cut in his leg. So he took him to the hospital and then they came bach to their home.

Upper-Intermediate
FILE_NAME: UI_1BTO_16_PSR_RCM_MAB.txt
LEVEL:
INITIALS: MABG
NICK: MARU
AGE: 16
SEX: FEMALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   LONDON AND POLAND
WHEN_STAY?:   NO
MONTHS_STAY: 4 DAYS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2005
MONTHS_EXTRAMURAL: 8 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC AND FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I went to my best friend's village. We decided to go for a walk with his dog while we were eating a snack. While we were walking, he told me about a nightmare she had. In her dream, she was swimming in the river and she heard a strange noise. She thought that someone, maybe her mather or fatherm had called her. She started to look around and she found a frog. My friend told me that it was hungry because it was making a lot of noise, so she decided to take it home. She had hide because her mum is scared of frogs and snakes so she put it into a jar. One horrible and stormy night she woke up and she discovered that the he frog was out of

the jar. She lucky could take him because it was on her table. "I said good nigh to the frog and I kissed it, but when I was going to put it in the jar, I become a huge frog too. I was so big that I started to break everything when I tried to scape from home. It was awful, I woke up shouting, crying and suiting".

FILE_NAME: UI_1BTO_16_PSR_RCM_MFM.txt
LEVEL:
INITIALS: MFML
NICK: ELSORDO
AGE: 16
SEX: MALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   POLISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH AND POLISH
AGE_EXPOSURE: NO
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: POLISH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   INDIAN COLONIES
WHEN_STAY?:   2009
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: COMPUTER GAMES
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a litle boy who had a frog. He fuck the frog everyday and that was because he is a zoofilic boy. One day the frog escape from the boy and start to run difficult because it ass hole was red, the boy was surprised at the next morning and want to find the frog with his dog called Bohemio, the two friends run to the twisted treeline and $_RWU_¿ whistle near to a river. The frog heard it and still try to swiming. At 6 o'clock the boy and the dog was exhaust and they go to a cave to sleep a few hours. At the night the boy and Bohemio restart the find of the frog. One hunter confused the boy with a bear and shoot him. Finally the boy fell down and died. Bohemio was lonely and $_RWU_¿ started to cry a lot. The frog appear an tell to

Bohemio that it find a cream for it ass hole. They undertake the $_RWR_frog boy and have a funeral.

FILE_NAME:	UI_1BTO_17_PSR_RCM_MNC.txt
LEVEL:
INITIALS:	MNC
NICK: MR.POTATO
AGE:	17
SEX:	MALE
COURSE:	1BTO
SCHOOL:	IES PEDRO SOTO DE ROJAS
L1:	SPANISH
FATHERS_L1:	SPANISH
MOTHERS_L1:	SPANISH
LANGUAGE_AT_HOME:	SPANISH
AGE_EXPOSURE:	6
SPEAKING_SELF:	B1
LISTENING_SELF:	B2
READING_SELF:	C2
WRITING_SELF:	C1
OTHER_LANGUAGE:	YES
WHICH_LANG:	FRENCH AND GERMAN
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:	NO
WHERE_STAY?:	NO
WHEN_STAY?:	NO
MONTHS_STAY:	NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL:	NO
MONTHS_EXTRAMURAL:	NO
ADDITIONAL_EXTRAMURAL:	YES
WHICH_ADDITIONAL_EXTRAMURAL:	VIDEOGAMES, MUSIC AND TV SHOWS
BILINGUAL_PROGRAM:	NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS:	NO
BILINGUAL_EXTRA_HOURS_SUBJECTS:	NO
COMPOSITION:	One day,... a litlle boy called "Pedobear" catched a big frog. In the night the frog escaped because it was in search and capture, so the frog run away all the night. Why was the frog in search and capture? Because it was a phycophist animal and it had killed a lot of frogs from his country, and he had killed boys and dogs too. Three weeks later the frog came back to the Pedobear's house for to revenge, but one thing had happened, the boy's dog catched him, so the frog used his best arm, the song "Torito bravo" from "The Fary", so the dog run away scared.
Finally, the frog killed the boy. Three years later the frog was catched by the Interpol, but his brother saved him and the history repeats again.

FILE_NAME: UI_1BTO_17_PSR_RCM_SRP.txt
LEVEL:
INITIALS: SRP
NICK: ELSERBIIO
AGE: 17
SEX: MALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH AND SERBIAN
FATHERS_L1:   SERBIAN
MOTHERS_L1:   SERBIAN
LANGUAGE_AT_HOME: SERBIAN
AGE_EXPOSURE: 6
SPEAKING_SELF: C1
LISTENING_SELF: C1
READING_SELF: C1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   LONDON, TORONTO AND NY
WHEN_STAY?:   2011
MONTHS_STAY: 3 WEEKS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2004
MONTHS_EXTRAMURAL: 9 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FRIENDS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy called Miguel was sitting on the floor
$_RWR_and playing with his frog when he saw a man outside in his garden. The man
was ugly and old with dark hair. He was looking for something. He decided to call the
police. Until the police $_RWR_camed arrived, the boy observed him. Then the police
arrived and arrested him and took him to jail. They put him in jail because $_RWU_¿ he
was a man who killed his own children and wife. $_RWR_He The city wanted to say
thank you to the boy. He did an excelend job. They haved him a $_RWR_medal gold
medal and he appeared on the newspapers in all the USA. LeBron James and Kobe
Bryant $_RWU_¿ called him to watch a basket ball match. He went to it with his frog.
Until them all the girls loved him. As you can see he become very popular.

FILE_NAME: UI_4ESO_15_PSR_RCM_ACG.txt
LEVEL:
INITIALS: ACG
NICK: CSTÑDA

AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   LEEDS (UK)
WHEN_STAY?:   2011
MONTHS_STAY: 3 WEEKS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS, SONGS, BOOKS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a little naughty boy found a frog. He thought he was lucky and he kept it in a jar. During the night, while the boy was sleeping, the frog escaped from its jail. Next morning, when the kid woke up he found out that his frog was disappeared! He wore quickly his jeans and went looking for his green little animal. He went to the forest where he found the frog last day with his beloved dog and shouted the name he had $_RWR_put given to the frog. Buth the frog didn't appeared. The kid and his dog didn't give up. The boy climbed to, at least, five trees looking for the frog, but the animal didn't appeared. The boy and the dog stilled looking until seddenly, they fell into the river pushed by a deer. When he managed to calm himself down, the found out that there were a lor of frogs there! So then... which one was his?

FILE_NAME:UI_4ESO_15_PSR_RCM_AHT.txt
LEVEL:
INITIALS: AHT
NICK: XIBALBÁ
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES PEDRO SOTO DE ROJAS

L1:   ARABIC
FATHERS_L1:   ARABIC
MOTHERS_L1:   ARABIC
LANGUAGE_AT_HOME: ARABIC, SPANISH, ENGLISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: ARABIC
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS, TV SHOWS,
SMARTPHONE APPS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Joe found a frog, so he tried to catch it, when he
catched it he was very happy.
After that Joe went to sleep, and when he was sleeping his dog $_RWR_Amadeo Pepe
brook the jail of the frog, so $_RWR_then it escaped.
When Joe woke up, he was very sad because he thought that the frog escaped.
After that Joe ans his dog Pepe went to find the $_RWR_frog frog.
Joe looked for the frog in some places $_RWU_¿ such us in the forest and inside trees,
but he didn't $_RWR_found find it, so he climbed $_RWR_to $_RWR_a some rocks,
but he didn't find it again. While he was looking for the frog on the rocks, a deer pushed
him, and then fell into the river with Pepe.

Advanced
FILE_NAME:A_1BTO_16_PSR_RCM_EMR.txt
LEVEL:
INITIALS: EMR
NICK: NENO
AGE: 16
SEX: MALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH

MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   ENGLAND
WHEN_STAY?:   2010
MONTHS_STAY: 3 WEEKS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2005
MONTHS_EXTRAMURAL: 7 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WEB PAGES, MUSIC AND
FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One night, there was a boy with a frog inside a jar that he had
kidnapped the day before. While the boy was sleeping, the frog completed the plan that
it had been preparing for a lot of time. It opened the jar, jumped out of it and ran as
quick as it could to the forest. When the boy got up, he saw what happened and started
the hunt with his hound. They looked for it everywhere, but the frog was hidden,
planning it's revenge.
When the boy was on the top of a rock looking around, the deer, who was a frog's
friend, stabbed him on his back and threw his corpse to the river.

FILE_NAME:A_1BTO_16_PSR_RCM_IAC.txt
LEVEL:
INITIALS: IAC
NICK: ZZUEHE
AGE: 16
SEX: MALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B1

READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   LONDON
WHEN_STAY?:   2012
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I was playing with my brand new frog when I realised that $_RWR_It it was too late. $_RWU_¿ Therefore, I decided to go to bed rather than staying more time with my funny little animal.
Next day, I woke up really frightened because my frog had gone, "Where could it be now?" I asked myself.
I was sure that my frog had left my bedroom and gone straight to the forest.

FILE_NAME: A_1BTO_16_PSR_RCM_IRA.txt
LEVEL:
INITIALS: IRAC
NICK: NACKLEMORE
AGE: 16
SEX: MALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: C1
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?:   ENGLAND
WHEN_STAY?:   2012

MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2007
MONTHS_EXTRAMURAL: 6 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: MUSIC, BOOKS AND NEWS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I was walking along the street, when suddenly I realised that there was a quite big frog standing on the street, between all the cars which were driving through it. At first, I though I was completely mad, but, in fact, it was pretty obvious that I was seeing a frog! I became growing even more and more, it jumped into me, when, afortunately, I woke up. It has been only a nightmare, a terrible one.

FILE_NAME:A_1BTO_16_PSR_RCM_JJS.txt
LEVEL:
INITIALS: JJSB
NICK: SEWÁN
AGE: 16
SEX: MALE
COURSE: 1BTO
SCHOOL: IES PEDRO SOTO DE ROJAS
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L1:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: B2
LISTENING_SELF: C1
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?:   NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2000
MONTHS_EXTRAMURAL: 13 YEARS
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM:NO

BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy called Marco, who had a dog, wanted to have another pet. His father offered him a cat, but Marco Turned down his offer, and decided to buy a frog. After a month playing with the frog, one day Marco who was 6 years old, and was $_RWR_gett starting to get bored of the frog, decided to take up swimming, so he left the frog in its jar and started going to the river. Suddenly the frog escaped from the jar and followed Marco to the river where he was going to know how to swim, but the frog get lost. When Marco came back home he realised that the frog wasn't there. He started looking for it but he didn't find it, so he learnt how to take care about pets and he more responsible.