

Vivo en un ciudad pequeño

Nominal Agreement in the Acquisition of Spanish as a Second Language

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Master Thesis

Linguistics: Language and Communication

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31 January 2019

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Abstract

An interesting topic of research in second language acquisition is whether learners can achieve a native-like language, even though certain features do not occur in their native language. There are numerous studies on native English speakers learning Spanish as a second language. However, there are not many researchers who investigated the Spanish interlanguage of native Dutch speakers. Therefore, this study investigates the Spanish acquisition of Dutch students from Leiden University. The feature that is being analysed is nominal agreement, the agreement between a noun and its linked elements, such as determiners and adjectives. The information of the gender and number of the noun is displayed in these elements (*la ciudad pequeña*, “the small city” and *el pueblo pequeño*, “the small town”). The participants were divided into three different proficiency groups: beginner, intermediate and advanced. They all had to answer three essay questions, which were analysed on the correct use of nominal agreement. Results showed that how higher the proficiency level of the speaker, how more native-like the language becomes. Participants made more errors with plural and feminine nouns than with singular and masculine nouns, which demonstrates that singular and masculine are used as default. Whether speakers find the determiner-noun agreement easier than the noun-adjective agreement will still be a subject to further discuss.

1. Introduction

An interesting topic of research in second language acquisition is whether learners can achieve a native-like language, even though certain features do not occur in their native language. Alarcón (2011) investigated whether second language learners of Spanish are able to acquire the Spanish grammatical gender that is comparable to the proficiency of native speakers. Concerning this topic, there are numerous studies on English native speakers learning Spanish as a second language. There are not many investigations on the Spanish interlanguage of Dutch native speakers. Therefore, this study aims to investigate the Spanish acquisition of Dutch students from Leiden University by examining essays from students divided into three different proficiency groups: beginner, intermediate and advanced. The focus of this study is on nominal agreement in Spanish. The essays of the students are analysed and all occurrences of nominal agreement are being looked at. In this way, the amount of errors and the kind of errors can be analysed and a comparison can be made between the three proficiency groups.

2. Theoretical background

2.1 Nominal agreement

Languages differ in the ways in which they express relations between words, but the ultimate goal for all expressions is to make the message as clear as possible for the hearer or reader. One way of doing this is to use agreement and agreement features, such as Romance languages do, like Spanish and Italian (Carreiras, Quiñones, Mancini, Hernández-Cabrera, & Barber, 2015). In these languages, the information of the gender and number of the noun is displayed in other elements, such as determiners and adjectives. This feature is called nominal agreement. In Spanish, nominal agreement can be divided into number and gender agreement, meaning that both the number and the gender of the noun correspond to potential target elements. This study focuses on number and gender agreement of Spanish as a second language.

The linguist Charles Hockett (1958) defined gender as “classes of nouns reflected in the behaviour of associated words” (pp. 231). A language can have two or more genders (Corbett, 1991). These genders may correspond to a real-world distinction of sex, such as *masculine*, *feminine* and *neuter*, but this is not exceptional.

Grammatical gender is a system found in many languages, but not all languages make use of this grammatical gender. It is different from natural gender, which is found in all languages (Brooks & Kempe, 2014). Natural gender is the distinction between *masculine* and *feminine* and grammatical gender is a linguistic category which is assigned to all nouns. Therefore, grammatical gender is only a formal category which does not refer to the biological difference between *male* and *female* (Thüne & Leonardi, 2006).

Grammatical gender, unlike case or number, is an essential property of the noun, because it controls agreement between the noun and some potential target elements (Bussmann & Hellinger, 2003). These elements can be articles, adjectives, pronouns, verbs, numerals or prepositions. The assignment of grammatical gender can in some cases be predictable, but is regularly arbitrary and different in every language. The word *chair* for example is feminine in Spanish (*la silla*) and masculine in Hebrew (כִּסֵּא). Grammatical gender languages have two or more classes of gender (Corbett, 1991), but the number and type of classes can differ along languages. Spanish has two classes (*masculine* and *feminine*), while German uses three classes (*masculine*, *feminine* and *neuter*) and some Bantu languages even have 23 different classes of gender (Brooks & Kempe, 2014). All languages which make use of grammatical gender need to use the correct gender marking for all syntactically related elements to produce correct sentences.

Agreement can be defined as a relationship between two or more elements (Soccarás, 2011) and this relationship is “based on the repetition of the content of a morphological feature” (pp. 27). This study is focused on nominal agreement, which is the relationship between nominals and other lexical connected elements. German nouns, for example, belong to one of three grammatical gender classes (*neuter*, *masculine*, or *feminine*) and the gender of the nouns is reflected on determiners, adjectives and pronouns (Kraaikamp, 2016).

2.1.1 Nominal agreement in Spanish

In research on the acquisition of the Spanish grammatical gender system, assignment and agreement are two fundamental features. As Audring (2008) describes, “genders are defined as systems of agreement classes, and the assignment of nouns to genders is reflected in the agreement they consistently trigger

on associated elements” (pp. 93). Gender assignment affects gender agreement between the noun and the related elements (Brooks & Kempe, 2014). The assignment of gender is mostly arbitrary and different in various languages. Corbett (1991) suggests two types of gender assignment systems for grammatical gender languages: semantic systems and formal systems. Assignment based on the meaning of the noun is called a semantic system and based on the form of the noun is a formal system. Spanish has both a semantic system and a formal system. Audring (2008) even distinguishes three types of gender assignment rules, which are also based on the property of the noun: semantic, phonological and morphological gender assignment rules. These rules have the function of facilitating learning and memorising of the gender of each noun and making it possible to allocate new nouns to a gender.

As already mentioned, Spanish is a grammatical gender language. It has a binary gender system, which means that a noun is either masculine or feminine (Alarcón, 2011). There are animate and inanimate nouns. In animate nouns, gender is assigned corresponding to biological sex, as in examples (1) till (4). There are masculine and feminine variants of these words.

(1) *Abogado*

“(male) lawyer”–masculine

(2) *Abogada*

“(female) lawyer”–feminine

(3) *Padre*

“father”–masculine

(4) *Madre*

“mother”–feminine

However, in the majority of nouns, the gender is completely arbitrary and these are called inanimate nouns (Alarcón, 2011). Examples (5) till (8) show that there is no relation between the grammatical gender and a real-world biological sex.

(5) *La tienda*

“the shop”–feminine

(6) *El supermercado*

“the supermarket”–masculine

(7) *El volcán*

“the volcano”–masculine

(8) *La llave*

“the key”–feminine

Furthermore, there are numerous nouns referring to a person which only have one form and therefore the sex is not determined (Guil, 2006). These words can refer to both men and women, as becomes clear in (9) and (10). These kinds of nouns are called *epicene nouns*.

(9) *La víctima*

“the victim”–feminine

(10) *El cadáver*

“the corpse”–masculine

Most nouns ending in *-o* have a masculine gender and nouns ending in *-a* have a feminine one. Therefore, the gender is easy to predict in most cases. However, as Alemán Bañón (2012) mentioned, “gender cannot be predicted on the basis of the noun’s word ending” (pp. 17). Examples (11) till (14) show that the endings *-o* and *-a* do not always mean that the gender automatically is masculine or feminine.

(11) *La mano*

“the hand”–feminine

(12) *La radio*

“the radio”–feminine

(13) *El mapa*

“the map”–masculine

(14) *El día*

“the day”–masculine

As Alarcón, James and Geeslin (2005) state, there are around 0,13% of nouns ending in *-o* which are feminine and approximately 3,7% of nouns ending in *-a* which are masculine. However, there are also several other endings of nouns possible, such as consonants or *-e*, *-i*, and *-u*.¹ So the gender of nouns is not always predictable and can be arbitrary. Therefore, grammatical gender in Spanish cannot always be predicted.

Grammatical gender is an essential property of the noun, since it controls agreement between the noun and some potential target elements (Bussman & Hellinger, 2003). Spanish nouns have to agree in gender with their adjectives, determiners and quantifiers (Anton-Mendez, Nicol & Garrett, 1999). The gender of the noun is fixed and these additional elements take a certain form consistent with the gender and number of the noun, as is shown in examples (15) and (16).

- (15) *El libro aburrido*
 (The-masc-sing book-masc-sing boring-masc-sing)
 “The boring book”
- (16) *Las flores bonitas*
 (The-fem-pl flowers-fem-pl beautiful-fem-pl)
 “The beautiful flowers”

Besides gender agreement, Spanish adjectives, pronouns and other potential target elements also have to agree with the number of the corresponding noun, the so-called number agreement. In Spanish, the noun can receive two values, singular or plural (Soccarás, 2011). Singular nouns do not have a certain morphological ending, but plural nouns do. Plurality is being formed by adding the allomorphs *-s* or *-es* to the noun, as is shown in examples (17) and (18)

- (17) *padre – padres*
 “father(s)”

¹ Endings in *-d* are estimated to be mostly feminine and endings in *-l*, *-r*, *-i* and *-u* almost always are masculine (Soccarás, 2011). However, the endings *-n*, *-z*, and *-s* are completely arbitrary.

- (18) *árbol – árboles*
 “tree(s)”

As with gender, the potential target elements in Spanish sentences also have to correspond to the number of the noun. So, the determiners, demonstratives, adjectives and pronouns all have to agree to the corresponding noun. The examples (19) till (22) show that all elements have to agree with the gender and number of the corresponding noun.

- (19) *Esta caja es muy pesada*
 This-fem-sing box-fem-sing heavy-fem-sing
 “This box is very heavy”
- (20) *Estos libros son muy pesados*
 These-masc-pl books-masc-pl heavy-masc-pl
 “These books are very heavy”
- (21) *Mis flores rojas*
 My-fem-pl flowers-fem-pl red-fem-pl
 “My red flowers”
- (22) *Mi libro rojo*
 My-masc-sing book-masc-sing red-masc-sing
 “My red book”

The target element does not always occur next to the noun. Adjectives or determiners outside the noun phrase that modify the noun also have to agree in gender and number with the noun. These are called adjacent and non-adjacent elements (Mayans-Ramón, 2018). Example (23) shows agreement with adjacent elements and example (24) with non-adjacent elements.

- (23) *Una casa grande cuesta mucho en Santiago*
 A-fem-sing house-fem-sing big-fem-sing
 “A big house costs a lot in Santiago”

(24) *La casa es bastante vieja y necesita reparaciones*

The-fem-sing house-fem-sing old-fem-sing

“The house is quite old and needs repairs”

(Mayans-Ramón, 2018)

In the literature on nominal agreement, numerous different definitions of assignment and agreement can be found. This study adheres to the definition of Audring (2008)². The focuses of this study are on the agreement between the noun and their target elements, such as adjectives and determiners. Spanish adjectives and determiners vary in form to indicate the gender and number and they take these properties from the related noun (Batchelor & San José, 2010).³ So, speakers of Spanish have to use assignment rules to indicate the gender of the noun, and they express this gender by providing target elements that agree with the noun (Alarcón, 2010). This study investigates the agreement in Spanish, and in particular nominal agreement, which is the agreement with the noun and potential target elements. These elements have to agree with the gender and the number of the noun.

2.1.2 Nominal agreement in English

Most research on second language Spanish is focused on English as a first language. Numerous researchers described how native English speakers acquire nominal agreement in Spanish (e.g. Cain et al., 1987; Keating, 2009; O’Rourke & Van Petten, 2011; Alemán Bañón, 2012). The English language does not have grammatical gender at all. Old English used to have a three-way gender system, but this is lost in Modern English (Audring, 2008). Today, the language only knows lexical gender for words that refer to a specific gender, such as *grandmother*, *boyfriend*, *steward(ess)*, *king*, *duchess*, but the majority of personal nouns (*teacher*, *alcoholic*, *judge*) can be used in both male and female contexts (Prewitt-Freilino, Caswell, & Laakso, 2012). English does have personal pronouns that reflect the

² “Genders are defined as systems of agreement classes, and the assignment of nouns to genders is reflected in the agreement they consistently trigger on associated elements” (pp. 93).

³ For the greater part, Spanish adjectives end in *-o* in masculine and in *-a* in feminine singular (*listo/a*, *fresco/a*, *rojo/a*, *pequeño/a*). Adjectives not ending in *-o* in the masculine singular form have the same ending for masculine and feminine (*alegre*, *joven*, *igual*, *mejor*). However, there are a few exceptions. When an adjective ends in a consonant and refers to a nationality or origin, an *-a* is added when the gender is feminine (*holandes/holandesa*, *español/española*, *alemán/alemana*).

gender of a human being, as is shown in example (25) and (26), but it does not have the kind of grammatical gender that Spanish has.

(25) *The teacher is telling him to continue reading*

(26) *The teacher is telling her to continue reading*

The English language belongs to the Germanic family, but unlike Danish and German, which have morphological agreement in their language according to the grammatical gender of the noun, English does not have this feature.

2.1.3 Nominal agreement in Dutch

Dutch is a language with a two-gender system (Hockett, 1958). The gender system is somewhere in between English and German, since it has less distinctions than German (with a three-way gender system), but more than English (Gerritsen, 2002). However, the system is different from the Spanish gender system, because Dutch makes a distinction between *common* and *neuter* nouns (Blom, Polisenska, & Weerman, 2008). When a Dutch noun is singular and neuter, it is used with the definite article *het* and in all other cases, the definite article *de* is used (Blom, Polisenska, & Weerman, 2008). For example, the definite article *de* comes before the word *stoel* (chair) and the definite article *het* follows neuter words such as *schaap* (sheep) or *bureau* (desk). However, when the noun is used as a plural, it is always preceded by the definite article *de*.

The majority of nouns are common nouns that thus precede the definite article *de*. According to the estimations of Berkum (1996), the *de*-nouns occur two to three times more than *het*-nouns. Additionally, there are also some *double-gender nouns* and *different-gender homonyms*. Double-gender nouns can take both *de* and *het* as determiner without changing the meaning (*de/het aas*—the ace, *de/het deksel*—the lid, *de/het risico*—the risk). However, most of the time one gender is preferred above the other. Different-gender homonyms are similar nouns with a different determiner which determines the meaning of the noun. *De eigendom* for example means *ownership* and *het eigendom* is a *possession*. Also, *de bal* has a different meaning from *het bal*. The first word means *ball* as in *football* and the second word is used for a *ball* in the meaning of a *dance*.

There are no rules for the categorisation of gender in Dutch, but there is some pattern. However, there are a lot of exceptions (OnzeTaal, 2012). Diminutives, names of languages, countries and cities, metals, and words beginning with *ont-*, or ending in *-isme* usually are *het*-nouns. Fruits, trees and plants normally precede *de*, as well as names of rivers, mountains, numbers, letters, nouns indicating persons and words ending in *-heid* or *-nis*. There are many other patterns, but there are also a lot of exceptions.

Therefore, one of the elements in Dutch that has to agree with the noun is the definite article (Berkum, 1996). However, this is only the case with singular nouns. Plural nouns always take *de* as definite article. There are also some other elements that have to agree with the noun: the demonstrative pronoun, possessive pronoun, interrogative pronoun, some indefinite pronouns, and the relative pronoun, as is shown in examples (27) till (31).

- (27) *Deze/die auto staat voor dit/dat kantoor*
 (this/that-common auto-common)
 (this/that-neuter office-neuter)
 “This/that car is standing in front of this/that office”
- (28) *Onze auto staat voor ons huis*
 (our-common car-common)
 (our-neuter house-neuter)
 “Our car is standing in front of our house”
- (29) *Welke auto staat voor welk kantoor?*
 (which-common car-common)
 (which-neuter office-neuter)
 “Which car is standing in front of which office?”
- (30) *Elke/iedere maand krijgt elk/ieder kind zakgeld*
 (each/every-common month-common)
 (each/every-neuter child-neuter)
 “Each/every month each/every child receives pocket-money”

- (31) *De auto die het grootst is rijdt naar het kantoor dat te koop staat*
 (the-common car-common that-common)
 (the-neuter office-neuter that-neuter)
 “The car that is the biggest is driving to the office that is for sale”

Furthermore, many attributive adjectives also have to agree on gender in indefinite noun phrases (Berkum, 1996). This rule is quite complex, but the basic rule is that the indefinite adjective inflects with an *-e* suffix in common gender and no suffix in neuter gender, as in examples (32) and (33).

- (32) *Een kleine hond heeft een streng baasje nodig*
 (small-common dog-common)
 (strict-neuter boss-neuter)
 “A small dog needs a strict boss”
- (33) *Een klein kind luistert naar een streng juf*
 (small-neuter child-neuter)
 (strict-common teacher-common)
 “A little child listens to a strict teacher”

But in definite noun phrases, there is no difference between common gender and neuter gender. In this case, the adjective always ends in the suffix *-e*. This is shown in example (34).

- (34) *De kleine hond luistert naar de streng baas*
 “The small dog listens to the strict boss”

These gender distinctions mentioned above only occur with singular nouns. Plural nouns always go with the definite article *de*, only pronouns of common gender are used and in adjectives, the gender is never marked.

Additionally, a word in Dutch can also have a different gender as a diminutive. The word *de hond* (the dog) for example takes a common gender determiner, but the diminutive *het hondje* (the little dog) takes the determiner of a neuter gender. All these rules and examples show that the grammatical

gender of Dutch is not as transparent as Spanish. As Blom et al. (2008) describe, Dutch has an opaque, a nontransparent, gender system.

2.1.4 Comparison between Spanish, English and Dutch

When these three languages are compared in terms of nominal agreement, it can be observed that there is a kind of scale. Spanish is a language with two genders, masculine and feminine, and it has a systematic and consistent system of gender agreement. Dutch also has a two-way gender system, but not as consistent as Spanish. Ultimately, English does not show nominal agreement in adjectives or determiners at all. This can be seen as a gradation. Spanish is the most gendered language. This is followed by Dutch, which also has two genders, just as Spanish, but these genders are not expressed as explicitly as in Spanish. English is at the end of the scale, because it does not have gender as Dutch has it, but it is closer to Dutch than to Spanish. This study specifically focuses on Dutch as a native language and Spanish as a second language. Since there are primarily investigations on English speakers of Spanish, the results of these speakers are also referred to in this literature review. In this way, hypotheses can be made for this study.

2.2 The acquisition of Spanish as a second language

The field of second language acquisition has been seeking explanations for differences in the acquisition of a second language between early and late learners for a very long time (Moyer, 2004). A first language is, in almost all cases, acquired as a child (Klein, 1986). It is assumed to be complete at the age of puberty, although many structures and vocabulary are also acquired at a later age. It is assumed that younger learners of a second language generally do better than older learners, which is supported by the *Critical Period Hypothesis* (Ellis, 1994). This hypothesis has been a foundation in many studies on second language acquisition. According to this hypothesis, the critical period is the stage in which children acquire their first language and after this period this acquisition becomes harder. As reported by Ellis (1994), it is believed that “there is a fixed span of years during which language learning can take place naturally and effortlessly, and after which it is not possible to be completely successful” (pp. 484). This means that younger second language learners generally perform better than older learners.

Producing a complete native-like second language is not possible when this language is acquired after the critical period. So, the second language of adult learners can never be perfect (Slabakova, 2016). In recent studies, it is usually accepted that there is indeed such a concept as a critical period.

A relevant question in second language acquisition therefore is whether it is possible for adults to fully develop the grammar of that specific second language, especially when there are features in that language that do not occur in their first language. Alarcón (2011) asks the question whether second language learners of Spanish are able to acquire the Spanish grammatical gender that is comparable to the proficiency of native speakers. She points out that there are two opposing proposals on the acquiring of the grammar of the second language. On the one side, there are claims such as the *Fundamental Difference Hypothesis* (Bley-Vroman, 1989) and the *Failed Functional Features Hypothesis* (Hawkins & Chan, 1997), which say that it is not possible for adult learners to acquire grammatical features that do not appear in their first language. On the other side are claims such as the *Full Transfer / Full Access Hypothesis* (Schwartz & Sprouse, 1994) and the *Missing Surface Inflection Hypothesis* (Prévost & White, 2000) which hypothesise similarities between the acquisition of a first and second language. These hypotheses say that adult learners could fully acquire grammatical features that are not present in their first language.

There are many hypotheses on second language learning which are being researched and examined and a more recent one is the *Shallow Structure Hypothesis* (Clahsen & Felser, 2006). According to this hypothesis, the grammatical processing of a second language is essentially different than of a first language. To explain these differences, this hypothesis proposes that adult second language learners are exposed to representations that contain less syntactic detail than the representations child and adult native speakers are exposed to. This means that the representations second language learners receive during comprehension are shallower and less detailed than the representation native speakers receive. So, the differences in second language performance are not caused by a less-functional working memory, transfers of native language features into the second language, or incomplete acquisition of the grammar of the second language. It has to do with the more restricted input adult second language learners receive.

According to the *Fundamental Difference Hypothesis* and the *Failed Functional Features Hypothesis*, Dutch speakers would make less errors in gender agreement than English speakers do, since gender agreement is a feature present in Dutch and absent in English. When it turns out that there is no significant difference found between the number of errors of English and Dutch speakers of Spanish, it would support the *Full Transfer / Full Access Hypothesis* and the *Missing Surface Inflection Hypothesis*. The *Shallow Structure Hypothesis* does not claim that a language can never be native-like, but the competence of the language depends on the input, which is more restricted for adult second language learners. This should implicate that it is easier to acquire a more native-like language when a learner is more immersed in that specific second language.

2.2.1 The acquisition of nominal agreement

For second language learners of Spanish, it is necessary to acquire the grammatical gender of the language, both at a lexical as at a syntactic level. The gender assignment of individual nouns (lexical level) is necessary before it is possible to apply gender agreement (syntactic level) correctly, since the agreement elements are linked to the noun which has a certain gender (Audring, 2008). So, when speakers can assign the correct gender and number to the noun, they can use the target element, such as determiner or adjective, in agreement with the noun.

Several researchers have investigated the acquisition of nominal agreement in a second language. They asked the question whether second language learners can acquire a native-like level of nominal agreement, taking into consideration a number of factors.

2.2.1.1 Comparison between native Spanish and Second Language Spanish

Cain, Weber-Olsen and Smith (1987) asked the question whether acquisition strategies in a first and second language are the same. They made a comparison between native Spanish children and native English adults who are learning Spanish as their second language. The focus of their study was on the acquisition of noun gender and its functions in gender. 20 Spanish children were divided into four different proficiency levels, according to their year in school (preschool, first grade, fourth grade and sixth grade). The second language group also consisted of 20 participants and they were all native

English speakers who chose Spanish as a field of study in their university. This group was also divided into four different proficiency levels, according to their year of studying Spanish (first-year students, second year, third and fourth year, and graduated students). Participants had to complete five experimental tasks concerning gender agreement. Results showed that the most proficient children and adults had significantly better results than the youngest children. The most advanced adults also performed better than the first-year students. So, when the proficiency increased, the scores increased as well. When looking at the Spanish children, the participants in the higher proficiency levels scored significantly better than the lowest level participants. This suggests that the strategy of matching articles and adjectives with the noun using the correct gender improves when the proficiency increases. The native English participants did not show a similar progression, which suggest that the participants in the lowest proficiency level already had access to a certain strategy of matching articles and adjectives with the noun using the correct gender. Cain et al. (1987) concluded that there is an increase in the development of the acquisition of Spanish gender agreement in both groups. However, the production of adult-like language was only visible in the most proficient group of the native Spanish children, whereas the strategy was visible in all adult groups. These findings suggests that there could be a “semantically based transfer strategy operating from L1 to L2 for adults” (pp. 350).

2.2.1.2 Distance of adjective

Keating (2009) conducted an eye movement investigation on violations of gender agreement in Spanish. He showed the participants sentences involving gender agreement between a noun and a modifying adjective. The adjectives occurred in three different positions: (1) immediately following the noun, (2) in the verb phrase, and (3) in a subordinate clause. Half of the sentences were grammatically correct and the other half were grammatically incorrect. By analysing the eye movements of the participants, Keating could make a comparison between native and non-native speakers of Spanish. The results showed that advanced learners of Spanish are sensitive to errors made in the gender of Spanish adjectives when the adjective follows the noun immediately. This shows that gender agreement is, to a certain level, acquirable in adult SLA. However, distance plays a role in gender agreement processing. It appeared that the non-native speakers are not as sensitive to gender agreement as native speakers are when the

adjective is placed further away from the noun. Learners with a beginning and intermediate level were not sensitive to gender errors at all, which shows that the feature gender agreement is acquired at a later stage.

Another study on the distance of adjective agreement was conducted by O'Rourke and Van Petten (2011). They also examined whether evaluation of agreement becomes more difficult when the distance between the noun and the adjective increases, but with a different method. With the use of recordings of brain electrical activity, ERP's (event-related potential), they found other results than Keating did. O'Rourke and Van Petten also used different phrases with different distances between the noun and the adjective in their method. Nonetheless, the results showed that the participants were equally able to spot the correct and incorrect forms of gender agreement when the adjective had a different position. However, all nouns and adjectives were singular and had a clear gender marking *-o* or *-a* as suffix, with no exceptions.

Alemán Bañón (2012) used EEG (electroencephalography) to examine the processing of nominal agreement in the second language Spanish of native English speakers. One component of his study also focused on how structural distance influences the accuracy of nominal agreement. He made a comparison between native speakers and nonnative speakers of Spanish by looking at electrical activity of the brain, as O'Rourke and Van Petten (2011) did as well. Alemán Bañón (2012) also found out that both native as nonnative speakers were sensitive to violation of non-adjacent adjectives and they were both affected by the distance manipulation. These results contradict the Shallow Structure Hypothesis of Clahsen & Felser (2006).

2.2.1.3 Patterns in gender agreement errors

Several researchers investigated error patterns in the agreement of gender in Spanish. Martinez-Gibson (2011) compared the gender agreement errors in the spoken Spanish of heritage speakers and people who spoke Spanish as a second language. She pointed out that most studies on gender agreement show that the masculine form is used as a default gender, so the masculine gender is used more than the feminine gender and also in an incorrect manner. This is also what Martinez-Gibson found out. She compared first generation heritage speakers, second generation heritage speakers and second language

learners of Spanish. In all groups, she found that most errors were a masculine determiner with a feminine noun, which suggests that masculine is the default gender. Besides, her results show that the second language learners made the most errors: 45 noun/adjective errors, of which 29 were a feminine noun and masculine adjective (49,25%) and 16 were a masculine noun with a feminine adjective (27,25%). This shows that more errors are made with feminine nouns agreeing with the adjective than masculine nouns.

Schlig (2003) analysed the agreement errors that were made by third-year students of Spanish and the results demonstrated that nouns ending in a consonant tend to receive a masculine gender more often than a feminine gender. By examining written data of the students, she found out that more than 38% of the errors were errors in gender. Most of these errors were feminine words used with masculine modifiers. Even the native speaker group tend to use a masculine gender when they are not sure which gender to assign.

Gender patterns in Spanish as a second language were also investigated by Alarcón (2010, 2011). She as well concluded that more errors were made with feminine nouns than with masculine nouns, which supports the hypothesis that masculine is the default setting. Besides, Alarcón's findings demonstrated that more errors were made with non-overt nouns (inanimate nouns) than with overtly marked nouns (animate nouns).

The study of Cain et al. (1987) also revealed that the participants had a more accurate use of the masculine gender than the feminine gender in articles and adjectives.

As well as many other researchers, McCowen and Alvord (2006) also examined gender agreement of determiners and adjectives of English speakers learning Spanish. They focused on beginning adult learners of Spanish and found out that participants were more accurate with the marking of masculine forms than with feminine forms. However, contrary to earlier findings, McCowen and Alvord (2006) did not find a significant difference between the masculine and feminine gender, so the results did not show a masculine default. There was overall variation in the use of gender, the participants overused both the masculine as the feminine gender.

Mayans-Ramón (2018) also pointed out that previous studies found that there is an overuse of the masculine gender in determiners and modifiers. She investigated the processing of gender agreement

in monolingual and heritage speakers of Spanish. The heritage speakers were also ranked, making a division between more and less dominant bilinguals. All participants had to complete picture naming tasks and picture description tasks. In this way, she investigated the spoken language of the participants and she could make a comparison between the two groups. In the picture naming task she looked at determiners and in the picture description task at adjectives. In both experiments, so in determiners as well as in adjectives, participants overused the masculine gender as default. The heritage speakers had more errors in the second experience than in the first experience, which means that the adjectives yielded more errors than the determiners. Furthermore, she also found a difference between the more Spanish dominant bilingual group and the less Spanish dominant bilingual group. In both experiments, the more dominant group performed better than the less dominant group. This finding implies that less dominant speakers simplify the Spanish language more than the more dominant speakers do. However, the morphological data did not show another difference between both bilingual groups.

2.2.1.4 Number and gender agreement

Another factor that has been investigated is whether learners are better in processing number agreement or gender agreement. Alemán Bañón (2012) compared native speakers of Spanish with adult English-speaking learners. Within the native group, he found that effects were equal for number and gender, which suggests that both features are processed similarly. This was different for the learners, who had a more positive effect for number than for gender, suggesting that number is processed before gender. These results support the *Full Transfer / Full Access Hypothesis* of Schwartz & Sprouse (1994), since number is a present feature in the first language English and gender is not.

Alemán Bañón, Fiorentino and Gabriele (2018) also investigated English-speaking learners of Spanish at different levels. The results of the event-related potentials revealed that the group with the highest proficiency had the same effect for gender as for number. The lowest proficiency group, on the contrary, did only show an effect for number and no effect for gender. These results show that the morphosyntactic elements develop when the proficiency increases.

Sagarra and Herchensohn (2010) investigated the sensitivity of Spanish learners to gender or number agreement violations. The second language learners were divided into beginning and

intermediate learners and there was a control group of native Spanish speakers. The beginning learners were not sensitive to gender or number agreement violations, but intermediates and native speakers showed sensitivity to both. Besides looking at sensitivity, they also examined whether gender agreement is processed differently from number agreement. In the first task, which was a self-paced reading task, there was no significant difference between the groups. However, in the second task, a grammaticality judgement task, did show a difference. The second language learners at both levels were more accurate in identifying number agreement errors than that they were in gender agreement errors. These results indicate that the processing of number agreement is easier for second language learners than the processing of gender agreement. The native control group did not show differences between gender and number violations.

2.2.1.5 Nominal agreement in the second language of Dutch native speakers

A recent study by González, Mayans and Berg (in press) also concluded that the masculine nouns yielded less errors than feminine nouns and also that determiners were better attained than adjectives. They analysed a total of 111 essays from Dutch students from Leiden University learning Spanish as a second language. The focus of this study was on nominal agreement matches and mismatches. Corresponding to earlier studies (Alarcón, 2010, 2011, Schlig, 2003, Martinez-Gibson, 2011, White et al., 2004), they also concluded that the masculine gender is the default gender for second language learners of Spanish. The result that learners were more accurate in gender agreement on adjectives than on determiners, also corresponds with earlier studies. Additionally, the results of González et al. (in press) show that Dutch native speakers make the same acquisitional errors in Spanish as native speakers of other languages do, although these speakers do not have gender in their first language.

Dewaele and Véronique (2001) analysed gender errors of native Dutch speakers learning French as a second language. Amongst other things, they investigated the overuse of masculine forms. Their data showed a masculine default, but with a difference between determiners and adjectives. The percentage of incorrect masculine gender in the determiners was higher (73.5%) than the percentage in the adjectives (63%). They also looked at the accuracy levels for gender agreement in determiners and adjectives. This accuracy level was significantly higher in determiners than in adjectives.

Guijarro Fuentes, Parafita Couto, Pérez-Tattam and Wildeboer (2016) investigated the second language Spanish of native Dutch speakers by looking at (un)interpretable features. The focus of this study is on number and gender agreement. The 27 participants were all students from a university in the Netherlands (Leiden University and Utrecht University) and they were all native speakers of Dutch. They also had a monolingual Spanish control group (from Spain, Colombia and Nicaragua), which consisted of 20 participants. Based on a proficiency test, the participants were divided into three different proficiency levels (intermediate, upper-intermediate and advanced). Guijarro Fuentes et al. (2016) conducted an experimental test which consisted of two components: a test where the participants had to judge each sentence on its correctness in grammar and a test in which the participants had to fill in a gap with an adjective with the correct gender and number. The results of the first test showed a significant difference between the native speakers and the learners. However, this result only appeared in the agreement between the noun and the adjective and not between the noun and the determiner. They point out that earlier research showed different results. Guijarro Fuentes (2014) found out that there was only a difference in the agreement between the noun and the determiner. In this study, he looked at the second language Spanish of French speakers, a language which also has gender and number agreement.

2.2.1.6 Research on the acquisition of nominal agreement in different languages

In the study of Sabourin, Stowe and de Haan (2004), Dutch was investigated as a second language. The focus was on the grammatical gender of Dutch. The participants were adult speakers of German, English and three Romance languages (French, Italian and Spanish). From all these languages, German is most similar to the Dutch grammatical gender system. In the first experiment, participants had to indicate the gender of nouns. This experiment was performed correctly by all participants, because all groups performed above 80% on average. However, the results showed that the speakers who have gender in their first languages performed better than speakers who have not. Especially the German speakers had a higher accuracy. The second experiment looked at agreement between the noun and the relative pronoun. These results showed that the German speakers performed best, followed by the Romance speakers, and the English speakers had the most errors. The results of this study demonstrate that, in the second language acquisition of grammatical gender, it is more important whether there is morphological

similarity of gender marking than whether abstract syntactic gender features are present in the first language.

In addition to all the research focused on English or some research focused on Dutch as a first language, there are also several papers investigating nominal agreement in other languages. Kupisch, Akpinar and Stöhr (2013) looked at gender marking in adult French used by German-French bilinguals and advanced second language learners. German and French are both languages with grammatical gender. French uses the masculine and feminine gender and German also makes use of neuter. Both languages make use of nominal agreement, but they also have cases in which gender agreement is not present or visible. There is a considerable difference between the two gender systems, so the system of the first language may be of little help in the acquisition of the gender marking in the second language. Kupisch et al. (2013) compared bilinguals who grew up in Germany and who grew up in France and second language learners living in either Germany or France. The experiments showed successful acquisition of agreement in all groups, but gender was slightly affected when French was acquired in a minority language context or as a second language. The results show that gender agreement is not caused by incomplete acquisition and it appears the results are conflicting the assumption of a sensitive period for the acquisition of gender.

White, Valenzuela, Kozłowska-MacGregor and Leung (2004) conducted an experiment in which they investigated the acquisition of Spanish as a second language by native speakers of French and English. In this way, a comparison could be made between speakers who have the gender feature present in their first language and speakers of which the gender feature is absent in their first language. Not only the gender feature is investigated, White et al. (2004) also looked at the number feature. This feature is present in both Spanish, French and English. The speakers were all adult learners of Spanish and they were divided into three different levels of proficiency. Native speakers of Spanish also participated in the experiment as a control group. The results show significant differences between the proficiency groups. It appeared that low proficiency groups differed significantly from native speakers, but intermediate and advanced speakers did not. In all levels of proficiency, it appeared that number was not a feature that was problematic. Participants, especially in the lower proficiency group, made less errors with number than with gender agreement. The language of the intermediate and advanced group

did not differ significantly from native speakers. This study showed that learners were more accurate when the noun was masculine than when it was feminine, which shows that the masculine gender is used as the default gender. A striking result is that advanced learners of Spanish with English as their first language did not experience difficulties with gender agreement and performed just like the native French speakers, even though gender is a novel feature in English and not in French. This result contradicts the *Failed Functional Features Hypothesis* of Hawkins and Chan (1997) and supports the *Full Transfer / Full Access Hypothesis* of Schwartz and Sprouse (1994).

2.3 Hypotheses

This study looks at the native speakers of Dutch learning Spanish as a second language. A comparison will be made between different proficiency groups. In this way, it can be investigated whether the language of learners becomes more native-like during the learning process. This will be done by looking at how native Dutch speakers acquire the number and gender of Spanish, by discovering error patterns in the second language of the participants and by comparing the kind of errors and the percentage of errors of different proficiency groups. In the literature on nominal agreement, it has been observed that the Spanish of second language learners becomes more native-like when the proficiency level increases and that learners acquire the number feature before gender (Alemán Bañón, 2012; Alemán Bañón et al., 2018; Sagarra & Herchensohn, 2010; White et al., 2004). It has also been observed that learners are more accurate in the nominal agreement of determiners than of adjectives (Dewale & Véronique, 2001; Guijarro Fuentes et al. 2016; Mayans-Ramón, 2018; González et al., in press). Earlier research also points out the masculine default in nominal agreement (Cain et al., 1987; Dewale & Véronique, 2001; Schlig, 2003; White et al., 2004; Alarcón, 2010, 2011; Martinez-Gibson, 2011; Mayans-Ramón, 2018; González et al., in press). Griebeling McCowen and Alvord (2006) did not find a significant difference between the masculine and feminine gender, but they did conclude that the participants were more accurate with the masculine than with the feminine gender. Mayans-Ramón (2018) pointed out that less dominant speakers simplify the Spanish language more than the dominant speakers do. This would imply that participants would make less errors with singular nouns than with plural nouns, since singular is the more simplified form. The study of González et al. (in press) supports this hypothesis, since they

found that there is an overgeneralisation of the singular in the number agreement of the Spanish of native Dutch speakers. Ultimately, earlier research showed that adjacency could play a role in the acquisition of Spanish as a second language (Keating, 2009). However, when the electrical activity of the brain was investigated (O'Rourke & Van Petten, 2011; Alemán Bañón, 2012), there was no significant difference between adjacent and non-adjacent adjectives. The following hypotheses are based on earlier studies focusing on nominal agreement of Spanish:

- (1) How higher the proficiency level of the speaker, how more native-like the language will become;
- (2) Speakers acquire the Spanish number before the Spanish gender;
- (3) There will be more errors in the agreement between the noun and the adjective than in the agreement between the noun and the determiner;
- (4) There will be more errors in the agreement with feminine nouns than in the agreement with masculine nouns;
- (5) There will be more errors in the agreement with plural nouns than in the agreement with singular nouns;
- (6) There will be no difference between the amount of errors in non-adjacent adjectives and adjacent adjectives.

The goal of this study is to discover whether the use of nominal agreement in second language Spanish of native Dutch speakers becomes more native-like when the proficiency of the speaker increases.

3. Methodology

This study makes use of data that has already been collected. It has been analysed in order to be able to understand the use of Spanish nominal agreement by Dutch second language learners. The study is corpus-based and makes use of the Leiden Learner Corpus (LLC).

3.1 Corpus

The Leiden Learner Corpus (LLC) contains data from second language speakers of Dutch with a variety of native languages and from second language learners of Romance languages: French, Italian,

Portuguese and Spanish. Most of these learners identify as native speakers of Dutch. The LLC also contains data from a control group that consists of native speakers of all five languages.

At the moment when the data of the LLC was used for this study, the Leiden Learner Corpus team consists of three members of the academic staff of Leiden University: Dr. E. M. A. Mauder, Dr. M. C. Parafita Couto and Dr. J. Caspers. They get help from six students of Leiden University: Emma van der Deijl, Marisol Salamanca, Wei-Wei Lee, José Manuel García del Río, Sara Sánchez-Molina and Emma Bierings.

The LLC now is a pilot version, that is, a project still in process. The LLC team started the project by collecting data from more than 150 students during the academic year 2015 / 2016. In the future, they will test these students multiple times, when the proficiency of the participants has increased. This means that in the future, longitudinal, within-subject comparisons can be made as well. Since the LLC is still in process, data is not online available yet, but it will be made available in the future, when more data is gathered. For the purpose of this study, data that already has been collected, could be shared and used to be analysed.

The data collection consists of spoken and written data: 11 hours of recordings in the oral part and over 100.000 words in the written part. This data comes from 182 participants, a wide range of students from Leiden University. For this thesis, only written data is investigated. Furthermore, background information of the participants is included, which contains general information, information about the language background, but also information about the language use and the language attitude. Although the level of proficiency was based on the language module that the students followed, an additional proficiency test was included⁴.

The focus of this thesis is on native speakers of Dutch learning Spanish as a second language. The participants were divided into three different language proficiency levels, which were decided by the team of the LLC. They chose to divide the participants on the basis of the module course they were following, which is based on the proficiency levels corresponding to the Common European Framework

⁴ The language proficiency test consisted of 50 multiple choice questions in which the participants had to fill in a gap. These questions handled several different topics, such as tenses of verbs, vocabulary and use of prepositions.

of References for Languages (CEFR)⁵: beginner, intermediate and advanced. All participants were following a language module or already completed a language module at Leiden University and they all thought they were able to communicate in that certain foreign language at a basic level. Moreover, they included a proficiency test and these results are included in Appendix 3. The average score in the proficiency test increases when the level of proficiency increases: the beginner group had an average of 26 out of 50, the intermediate group 30 and the advanced group 42 out of 50.

3.2 Participants

The LLC contains a total of 26 students learning Spanish. One of these students is a native speaker of English and another student is Polish. Therefore, the data of these two participants was eliminated for the purpose of this study. The corpus offers written data across different language levels. The participants were divided into three different language levels: beginner (A1, A2), intermediate (B1, B2) and advanced (C1, C2). These levels are their acquired language levels based on the CEFR. The participants were divided into these three proficiency levels, but the participants also had to fill in a proficiency test, which was based on the “Oxford Placement Test”⁶. Of the 24 participants, 8 belonged to the beginner level, 6 were intermediates and 10 had an advanced level of Spanish. They are all studying at Leiden University, most of them at the department of Latin American Studies, at the Humanities Faculty. The age varies between 17 and 32 years old. 9 of the participants are male, 15 are female. All familiar background information about the participants is shown in Appendix 1.

3.3 Data collection

The written data of the LLC consists of a proficiency test, a background questionnaire, and three essay questions. The team of the LLC made essay questions that were appropriate for the language level of

⁵ “The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.” (Council of Europe, 2001, pp. 1) This Framework defines levels of proficiency (A1, A2, B1, B2, C1, C2), which can be used as a European guideline.

⁶ Beginners had an average score of 26 out of 50, intermediates 30 out of 50 and advanced of 42 out of 50. These scores ranged from 20 to 34 for beginners, from 21 to 39 for the intermediates and from 34 to 47 for the advanced group.

the participants. Beginners had to answer questions such as “describe the personality and physical appearance of your best friend”, intermediate participants answered other essay questions, for example “What would you do if you win the jackpot of the lottery?”, and participants with an advanced level of Spanish answered questions such as “Write an application letter for your dream job”. All the essay questions are listed in Appendix 2. Participants were asked to answer questions in approximately 150 words per essay question. They all had to answer three questions, so a total of approximately 450 words per participant. The essays contained 5.435 words in total, of which 1412 were from the beginners, 942 of participants in the intermediate group and 3081 words for the advanced students. The average amount of words per participant for all three essay questions were 177 words for the beginners, 157 for the average group and 308 for the advanced students. This shows that the participants used less than the requested 150 words per question, in particular in the first two levels of proficiency.

All the essays were analysed on nominal agreement by marking the nouns and all the possible linked elements, such as determiners and adjectives. This yielded 1.093 occurrences in total, of which 294 were from the beginners, 183 occurrences in the intermediate group and 616 in the advanced group. All the occurrences were imported into Microsoft Excel and processed.

3.4 Data processing

All the data was processed in a Microsoft Excel sheet. The nouns were recorded in combination with the target elements. These were either determiners or adjectives. For the purpose of this study, the category *determiners* included articles, demonstratives (*este, estas, etc., English: this, these, etc.*), possessives (*mi, sus, nuestro, etc., English: my, your, our, etc.*), and quantitatives (*mucho, todas, etc., English: a lot, all, etc.*)⁷. Descriptive adjectives (*bonito, feliz (happy), altas (large), pequeño (little)*) were categorised under the category *adjectives*. The articles were categorised under definite articles (*el / la / los / las*) and indefinite articles (*un / una / unos / unas*). In appendix 4, all the data of the three different proficiency groups is presented.

⁷ Mayans-Ramón (2018).

While coding the data, it became obvious that all the errors in adjectives concerning gender agreement were adjectives ending in -o (masculine) or -a (feminine). There are no errors with neuter adjectives such as *verde* (green), *joven* (young), or *azul* (blue). Therefore, it was also recorded whether the adjective had a different form in combination with masculine nouns than with feminine nouns (*rojo/a* (red), *barato/a* (cheap), *rizado/a* (curling), *bueno/a* (good)) or not (*grande* (big), *azul* (blue), *joven* (young), *mejor* (better)). In this way, the adjectives that do not end in -o or -a can be eliminated and only the distinctive gender forms can be filtered and analysed.

With the use of the online DLE (Diccionario de la Lengua Española, *Dictionary of the Spanish Language*), it has been established for each noun whether it is masculine or feminine and therefore whether the target elements needed to be masculine or feminine. Furthermore, it was coded whether it was a singular or plural noun. In this way, it could also be determined what the number of the target elements needed to be. Another investigated factor was the adjacency of the adjective. As described in section 2.1.1., an adjective was categorised as adjacent when the adjective occurred directly after the noun or when there is only an adverb in between (“una lámpara mágica”, *a magic lamp* or “el hombre muy rico”, *the very rich man*). When an adjective was categorised as non-adjacent, it meant that the noun and the adjective were not placed next to each other, but with other words in between, such as verbs or part of a sentence (“mi infancia era genial”, *my childhood was great* or “este exceso de visibilidad no ha sido ventajoso en absoluto”, *this overflow of visibility has not been beneficial at all*).

The accuracy of these occurrences was also coded. The occurrences were marked as correct or as incorrect and with the incorrect ones, the type of error was marked as well. It could be an error in determiner or adjective, or an error in gender agreement, number agreement or both. By analysing all the occurrences, a comparison can be made between the three proficiency groups and patterns of errors can be analysed.

4. Results

Table 1 shows the number of occurrences of the three different proficiency groups, the amount of errors and the percentage of errors in the L2 Spanish writing of native speakers of Dutch.

	Beginner	Intermediate	Advanced
Total occurrences	294	183	616
Errors	45	20	15
%	15.3	10.9	2.4

Table 1. *Number and percentage of errors per proficiency group*

The beginners have the highest percentage of errors and this percentage decreases per proficiency group. In the essays of the beginners, 15,3% of the occurrences is marked as an error, the intermediate group had 10,9% of errors in their essays and 2,4% of the occurrences of the advanced group was incorrect. The beginner group had 15.3% of errors and the intermediate group 10.9%, which means that the intermediate group made approximately two thirds of the percentage of errors of the beginner group. The advanced group made around four times less errors than the intermediate group and six times less errors than the beginners.

To examine whether participants perform better with the Spanish number or the Spanish gender, the errors in gender agreement and the errors in number agreement have been split in Table 2.

		Beginner	Intermediate	Advanced
Errors in gender agreement	N	37	20	12
	%	82.2	100.0	80.0
Errors in number agreement	N	8	0	3
	%	17.8	0.0	20.0

Table 2. *Number and percentage of errors in gender and number agreement per proficiency group*

All three proficiency groups make considerably more errors in gender than in number agreement. 82.2% of the errors of beginners were errors in gender agreement, the intermediate group only made errors in gender agreement and none in number agreement and 80% of the errors of the advanced group were errors in gender agreement. There are no striking differences between the three participant groups and the results do not show a clear increase or decrease in category of error.

The amount of errors in determiners and in adjectives per proficiency group is represented in Table 3. The total number of occurrences and the amount of errors for the determiners and adjectives have been listed and, in this way, a percentage of the errors can be shown per proficiency group.

		Beginner	Intermediate	Advanced
Errors in determiners	Occurrences	188	140	462
	Errors	24	16	7
	%	12.8	11.4	1.5
Errors in adjectives	Occurrences	106	43	154
	Errors	19	4	8
	%	17.9	9.3	5.2

Table 3. *Number and percentage of errors in determiners and adjectives per proficiency group*

The beginner and advanced group made more errors in determiners than in adjectives. This is not the case for the intermediate group. In this group, more errors were made in the determiners than in the adjectives. However, these percentages are very close to be able to draw any sound conclusions. The results show a decline in errors with the level of proficiency. The difference between the advanced and the intermediate group is bigger than between the beginner and intermediate group.

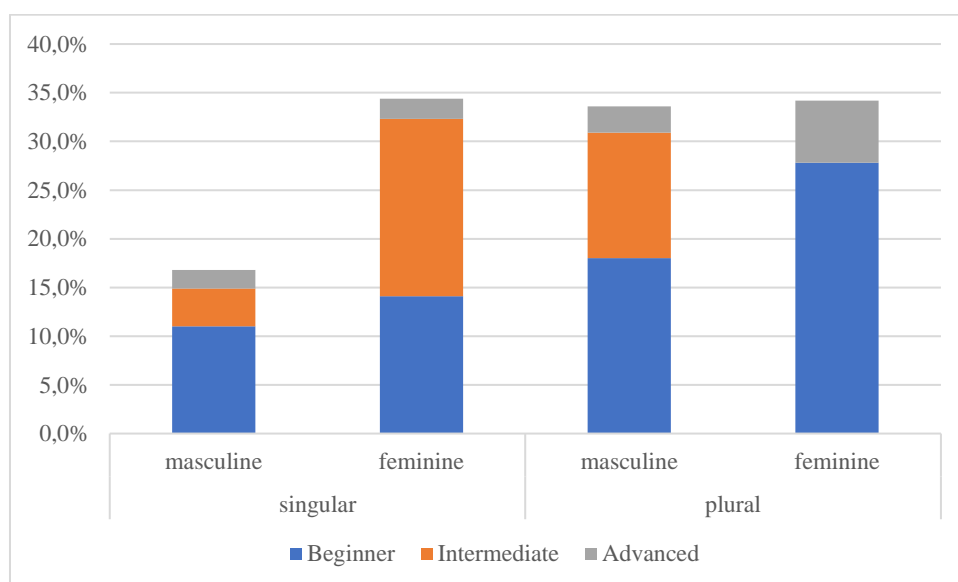
The percentage of agreement errors per proficiency group is reported in Table 4 and Graph 1. The percentage of errors has been split up in singular and plural and in masculine and feminine.

		Beginner	Intermediate	Advanced
Singular	Masculine	11.0	3.9	1.9
	Feminine	14.1	18.2	2.1
Plural	Masculine	18.0	12.9	2.7
	Feminine	27.8	0.0	6.4

Table 4. *Percentage of agreement errors per proficiency group*

These results show that there are more errors with feminine nouns than with masculine nouns, except with the plural in the intermediate group. This group had no errors in feminine plural nouns. Table 4 also shows that the percentage of errors in plural is higher than in singular nouns. The intermediate group again shows a deviance in the plural of feminine nouns, because this group did not have any errors in the agreement with plural feminine nouns. The plural of masculine nouns does have a higher percentage of errors than of singular masculine nouns. There is a decrease visible in level of proficiency. The advanced group again has less errors than the intermediate group and the beginner group has a higher percentage of errors than the intermediate group.

Graph 1 shows the percentage of agreement errors per proficiency group, making a division between masculine and feminine and between singular and plural.



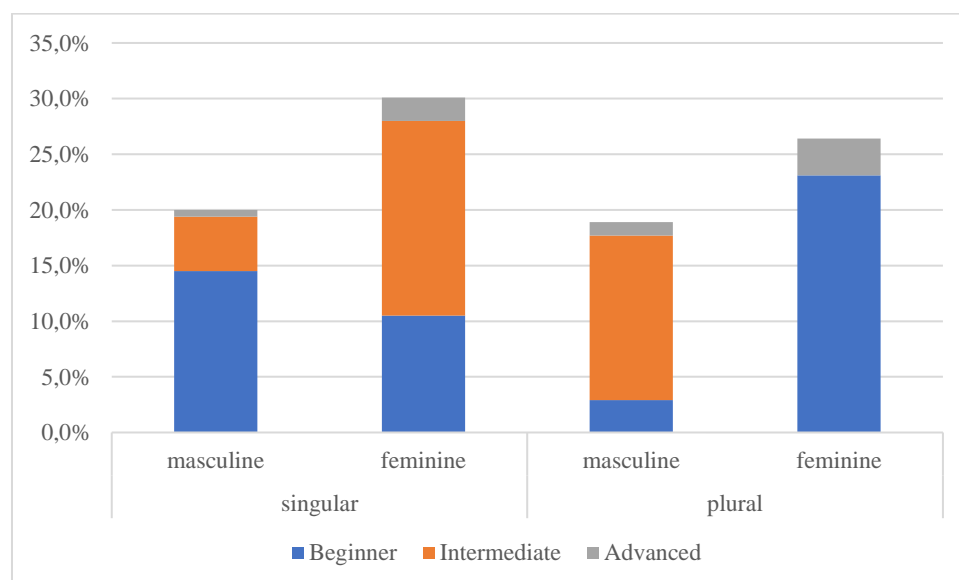
Graph 1. *Percentage of agreement errors per proficiency group*

In Graph 1 it becomes clearly visible that the least errors are made in the agreement with masculine singular nouns. Overall, the percentage of these errors is half of the percentage of the other errors. There is almost no difference between the feminine singular nouns and the feminine plural nouns and the percentage of errors of the masculine plural nouns is also comparable with the percentage of feminine plural nouns.

To give more insights in the gender and number agreement errors, the errors in determiners and the errors in adjectives have been split up. Table 5 and Graph 2 show the percentage of agreement errors in determiners per proficiency group.

		Beginner	Intermediate	Advanced
Singular	Masculine	14.5	4.9	0.6
	Feminine	10.5	17.5	2.1
Plural	Masculine	2.9	14.8	1.2
	Feminine	23.1	0.0	3.3

Table 5. *Percentage of agreement errors in determiners per proficiency group*



Graph 2. *Percentage of agreement errors in determiners per proficiency group*

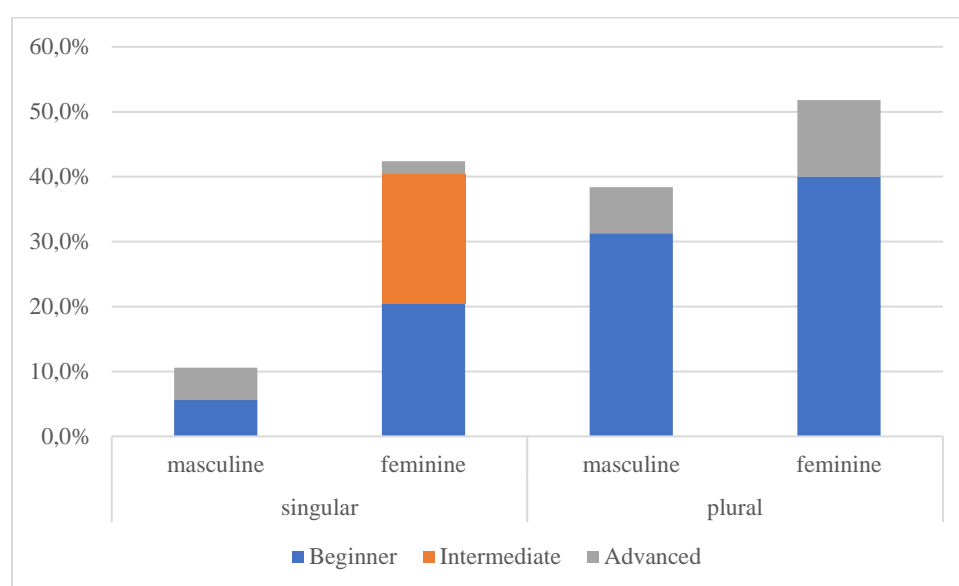
In general, there are more errors with feminine than with masculine nouns and more errors with plural than with singular nouns. This becomes visible in Table 5 above. However, the beginner and intermediate group show striking results. The beginners had more errors in masculine singular nouns than in masculine plural nouns. The intermediate group scored better with feminine plural nouns than with feminine singular nouns, since there were no errors made in the agreement with feminine plural nouns. The advanced group does score better both with singular nouns and with masculine nouns.

Graph 2 shows that in general the participants made more errors in feminine nouns than in masculine nouns. However, there is no striking difference between singular and plural nouns, the percentage of errors are close to each other and even slightly lower in plural than in singular.

The percentage of agreement errors in adjectives is also presented, in Table 6 and Graph 3.

		Beginner	Intermediate	Advanced
Singular	Masculine	5.6	0.0	5.0
	Feminine	20.4	20.0	2.0
Plural	Masculine	31.3	0.0	7.1
	Feminine	40.0	0.0	11.8

Table 6. *Percentage of agreement errors in adjectives per proficiency group*



Graph 3. *Percentage of agreement errors in adjectives per proficiency group*

With the results in Table 6 it becomes clear that the beginner group has the least errors with the agreement of masculine singular nouns. The percentage of errors is clearly higher with feminine nouns and with plural nouns. The intermediate group only had errors in the agreement of singular feminine nouns and adjectives, namely with 20.0% of the feminine singular nouns. The percentage of errors of the advanced group show that there are clearly more errors with plural nouns than with singular nouns.

However, in singular, they had more errors in masculine nouns than in feminine nouns. This was not the case in plural.

By looking at Graph 3, it becomes clear that in the agreement of nouns with adjectives, the masculine singular nouns in general yield the least errors. The participants from all proficiency groups made more errors in feminine singular nouns and even more in feminine plural nouns. The percentage of errors of masculine plural nouns is also considerably higher, but still lower than the feminine plural nouns.

Lastly, the errors in adjacency were also reported, in Table 7. The number of errors in adjacent and non-adjacent adjectives were split up.

		Beginner	Intermediate	Advanced
Errors adjacent	Occurrences	66	39	122
	Errors	9	3	1
	%	13.6	7.7	0.8
Errors non-adjacent	Occurrences	40	4	32
	Errors	10	1	7
	%	25.0	25.0	21.9

Table 7. *Number and percentage of errors in adjacency per proficiency level*

These results show that in all proficiency groups, the participants had more errors in non-adjacent adjectives than in adjacent adjectives. By comparing the three groups, it becomes clear that the percentage of errors decreases when the level of proficiency increases. 13.6% of the occurrences of the beginners were errors, where the intermediates had 7.7% of errors and the advanced group only 0.8%. There is no considerable difference between the percentage of errors in non-adjacent adjectives. In all groups, approximately a quarter of these occurrences was marked as an error.

5. Conclusion and discussion

Errors in second language use tell a lot about the acquisition process of that certain language. By comparing different proficiency levels, it can be investigated what kind of stages a learner goes through. There has already been a lot of research on native English speakers learning Spanish as a second language, but not many on native Dutch speakers learning Spanish. One of the striking differences between these languages concerning nominal agreement is that Dutch speakers are used to pair the determiner with the noun (de, het, deze, die, etc.) and English speakers are not (the, this, etc.). This could lead to less errors in nominal agreement between determiners and nouns for Dutch speakers than for English speakers, since Dutch has a two-way gender system, just as Spanish has. From a pedagogical point of view, the results of different researchers could offer insights to create methods to teach Spanish as a second language, by looking at which errors are made at which stages of language acquisition.

This study investigated essays of Dutch students from Leiden University and compared three different proficiency groups. Based on previous literature on nominal agreement of Spanish as a second language, the following hypotheses were established for this study:

- (1) How higher the proficiency level of the speaker, how more native-like the language will become;
- (2) Speakers acquire the Spanish number before the Spanish gender;
- (3) There will be more errors in the agreement between the noun and the adjective than in the agreement between the noun and the determiner;
- (4) There will be more errors in the agreement with feminine nouns than in the agreement with masculine nouns;
- (5) There will be more errors in the agreement with plural nouns than in the agreement with singular nouns;
- (6) There will be no difference between the amount of errors in non-adjacent adjectives and adjacent adjectives.

The results show that how higher the proficiency level of the speaker is, how more native-like the language becomes, which confirms the first hypothesis. The total amount of errors shows a clear decrease when taking into consideration the proficiency of the students. These results verify the findings

of Alemán Bañón (2012), Alemán Bañón et al. (2018), Sagarra & Herchensohn (2010), White et al. (2004), *et al.* In this study, the amount of errors in determiners and in adjectives both decreases when there is a higher proficiency, but it appeared that there are almost no errors in determiners at the highest proficiency level, while there is still a percentage of errors of approximately 5% in adjectives.

Another hypothesis that can be confirmed is the second one, namely that speakers acquire the Spanish number before the Spanish gender. In all proficiency groups, the percentage of errors in number agreement was clearly lower than the percentage of errors in gender agreement. In the intermediate group, there were not even errors in number agreement. This indicates that learners acquire the number feature in Spanish before they acquire the gender feature.

The third hypothesis, which was the hypothesis that there will be more errors in the agreement between the noun and the adjective than in the agreement between the noun and the determiner, is not strongly supported by the results. The beginner and advanced group made less errors in determiners than in adjectives, but the intermediate group did not. This result is striking, since Dutch speakers are used to pair the determiner with the noun in their first language. Therefore, it would be expected that Dutch speakers are clearly better in correctly pairing the noun with the determiner than with the adjective. Because results from native English speakers learning Spanish showed that participants were already better in pairing the determiner with the noun than the adjective with the noun (Alemán Bañón, 2012; Alemán Bañón et al., 2018; Sagarra & Herchensohn, 2010; White et al., 2004), you would expect that Dutch speakers perform even better with determiners. However, the advanced speakers did show a great difference between the percentage of errors, so the results of this group do support this hypothesis. Guijarro Fuentes (2014), who looked at French speakers and Guijarro Fuentes et al. (2016), who looked at Dutch speakers, also found different results regarding determiner-noun and noun-adjective agreement. With the French speakers, there were only differences in the agreement between the noun and the determiner. However, when looking at the Dutch speakers, they only found a difference in the agreement between the noun and the adjective.

It has also been investigated whether there will be more errors in the agreement with feminine nouns or with masculine nouns. The results show that the percentage of errors with feminine nouns is almost always higher than the percentage of errors with the masculine nouns, which supports the fourth

hypothesis. Only the intermediate group does not support this in plural, since there were no errors made with plural feminine nouns. So, this study also proves the masculine gender as default, corresponding to the studies of Cain et al. (1987), Dewaele & Véronique (2001), Schlig (2003), White et al. (2004), Alarcón (2010, 2011), Martinez-Gibson (2011), Mayans-Ramón (2018) and González et al. (in press).

By comparing the percentage of errors with singular and plural nouns, the results also support the fifth hypothesis that there will be more errors in the agreement with plural nouns than in the agreement with singular nouns. However, with these results, the intermediate group again shows contradictory results. Since there are no errors with feminine plural nouns, this percentage is lower than the percentage of errors with singular feminine nouns. This would imply that the participants use the more simplified form, which corresponds to the study of Mayans-Ramón (2018). The results of González et al. (in press) also identified the singular as default.

The last hypothesis was that there would not be a difference in the amount of errors of adjacent and non-adjacent adjectives, as O'Rourke and Van Petten (2011) and Alemán Bañón (2012) showed when analysing brain activity. However, the results of all three proficiency groups contradict this hypothesis, since the percentage of errors with non-adjacent adjectives was always clearly higher than with adjacent adjectives. It is remarkable that the percentage of errors in adjacent adjectives obviously decreases, from 13.6% in the beginner group, to 7.7% in the intermediate group and only 0.8% in the advanced group. However, the percentage of errors with the non-adjacent adjectives stays quite identical and it does not decrease when the level of proficiency increases. The first two proficiency groups had no less than 25% of errors and the advanced group still had 21.9% of errors. Nonetheless, the advanced group made use of more sophisticated sentence constructions than the other two groups did, which probably leads to a higher amount of errors. It also makes sense that participants would have more errors in non-adjacent adjectives than in adjacent adjectives, since the adjective is placed next to the noun with adjacent adjectives, which makes it easier to link to the noun. A construction with a non-adjacent adjective is more sophisticated and therefore could lead to a higher percentage of errors.

All things considered, the results of this study support most hypotheses. The results do not show convincing evidence to support the third hypothesis, but they do not contradict it either. The only

hypothesis that is disproven, is the last one. Participants did have more errors in non-adjacent adjectives than in adjacent adjectives.

The data used for this study was collected by the academic staff of the Leiden Learner Corpus and students from Leiden University. As already described in section 3.2, they included a proficiency test (see Appendix 3). The average score of the proficiency test increased when the level of proficiency increases. However, when looking at individual results, there were striking findings: the highest result in the beginner group was 34 and the lowest result of the advanced group was 34 as well. All scores that came out of the proficiency test are widely spread, which makes the results less reliable. This is the reason why the results of the proficiency test are not taken into account in the division of groups for the present study. The most striking results in this study came from the intermediate group. The results of this group deviated most from the expected results. However, when looking at the information about the participants and at the proficiency test scores, this deviation could be explained. The participants in the intermediate group had a B1 level of Spanish, but there was also one participant in the beginner group and one in the advanced group and they also had a B1 level of Spanish. Moreover, when looking at the scores of the proficiency test, there is a great deviance of the average score of 30 in the intermediate group. The lowest score in this group is 21 and the highest score is 39. Seven out of eight participants in the beginner group had a higher score than 21 and three out of ten participants in the advanced group had a lower score than 39. The intermediate group also has the least participants. In further research, there should be a better division in the proficiency groups with more obvious differences. Besides, it would be interesting to use a bigger corpus of data with more participants. This makes the results more reliable.

Furthermore, there were different essay questions used for the different groups. This could have led to different uses of nominal agreement. For example, the advanced group had more non-adjacent adjectives than the other two groups. This could have been the case, because the advanced group answered different essay questions than the other groups did. The questions could have provoked certain answers with certain grammatical constructions. Therefore, it would be interesting and more reliable to conduct a research in which participants all answer the same essay questions.

According to the *Fundamental Difference Hypothesis* and the *Failed Functional Features Hypothesis*, Dutch speakers would make less errors in gender agreement than English speakers do, since gender agreement is a feature present in Dutch and absent in English. This study could not point out differences between the two languages. Almost all hypotheses corresponded to earlier findings, except for the difference between number and gender agreement and adjacency. However, to make a reliable comparison, research should be conducted in which a comparison will be made between native English and Dutch speakers learning Spanish as a second language. In this way, the *Fundamental Difference Hypothesis* and the *Failed Functional Features Hypothesis* can be supported or disapproved. When research points out that there is no fundamental difference between the Spanish of native English and native Dutch speakers, the *Full Transfer / Full Access Hypothesis* and the *Missing Surface Inflection Hypothesis* can be supported. Guijarro Fuentes (2014) and Guijarro Fuentes et al. (2016) also showed contradictory results. These studies involved different languages, since French is closer to Spanish than Dutch is. However, both languages have a gender and number system, but in a different manner. It would be interesting if this topic of interest is examined more thoroughly with a comparison between different first languages who all have a different number and gender system, such as English, Dutch, German, French and Italian.

This study showed that how higher the proficiency level of the speaker is, how more native-like the language becomes. However, to better support this finding, longitudinal comparison should be made. The Leiden Learner Corpus is still in process and wants to include longitudinal data of the participants. When this new data in which the second language Spanish of the same participants is investigated at a further stage, more representative conclusions can be drawn.

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Appendix 1

Participants' info

Beginner

	Age	Gender	Study year	Semester	First language	Level of Spanish
004SP	22	Female	1	1	Dutch	A1
005SP	23	Female	1	1	Dutch	A1
006SP	19	Male	1	1	Dutch	A2
007SP	18	Female	1	1	Dutch	A1
008SP	19	Female	1	1	Dutch	A1
011SP	18	Female	1	1	Dutch	-
022SP	17	Female	1	2	Dutch	A2
102SP	21	Female	2	2	Dutch	B1

Note: the fields marked with “-“ are unknown.

Intermediate

	Age	Gender	Study year	Semester	First language	Level of Spanish
002SP	26	Female	3	1	Dutch	B1
012SP	20	Female	1	1	Dutch	B1
096SP	32	Female	3	2	Turkish (started learning Dutch at the age of 3 / 4)	B1
117SP	-	Male	-	-	-	-
134SP	-	Female	-	-	Dutch	-
193SP	28	Male	3	-	Dutch	B1

Note: the fields marked with “-“ are unknown.

Advanced

	Age	Gender	Study year	Semester	First language	Level of Spanish
<i>014SP</i>	20	Female	3	1	Dutch	C1
<i>061SP</i>	26	Female	1	1	Dutch	C1
<i>064SP</i>	26	Male	3	2	Dutch	C1
<i>071SP</i>	21	Male	3	2	Dutch	C1
<i>088SP</i>	25	Female	1	1	Dutch	C2
<i>095SP</i>	21	Male	3	2	Dutch	C1
<i>097SP</i>	21	Male	3	2	Dutch	B1
<i>098SP</i>	20	Female	3	2	Dutch	B2
<i>143SP</i>	21	Male	3	2	Dutch	B2
<i>144SP</i>	25	Male	1	2	Dutch	B2

Appendix 2

Essay questions

Beginner

1. *Haz tu presentación para un casting de la TV*
“Make your presentation for a casting from TV”
2. *¿Cómo es la ciudad / el lugar donde vives?*
“How is the city / place where you live?”
3. *Describe la forma de ser y la apariencia física de tu mejor amigo*
“Describe the personality and physical appearance of your best friend”

Intermediate

1. *Pide tres deseos al genio de la lámpara mágica*
“Ask the genie of the magic lamp for three wishes”
2. *¿Qué hiciste durante las vacaciones del año pasado?*
“What did you do during your vacation last year?”
3. *¿Qué harías si ganaras el premio gordo de la lotería?*
“What would you do if you win the jackpot of the lottery?”

Advanced

1. *Escribe una carta para solicitar el trabajo de tus sueños*
“Write an application letter for your dream job”
2. *Escribe una carta al ayuntamiento de tu ciudad quejándote de que el alumbrado de tu vecindario no funciona y pídeles una solución*
“Write a letter to the city council of your city where you make a complaint about lighting of your neighbourhood that does not work and ask them for a solution”
3. *Compara tu infancia con la infancia de los niños de hoy en día*
“Compare your childhood to the childhood of children nowadays”

Appendix 3

Scores of proficiency test per proficiency level

Beginner	004SP	20
	005SP	29
	006SP	25
	007SP	24
	008SP	22
	011SP	27
	022SP	27
	102SP	34
Intermediate	002SP	31
	012SP	28
	096SP	30
	117SP	39
	134SP	29
	193SP	21
Advanced	014SP	44
	061SP	42
	064SP	46
	071SP	47
	088SP	47
	095SP	41
	097SP	37
	098SP	46
	143SP	35
	144SP	34

Appendix 4

Data

Beginner

<i>Noun</i>	<i>Article</i>	<i>1 definite 2 indefinite</i>	<i>Adjective</i>	<i>Kind of adjective</i>	<i>1 masculine 2 feminine</i>	<i>1 singular 2 plural</i>	<i>1 adjacent 2 non- adjacent</i>	<i>1 correct 2 incorrect</i>	<i>Mistake in 1 determiner 2 adjective 3 both</i>	<i>Mistake in 1 gender agreement 2 number agreement 3 both</i>
estudiante	una	2			2	1		1		
universidad	el	1			2	1		2	1	1
cine	la	1			1	1		2	1	1
hermano	un	2			1	1		1		
perro	el	1			1	1		1		
Stafford	una	2			1	1		2	1	1
Beagle	una	2			1	1		2	1	1
ciudad	una	2			2	1		1		
estudiantes			muchos	quantitative	1	2	1	1		
ciudad	una	2			2	1		1		
ciudad			bonita	descriptive	2	1	1	1		
ciudades			estes	demonstrative	2	2	1	2	2	1
ciudades			mayor	descriptive	2	2	2	2	2	2
ciudad	una	2			2	1		1		
ciudad			pequeña	descriptive	2	1	1	1		
amiga			mejor	descriptive	2	1	1	1		
pelo			rubia	descriptive	1	1	1	2	2	1
mujer	una	2			2	1		1		
mujer			pequeña	descriptive	2	1	1	1		
ciudad	una	2			2	1		1		
hermana	una	2			2	1		1		
hermana	la	1			2	1		1		
estudiante	una	2			2	1		1		
estudiante	una	2			2	1		1		
ciudad	una	2			2	1		1		
mujer	una	2			2	1		1		
pelo	el	1			1	1		1		
pelo			moreno	descriptive	1	1	1	1		
ojos			marrón	descriptive	1	2	2	2	2	2
guitarra	la	1			2	1		1		
estilos	los	1			1	2		1		
estilos			clasicos	descriptive	1	2	1	1		
estilos			nuevos	descriptive	1	2	1	1		
cantante	una	2			2	1		1		
cantante			profesional	descriptive	2	1	1	1		
experiencia			mucha	quantitative	2	1	1	1		
Fleur			preparada	descriptive	2	1	2	1		

ciudad	la	1			2	1		1		
ciudad	un	2			2	1		2	1	1
países	los	1			1	2		1		
países			bajos	descriptive	1	2	1	1		
ciudad			grande	descriptive	2	1	2	1		
ciudad			linda	descriptive	2	1	2	1		
edificios			muchos	quantitative	1	2	1	1		
edificios			historicos	descriptive	1	2	1	1		
universidad	la	1			2	1		1		
universidad			importante	descriptive	2	1	2	1		
vida	la	1			2	1		1		
vida			cuotidiana	descriptive	2	1	1	1		
bares			todos	quantitative	1	2	1	1		
bares	los	1			1	2		1		
estudiantes	los	1			1	2		1		
universidad	la	1			2	1		1		
amigo			mejor	descriptive	1	1	1	1		
chico	un	2			1	1		1		
chico			intelligentísimo	descriptive	1	1	1	1		
chico			amable	descriptive	1	1	1	1		
futuro	el	1			1	1		1		
planeta			nuestro	descriptive	1	1	1	1		
universidad	el	1			2	1		2	1	1
ropa	la	1			2	1		1		
chico	un	2			1	1		1		
chico			guapo	descriptive	1	1	1	1		
ojos	los	1			1	2		1		
ojos			azules	descriptive	1	2	1	1		
pelo	el	1			1	1		1		
pelo			rubio	descriptive	1	1	1	1		
amigo			mejor	descriptive	1	1	1	1		
Rik			Hollandés	descriptive	1	1	1	1		
universidad	la	1			2	1		1		
América			Latino	descriptive	2	1	1	2	2	1
cinema	el	1			1	1		1		
semana	la	1			2	1		1		
clases	las	1			2	2		1		
idioma			esta	demonstrative	1	1	1	2	2	1
historia	la	1			2	1		1		
profesor	un	2			1	1		1		
ciudad			esta	demonstrative	2	1	2	1		
ciudad	una	2			2	1		1		
ciudad			grande	descriptive	2	1	1	1		
país	el	1			1	1		1		
país			bajos	descriptive	1	1	1	2	2	2
parte	un	2			2	1		2	1	1

pueblo	un	2			1	1		1		
casa	una	2			2	1		1		
estudiantes			otras	descriptive	1	2	1	2	2	1
playa	la	1			2	1		1		
playa	la	1			2	1		1		
casa			grande	descriptive	2	1	2	1		
cucina	un	2			2	1		1	1	1
actividades			muchos	quantitative	2	2	1	2	2	1
actividades			diferentes	descriptive	2	2	1	1		
ciudad	la	1			2	1		1		
ciudad			politica	descriptive	2	1	1	1		
amigo			mejor	descriptive	1	1	1	1		
universidad	la	1			2	1		1		
pelo			largo	descriptive	1	1	1	1		
Freek			rubio	descriptive	1	1	2	1		
Freek			gordo	descriptive	1	1	2	1		
Freek			allegre	descriptive	1	1	2	1		
familia	una	2			2	1		1		
familia			grande	descriptive	2	1	1	1		
diploma	una	2			1	1		2	1	1
colegio	el	1			1	1		1		
actor	el	1			1	1		1		
pelicula	la	1			2	1		1		
ciudad	una	2			2	1		1		
ciudad			bellísima	descriptive	2	1	1	1		
ciudad	la	1			2	1		1		
ciudad			antigua	descriptive	2	1	2	1		
edificios			muchos	quantitative	1	2	1	1		
tiempo			mucho	quantitative	1	1	1	1		
edificios	los	1			1	2		1		
edificios			altos	descriptive	1	2	2	1		
venturas			muchas	quantitative	2	2	1	1		
iglesia	una	2			2	1		1		
centro	el	1			1	1		1		
iglesia	una	2			2	1		1		
historia	una	2			2	1		1		
historia			grande	descriptive	2	1	1	1		
arboles			muchos	quantitative	1	2	1	1		
tiendas	las	1			2	2		1		
tiendas	las	1			2	2		1		
vez	una	2			2	1		1		
camisa	una	2			2	1		1		
camisa			negra	descriptive	2	1	1	1		
camisa	una	2			2	1		1		
novio	un	2			1	1		1		
el			inteligente	descriptive	1	1	2	1		

universidad	la	1			2	1		1		
el			rubio	descriptive	1	1	2	1		
pelo	el	1			1	1		1		
pelo			corto	descriptive	1	1	1	1		
el			alto	descriptive	1	1	2	1		
el			desportivo	descriptive	1	1	2	1		
el			alegre	descriptive	1	1	2	1		
sentido	un	2			1	1		1		
sentido			multo	descriptive	1	1	1	1		
sentido			bueno	descriptive	1	1	1	1		
humor	el	1			1	1		1		
artista	una	2			2	1		1		
telé	la	1			2	1		1		
teatro	el	1			1	1		1		
películas	las	1			2	2		1		
actrez	una	2			2	1		1		
ciudad	un	2			2	1		2	1	1
ciudad			pequeño	descriptive	2	1	1	2	2	1
futura	la	1			1	1		2	1	1
ciudad	la	1			2	1		1		
edificiós	los	1			1	2		1		
edificiós			hermosos	descriptive	1	2	2	1		
gente	la	1			2	1		1		
gente			asociable	descriptive	2	1	2	1		
gente			racisto	descriptive	2	1	2	2	2	1
gente	la	1			2	1		1		
Rumst			tranquilo	descriptive	2	1	2	2	2	1
Rumst			positivo	descriptive	2	1	2	2	2	1
amiga			mejor	descriptive	2	1	1	1		
pelo	el	1			1	1		1		
pelo			negro	descriptive	1	1	1	1		
pelo			rizado	descriptive	1	1	1	1		
ojos	los	1			1	2		1		
ojos			marrón	descriptive	1	2	1	2	2	2
ella			Belga	descriptive	2	1	2	1		
ella			sociable	descriptive	2	1	2	1		
Ella			trabajadora	descriptive	2	1	2	1		
ella			listo	descriptive	2	1	2	2	2	1
Frances	el	1			1	1		1		
futura	la	1			1	1		2	1	1
profesora	una	2			2	1		1		
estudios	los	1			1	2		1		
estudios			latino- americana	descriptive	1	2	1	2	2	3
universidad	la	1			2	1		1		
deportes			muchos	quantitative	1	2	1	1		
Leiden			próximo	descriptive	2	1	2	2	2	1

ciudad	la	1			2	1		1		
ciudad			bonito	descriptive	2	1	2	2	2	1
estudiantes			muchísimos	quantitative	1	2	1	1		
tiendas			muchas	quantitative	2	2	1	1		
centro	el	1			1	1		1		
ciudad	la	1			2	1		1		
playa	la	1			2	1		1		
amiga			alta	descriptive	2	1	2	1		
pelo	el	1			1	1		1		
pelo			rubio	descriptive	1	1	1	1		
pelo			rizado	descriptive	1	1	1	1		
días	las	1			1	2		2	1	1
días			todas	quantitative	1	2	1	2	2	1
gafas			amarillo	descriptive	2	2	1	2	2	3
ojos	el	1			1	2		2	1	2
ojos			morenos	descriptive	1	2	1	1		
narriz	una	2			2	1		1		
narriz			pequeñita	descriptive	2	1	1	1		
sol	la	1			1	1		2	1	1
ella			guapa	descriptive	2	1	2	1		
ella			gordo	descriptive	2	1	2	2	2	1
días			buenos	descriptive	2	1	1	1		
casting	el	1			1	1		1		
TV	la	1			2	1		1		
serie	el	1			2	1		2	1	1
serie			nuevo	descriptive	2	1	1	2	2	1
Tamara	un	2			2	1		2	1	1
proyecto	un	2			1	1		1		
estudiante	un	2			1	1		1		
estudiante			otro	descriptive	1	1	1	1		
proyecto			este	demonstrative	1	1	1	1		
proyecto			divertido	descriptive	1	1	2	1		
Tamara	un	2			2	1		2	1	1
serie	un	2			2	1		2	1	1
TV	la	1			2	1		1		
pueblo	un	2			1	1		1		
centro	el	1			1	1		1		
Países	los	1			1	2		1		
Países			Bajos	descriptive	1	2	1	1		
derecha	la	1			2	1		1		
centro	el	1			1	1		1		
ciudades	las	1			2	2		1		
Países	los	1			1	2		1		
Países			Bajos	descriptive	1	2	1	1		
pueblo	un	2			1	1		1		
Barneveld			grande	descriptive	1	1	2	1		

Barneveld			pequeño	descriptive	1	1	2	1		
Barneveld			bastante	quantitative	1	1	2	1		
tiendas			bastante	quantitative	2	2	1	1		
árboles			muchas	quantitative	1	2	1	2	2	1
estación	una	2			2	1		1		
edificio	un	2			1	1		1		
edificio			grande	descriptive	1	1	1	1		
Barneveld			bonito	descriptive	1	1	1	1		
forma	la	1			2	1		1		
forma	una	2			2	1		1		
caracteristicos	los	1			1	2		1		
caracteristicos			temporal	descriptive	1	2	2	2	2	2
amiga			mejor	descriptive	2	1	1	1		
amiga			alta	descriptive	2	1	1	1		
amiga			pequeña	descriptive	2	1	1	1		
pelo	el	1			1	1		1		
pelo			corto	descriptive	1	1	1	1		
amiga			castaña	descriptive	2	1	1	1		
amiga			delgada	descriptive	2	1	1	1		
chica	una	2			2	1		1		
chica			guapa	descriptive	2	1	1	1		
TV	la	1			2	1		1		
serie			esta	demonstrative	2	1	1	1		
actriz	una	2			2	1		1		
actriz			buena	descriptive	2	1	1	1		
ciudad	la	1			2	1		1		
ciudad			grande	descriptive	2	1	2	1		
ciudad	una	2			2	1		1		
ciudad			bonita	descriptive	2	1	2	1		
parques			muchos	quantitative	1	2	1	1		
gente			mucha	quantitative	2	1	1	1		
gente	la	1			2	1		1		
culturas			muchas	quantitative	2	2	1	1		
culturas			diferentes	descriptive	2	2	1	1		
amiga			mejor	descriptive	2	1	1	1		
pelo	el	1			1	1		1		
pelo			rubio	descriptive	1	1	1	1		
ojos			azules	descriptive	1	2	2	1		
amiga			gorda	descriptive	2	1	2	1		
ella			pequeña	descriptive	2	1	2	1		
piernas	las	1			2	2		1		
piernas			altas	descriptive	2	2	1	1		
amiga			mi	possessive	2	1	1	1		
tiempo			mi	possessive	1	1	1	1		
amigos			mis	possessive	1	2	1	1		
hermano			mi	possessive	1	1	1	1		

perro	mi	possessive	1	1	1	1		
ciudades	estes	demonstrative	2	2	1	2	2	1
pelo	su	possessive	1	1	1	1		
ojos	mis	possessive	1	2	1	1		
amigo	mi	possessive	1	1	1	1		
amigo	mi	possessive	1	1	1	1		
amigos	mis	possessive	1	2	1	1		
profesor	bien	descriptive	1	1	2	1		
conejo	mi	possessive	1	1	1	1		
amigo	mi	possessive	1	1	1	1		
novia	su	possessive	2	1	1	1		
padres	sus	possessive	1	2	1	1		
familia	mi	possessive	2	1	1	1		
amigos	mis	possessive	1	2	1	1		
película	su	possessive	2	1	1	1		
sueño	mi	possessive	1	1	1	1		
cast	su	possessive	1	1	1	1		
familia	su	possessive	2	1	1	1		
hermanos	sus	possessive	1	2	1	1		
padres	mis	possessive	1	2	1	1		
hermanos	mis	possessive	1	2	1	1		
tiempos	mis	possessive	1	2	1	1		
amiga	mi	possessive	2	1	1	1		
nariz	su	possessive	2	1	1	1		
ciudad	mi	possessive	2	1	1	1		
amiga	mi	possessive	2	1	1	1		
ojos	sus	possessive	1	2	1	1		

Intermediate

<i>Noun</i>	<i>Article</i>	<i>1 definite 2 indefinite</i>	<i>Adjective</i>	<i>Kind of adjective</i>	<i>1 masculine 2 feminine</i>	<i>1 singular 2 plural</i>	<i>1 adjacent 2 non- adjacent</i>	<i>1 correct 2 incorrect</i>	<i>Mistake in 1 determiner 2 adjective 3 both</i>	<i>Mistake in 1 gender agreement 2 number agreement 3 both</i>
lámpara	una	2			2	1		1		
lámpara			mágica	descriptive	2	1	1	1		
cosas			algunas	quantitative	2	2	1	1		
tesis	un	2			2	1		2	1	1
tesis			terminado	descriptive	2	1	1	2	2	1
América			Latina	descriptive	2	1	1	1		
deseo			ultimo	descriptive	1	1	1	1		
año	el	1			1	1		1		
año			pasado	descriptive	1	1	1	1		
vacaciones	las	1			2	2		1		
América			Latina	descriptive	2	1	1	1		
culturas			otras	descriptive	2	2	1	1		

países	los	1			1	2		1		
América			Latina	descriptive	2	1	1	1		
gordo	el	1			1	1		1		
lotería	la	1			2	1		1		
lámpara	una	2			2	1		1		
lámpara			mágica	descriptive	2	1	1	1		
billete	una	2			1	1		2	1	1
mundo			todo	quantitative	1	1	1	1		
mundo	el	1			1	1		1		
regalos			muchos	quantitative	1	2	1	1		
personas			todas	quantitative	2	2	1	1		
personas	las	1			2	2		1		
personas			felices	descriptive	2	2	2	1		
mundo	la	1			1	1		2	1	1
mundo			mejor	descriptive	1	1	1	1		
mundo	el	1			1	1		1		
mundo	el	1			1	1		1		
personas			otras	descriptive	2	2	1	1		
gasolina	la	1			2	1		1		
mundo	el	1			1	1		1		
mundo			mejor	descriptive	1	1	1	1		
verdad	la	1			2	1		1		
futuro	el	1			1	1		1		
vacaciones	las	1			2	2		1		
año	el	1			1	1		1		
año			pasado	descriptive	1	1	1	1		
festival	un	2			1	1		1		
semana	una	2			2	1		1		
estudiantes			todos	quantitative	1	2	1	1		
estudiantes	los	1			1	2		1		
estudiantes			nuevos	descriptive	1	2	1	1		
final	al	1			1	1		1		
playa	la	1			2	1		1		
terrazos	los	1			1	2		1		
gordo	el	1			1	1		1		
lotería	la	1			2	1		1		
organización	un	2			2	1		2	1	1
parte	el	1			2	1		2	1	1
parte			otro	descriptive	2	1	1	2	2	1
hypoteco	el	1			2	1		2	1	1
América	el	1			2	1		2	1	1
América			Latina	descriptive	2	1	1	1		
vida	una	2			2	1		1		
firma	una	2			2	1		1		
dinero	el	1			1	1		1		
dinero	el	1			1	1		1		

vida	una	2			2	1		1		
lugar	el	1			1	1		1		
lugar			primero	descriptive	1	1	1	1		
guerras	las	1			2	2		1		
mundo	el	1			1	1		1		
pobreza	la	1			2	1		1		
ninos			todos	quantitative	1	2	1	1		
ninos	los	1			1	2		1		
mundo	el	1			1	1		1		
ninos			todos	quantitative	1	2	2	1		
escuela	la	1			2	1		1		
vacaciones	las	1			2	2		1		
ano	del	1			1	1		1		
ano			pasado	descriptive	1	1	1	1		
ciudades			diferrentes	descriptive	2	2	1	1		
ciudad	la	1			2	1		1		
familia	la	1			2	1		1		
ciudad	una	2			2	1		1		
ciudad			historia	descriptive	2	1	1	1		
playas			muchas	quantitative	2	2	1	1		
playas			buenas	descriptive	2	2	1	1		
gordo	del	1			1	1		1		
loteria	la	1			2	1		1		
parte	la	1			2	1		1		
premio	del	1			1	1		1		
ninos	los	1			1	2		1		
máster	al	1			1	1		1		
estudios	los	1			1	2		1		
países			algunos	quantitative	1	2	1	1		
año	el	1			1	1		1		
año			pasado	descriptive	1	1	1	1		
torre	el	1			2	1		2	1	1
torre			famoso	descriptive	2	1	1	2	2	1
tren	el	1			1	1		1		
lugares			algunos	quantitative	1	2	1	1		
lugares			importantes	descriptive	1	2	1	1		
catedral	el	1			2	1		2	1	1
final	al	1			1	1		1		
días			inolvidables	descriptive	1	2	1	1		
persona	un	2			2	1		2	1	1
lotería	la	1			2	1		1		
estado	del	1			1	1		1		
casa	una	2			2	1		1		
país	un	2			1	1		1		
naturaleza	la	1			2	1		1		
resto	el	1			1	1		1		

niños	los	1			1	2		1		
países			pobres	descriptive	1	2	1	1		
razon	la	1			2	1		1		
programma			este	demonstrative	1	1	1	1		
qualidades			muchas	quantitative	2	2	1	1		
actres	una	2			2	1		1		
persona	una	2			2	1		1		
persona			otra	descriptive	2	1	1	1		
gente	la	1			2	1		1		
diferencia	la	1			2	1		1		
diferencia			grande	descriptive	2	1	2	1		
ciudad			esta	demonstrative	2	1	1	1		
pueblo	el	1			1	1		1		
Leiden			similar	descriptive	2	1	2	1		
capital	la	1			2	1		1		
canales	las	1			1	2		2	1	1
casas	las	1			2	2		1		
casas			viejas	descriptive	2	2	1	1		
Leiden			pequeno	descriptive	2	1	2	2	2	1
ciudad			esta	demonstrative	2	1	1	1		
ciudad	una	2			2	1		1		
estudiantes	las	1			1	2		2	1	1
apariencia	la	1			2	1		1		
apariencia			fisica	descriptive	2	1	1	1		
forma	la	1			2	1		1		
amiga			mejor	descriptive	2	1	1	1		
gafas	las	1			2	2		1		
pelo	el	1			1	1		1		
pelo			moreno	descriptive	1	1	1	1		
camisetas			blancas	descriptive	2	2	1	1		
chica			esta	demonstrative	2	1	1	1		
chica			amable	descriptive	2	1	1	1		
problemas	las	1			1	2		2	1	1
cosas	las	1			2	2		1		
cosas			proximas	descriptive	2	2	1	1		
millione	un	2			1	1		1		
casa	una	2			2	1		1		
casa			grande	descriptive	2	1	1	1		
vacacion	una	2			2	1		1		
amigos			todos	quantitative	1	2	1	1		
pais	un	2			1	1		1		
electiones	las	1			2	2		1		
Estados Unidos	los	1			1	2		1		
año	el	1			1	1		1		
año			pasado	descriptive	1	1	1	1		
isla	un	2			2	1		2	1	1

amigo	un	2			1	1		1		
casa	una	2			2	1		1		
casa			grande	descriptive	2	1	1	1		
ciudad	un	2			2	1		2	1	1
ciudad			grande	descriptive	2	1	1	1		
comididades			todas	descriptive	2	2	1	1		
comididades	las	1			2	2		1		
persona	una	2			2	1		1		
estudio			mi	possessive	1	1	1	1		
deseo			mi	possessive	1	1	1	1		
familia			mi	possessive	2	1	1	1		
papa			mi	possessive	1	1	1	1		
hermano			mi	possessive	1	1	1	1		
mama			mi	possessive	2	1	1	1		
abuela			mi	possessive	2	1	1	1		
familia			mi	possessive	2	1	1	1		
deseos			mis	possessive	1	2	1	1		
vacaciones			mís	possessive	2	2	1	1		
mamá			mi	possessive	2	1	1	1		
educación			mi	possessive	2	1	1	1		
abuelos			mis	possessive	1	2	1	1		
familia			mi	possessive	2	1	1	1		
padres			mis	possessive	1	2	1	1		
padres			mis	possessive	1	2	1	1		
tios y tias			mi	possessive	1	2	1	2	2	1
vacaciones			mis	possessive	1	2	1	1		
hermano			mi	possessive	1	1	1	1		
madre			mi	possessive	2	1	1	1		
novia			mi	possessive	2	1	1	1		
padres			mis	possessive	1	2	1	1		
amiga			mi	possessive	2	1	1	1		
amigos			mis	possessive	1	2	1	1		
amigos			mis	possessive	1	2	1	1		

Advanced

<i>Noun</i>	<i>Article</i>	<i>1 definite 2 indefinite</i>	<i>Adjective</i>	<i>Kind of adjective</i>	<i>1 masculine 2 feminine</i>	<i>1 singular 2 plural</i>	<i>1 Adjacent 2 non- adjacent</i>	<i>1 correct 2 incorrect</i>	<i>mistake in 1 determiner 2 adjective 3 both</i>	<i>Mistake in 1 gender agreement 2 number agreement 3 both</i>
sr/sra			estimado	descriptive	1	1	1	1		
profesora	una	2			2	1		1		
facultad	la	1			2	1		1		
puesto			este	demonstrative	1	1	1	1		
yo			segura	descriptive	2	1	2	1		
capacidades	las	1			2	2		1		

capacidades			requeridas	descriptive	2	2	1	1		
progreso	al	1			1	1		1		
educación	la	1			2	1		1		
educación			lingüística	descriptive	2	1	1	1		
hablante	una	2			2	1		1		
hablante			nativa	descriptive	2	1	1	1		
holandés	del	1			1	1		1		
estudios	los	1			1	2		1		
estudios			latinoamericanos	descriptive	1	2	1	1		
universidad	la	1			2	1		1		
nivel	un	2			1	1		1		
nivel			suficiente	descriptive	1	1	1	1		
lengua			esta	demonstrative	2	1	1	1		
entusiasmo			mucho	quantitative	1	1	1	1		
conocimiento	un	2			1	1		1		
conocimiento			profundo	descriptive	1	1	1	1		
lingüística	la	1			2	1		1		
yo			competente	descriptive	2	1	2	1		
yo			social	descriptive	2	1	2	1		
holandés	del	1			1	1		1		
aprender			maravillosa	descriptive	1	1	2	2	2	1
lenguas			otras	descriptive	2	2	1	1		
posibilidad	la	1			2	1		1		
personas			otras	descriptive	2	2	1	1		
proceso			este	demonstrative	1	1	1	1		
sr/sra			estimado	descriptive	1	1	1	1		
acontecimiento	un	2			1	1		1		
acontecimiento			inconveniente	descriptive	1	1	1	1		
días			algunos	quantitative	1	2	1	1		
vida	la	1			2	1		1		
vida			diaria	descriptive	2	1	1	1		
gente	la	1			2	1		1		
vecindario	del	1			1	1		1		
situación	la	1			2	1		1		
situación	el	1			2	1		2	1	1
situación			siguiente	descriptive	2	1	2	1		
luces	las	1			2	2		1		
calles	las	1			2	2		1		
veces			muchas	quantitative	2	2	1	1		
calles	las	1			2	2		1		
noche	la	1			2	1		1		
tiempo			poco	quantitative	1	1	1	1		
situación	una	2			2	1		1		
situación			urgente	descriptive	2	1	1	1		
situación			deseable	descriptive	2	1	1	1		
tráfico			todo	quantitative	1	1	1	1		

tráfico	el	1			1	1		1		
servicio	un	2			1	1		1		
carta			esta	demonstrative	2	1	1	1		
solución	una	2			2	1		1		
manera			inmediata	descriptive	2	1	1	1		
infancia			mi	possessive	2	1	1	1		
infancia			diferente	descriptive	2	1	2	1		
infancia	la	1			2	1		1		
niños	los	1			1	2		1		
cambios			muchos	quantitative	1	2	1	1		
tecnología	la	1			2	1		1		
niños	los	1			1	2		1		
edad	una	2			2	1		1		
atención	la	1			2	1		1		
niños			todos	quantitative	1	2	2	1		
niños			ocupados	descriptive	1	2	2	1		
atención			su	possessive	2	1	1	1		
tecnología	la	1			2	1		1		
padres	los	1			1	2		1		
personas			muchas	quantitative	2	2	1	1		
personas			adictos	descriptive	2	2	2	2	2	1
celulares			su	possessive	1	2	1	2	2	2
medios	los	1			1	2		1		
medios			sociales	descriptive	1	2	1	1		
niños	los	1			1	2		1		
padres			todos	quantitative	1	2	1	1		
padres	los	1			1	2		1		
madre			mi	possessive	2	1	1	1		
infancia	una	2			2	1		1		
pasado	al	1			1	1		1		
Sr.			estimado	descriptive	1	1	1	1		
noticia	la	1			2	1		1		
solicitud	una	2			2	1		1		
yo			interesada	descriptive	2	1	2	1		
empleo			este	demonstrative	1	1	1	1		
currículo			mi	possessive	1	1	1	1		
carta			mi	possessive	2	1	1	1		
yo			motivada	descriptive	2	1	2	1		
energía			muchas	quantitative	2	1	1	1		
programa	un	2			1	1		1		
programa			social	descriptive	1	1	1	1		
niños	los	1			1	2		1		
comunidades	las	1			2	2		1		
comunidades			indígenas	descriptive	2	2	1	1		
beca	la	1			2	1		1		
proyectos			sus	possessive	1	2	1	1		

programa	el	1			1	1		1			
Sr./Sra.			estimado	descriptive	1	1	1	1			
alumbrado	el	1			1	1		1			
vecindario			mi	possessive	1	1	1	1			
esquina	una	2			2	1		1			
apartamento			mi	possessive	1	1	1	1			
vistazo	un	2			1	1		1			
postes	los	1			1	2		1			
postes			otros	descriptive	1	2	1	1			
barrio	del	1			1	1		1			
norte	del	1			1	1		1			
gracias			muchas	quantitative	2	2	1	1			
respuesta			su	possessive	2	1	1	1			
hermanos			mis	possessive	1	2	1	1			
jardín			mi	possessive	1	1	1	1			
bosque	el	1			1	1		1			
casa			mi	possessive	2	1	1	1			
juventud	la	1			2	1		1			
computador	el	1			1	1		1			
época			ese	demonstrative	2	1	1	2	2	1	
juventud			mi	possessive	2	1	1	1			
computador	un	2			1	1		1			
diferencia	la	1			2	1		1			
diferencia			gran	descriptive	2	1	1	1			
niños	los	1			1	2		1			
belleza	la	1			2	1		1			
naturaleza	la	1			2	1		1			
generación			mi	possessive	2	1	1	1			
belleza	la	1			2	1		1			
impacto	un	2			1	1		1			
futuro	el	1			1	1		1			
niños	los	1			1	2		1			
desarrollo	al	1			1	1		1			
tecnología	la	1			2	1		1			
preservación	la	1			2	1		1			
naturaleza	la	1			2	1		1			
señor			estimado	descriptive	1	1	1	1			
carta			esta	demonstrative	2	1	1	1			
interés			mi	possessive	1	1	1	1			
posición	la	1			2	1		1			
estancia			su	possessive	2	1	1	1			
estancia	la	1			2	1		1			
tíos			mis	possessive	1	2	1	1			
cría	la	1			2	1		1			
raza			pura	descriptive	2	1	1	1			
raza			española	descriptive	2	1	1	1			

años	los	1			1	2		1
entrenador	un	2			1	1		1
equitación			libre	descriptive	2	1	1	1
universidad	la	1			2	1		1
yo			bilingüe	descriptive	1	1	2	1
ventaja	una	2			2	1		1
forma			buena	descriptive	2	1	1	1
kilos	los	1			1	2		1
kilos			requiridos	descriptive	1	2	1	1
ambiente	un	2			1	1		1
ambiente			natural	descriptive	1	1	1	1
horas			largas	descriptive	2	2	1	1
curso	un	2			1	1		1
maestro	el	1			1	1		1
centro			su	possessive	1	1	1	1
correo	el	1			1	1		1
número	el	1			1	1		1
saludos			cordiales	descriptive	1	2	1	1
señor/a			estimado/a	descriptive	1	1	1	1
situación	la	1			2	1		1
barrio			nuestro	possessive	1	1	1	1
barrio			oscuro	descriptive	1	1	1	1
lámparas	las	1			2	2		1
calle	la	1			2	1		1
calle	la	1			2	1		1
noche	la	1			2	1		1
taxi	un	2			1	1		1
esquina	la	1			2	1		1
calle	la	1			2	1		1
chofér	el	1			1	1		1
vez	la	1			2	1		1
vez			primera	descriptive	2	1	1	1
situación	una	2			2	1		1
situación			peligrosa	descriptive	2	1	1	1
situación	la	1			2	1		1
niñez			mi	possessive	2	1	1	1
horas			largas	descriptive	2	2	1	1
hojas			secas	descriptive	2	2	1	1
caballos	los	1			1	2		1
tío			mi	possessive	1	1	1	1
árbol	un	2			1	1		1
hora	la	1			2	1		1
hermanos			mis	possessive	1	2	1	1
pájaro	un	2			1	1		1
casa	la	1			2	1		1
jóvenes	los	1			1	2		1

días			sus	possessive	1	2	1	1		
computadora	la	1			2	1		1		
huesos	los	1			1	2		1		
espalda	la	1			2	1		1		
hombros	los	1			1	2		1		
juegos			sus	possessive	1	2	1	1		
juegos			virtuales	descriptive	1	2	1	1		
jóvenes	los	1			1	2		1		
infancia	una	2			2	1		1		
manera			artificial	descriptive	2	1	1	1		
mundo	el	1			1	1		1		
naturaleza	la	1			2	1		1		
jóvenes			feliz	descriptive	1	2	2	2	2	2
jóvenes			muerto	descriptive	1	2	2	2	2	2
señor/a			estimado/a	descriptive	1	1	1	1		
Tom			holandés	descriptive	1	1	2	1		
trabajo			este	demonstrative	1	1	1	1		
trabajo	el	1			1	1		1		
sueños			mis	possessive	1	2	1	1		
embajada	la	1			2	1		1		
embajada			holandesa	descriptive	2	1	1	1		
tiempo	un	2			1	1		1		
meses			algunos	quantitative	1	2	1	1		
país	el	1			1	1		1		
interés	el	1			1	1		1		
país	el	1			1	1		1		
cultura	la	1			2	1		1		
lengua	la	1			2	1		1		
aplicación	la	1			2	1		1		
persona	una	2			2	1		1		
embajada	la	1			2	1		1		
trabajo	el	1			1	1		1		
vida			mi	possessive	2	1	1	1		
Argentina	la	1			2	1		1		
futuro	un	2			1	1		1		
futuro			argentino	descriptive	1	1	1	1		
saludos			cordiales	descriptive	1	2	1	1		
señor/a			estimado/a	descriptive	1	1	1	1		
vecindario	del	1			1	1		1		
semana	la	1			2	1		1		
semana			pasada	descriptive	2	1	1	1		
cuestion	la	1			2	1		1		
alumbrados	los	1			1	2		1		
miércoles	el	1			1	1		1		
miércoles			pasado	descriptive	1	1	1	1		
seguridad	la	1			2	1		1		

cosas			mis	possessive	2	2	1	1
problema	el	1			1	1		1
saludos			cordiales	descriptive	1	2	1	1
infancia			mi	possessive	2	1	1	1
infancia			genial	descriptive	2	1	1	1
amigos			mis	possessive	1	2	1	1
calle	la	1			2	1		1
parque	el	1			1	1		1
cosas			locas	descriptive	2	2	1	1
padres			nuestros	possessive	1	2	1	1
padres	les	1			1	2		1
nenes	los	1			1	2		1
nene	un	2			1	1		1
cabeza	la	1			2	1		1
pantalla	una	2			2	1		1
parte			gran	descriptive	2	1	1	1
día	del	1			1	1		1
yo			contento	descriptive	1	1	2	1
recuerdos	los	1			1	2		1
infancia			mi	possessive	2	1	1	1
tiempos	los	1			1	2		1
infancia			mi	possessive	2	1	1	1
infancia			antigua	descriptive	2	1	2	1
nenes	los	1			1	2		1
generaciones			diferentes	descriptive	2	2	1	1
yo			agradecido	descriptive	1	1	2	1
infancia	la	1			2	1		1
recuerdos			todos	quantitative	1	2	1	1
recuerdos	los	1			1	2		1
infancia	la	1			2	1		1
señor			estimado	descriptive	1	1	1	1
día	el	1			1	1		1
día			otro	descriptive	1	1	1	1
periódico	el	1			1	1		1
plaza	la	1			2	1		1
editorial			su	possessive	2	1	1	1
medio			este	demonstrative	1	1	1	1
interés			mi	possessive	1	1	1	1
mundo	el	1			1	1		1
mundo			editorial	descriptive	1	1	1	1
candidata	una	2			2	1		1
candidata			idónea	descriptive	2	1	1	1
plaza	la	1			2	1		1
persona	una	2			2	1		1
formación			mi	possessive	2	1	1	1
estudios			latinoamericanos	descriptive	1	2	1	1

universidad	la	1			2	1		1
idiomas			varios	quantitative	1	2	1	1
ventaja	una	2			2	1		1
ventaja			gran	descriptive	2	1	1	1
aspiraciones	las	1			2	2		1
aspiraciones			internacionales	descriptive	2	2	1	1
respuesta			su	possessive	2	1	1	1
saludo	un	2			1	1		1
saludo			cordial	descriptive	1	1	1	1
señor			estimado	descriptive	1	1	1	1
atención			su	possessive	2	1	1	1
vecindario	el	1			1	1		1
Rozas	las	1			2	2		1
alumbrado	el	1			1	1		1
vecinos	los	1			1	2		1
vecinos			hartos	descriptive	1	2	2	1
situación			esta	demonstrative	1	2	1	1
problema			este	demonstrative	1	1	1	1
brevedad	la	1			2	1		1
brevedad			mayor	descriptive	2	1	1	1
residentes	los	1			1	2		1
señor	el	1			1	1		1
conversación			nuestra	possessive	2	1	1	1
conversación			última	descriptive	2	1	1	1
asunto	el	1			1	1		1
semana	una	2			2	1		1
corte	la	1			2	1		1
saludo	un	2			1	1		1
saludo			cordial	descriptive	1	1	1	1
residentes	los	1			1	2		1
Rozas	las	1			2	2		1
diferencia	la	1			2	1		1
diferencia			mayor	descriptive	2	1	1	1
niños	los	1			1	2		1
mundo	el	1			1	1		1
disponibilidad	la	1			2	1		1
internet	del	1			1	1		1
botella	una	2			2	1		1
infancia			mi	possessive	2	1	1	1
venicos	los	1			1	2		1
barrio			su	possessive	1	1	1	1
tonterías			sus	possessive	2	2	1	1
mundo			todo	quantitative	1	1	1	1
mundo	el	1			1	1		1
comentarios			sus	possessive	1	2	1	1
mundo	el	1			1	1		1

exceso			este	demonstrative	1	1	1	1		
exceso			ventajoso	descriptive	1	1	1	1		
niños	los	1			1	2		1		
mundo	un	2			1	1		1		
tonterías	las	1			2	2		1		
consideración			su	possessive	2	1	1	1		
nombre			mi	possessive	1	1	1	1		
carta	la	1			2	1		1		
carta			presente	descriptive	2	1	1	1		
interés	del	1			1	1		1		
empleo	el	1			1	1		1		
empleo			vacante	descriptive	1	1	1	1		
organización			su	possessive	2	1	1	1		
formación			mi	possessive	2	1	1	1		
formación			profesional	descriptive	2	1	1	1		
organización			su	possessive	2	1	1	1		
trabajo	al	1			1	1		1		
Curriculum	el	1			1	1		1		
cartas	las	1			2	2		1		
cartas			añadidos	descriptive	2	2	2	2	2	1
carta			esta	demonstrative	2	1	1	1		
experiencia	la	1			2	1		1		
experiencia			educacional	descriptive	2	1	1	1		
experiencia			laboral	descriptive	2	1	1	1		
empleo	el	1			1	1		1		
empleo			vacante	descriptive	1	1	1	1		
particular			otro	descriptive	1	1	1	1		
espera	la	1			2	1		1		
respuesta			su	possessive	2	1	1	1		
señor/a			estimado/a	descriptive	1	1	1	1		
carta			esta	demonstrative	2	1	1	1		
estado	del	1			1	1		1		
estado			mal	descriptive	1	1	1	1		
alumbrado	del	1			1	1		1		
vecindario			mi	possessive	1	1	1	1		
organo			ejecutivo	descriptive	1	1	1	1		
ciudad			esta	demonstrative	2	1	1	1		
seguridad	la	1			2	1		1		
ciudadanos	los	1			1	2		1		
alumbrado	el	1			1	1		1		
familia			mi	possessive	2	1	1	1		
riesgo	el	1			1	1		1		
crimen	un	1			1	1		1		
casa			nuestra	possessive	2	1	1	1		
casa			propia	descriptive	2	1	1	1		
reparación	la	1			2	1		1		

alumbrado	del	1			1	1		1		
particular			otro	descriptive	1	1	1	1		
infancia			mi	possessive	2	1	1	1		
infancia	la	1			2	1		1		
niños	los	1			1	2		1		
manera	la	1			2	1		1		
manera	la	1			2	1		1		
niños	los	1			1	2		1		
tiempo			libre	descriptive	1	1	1	1		
yo			joven	descriptive	1	1	2	1		
calle	la	1			2	1		1		
amigos			mis	possessive	1	2	1	1		
niños	los	1			1	2		1		
casas			sus	possessive	2	2	1	1		
niños	los	1			1	2		1		
problemas			sociales	descriptive	1	2	1	1		
futuro	el	1			1	1		1		
calle	la	1			2	1		1		
niños	los	1			1	2		1		
niños			bobos	descriptive	1	2	2	1		
calidad	la	1			2	1		1		
educación	la	1			2	1		1		
senor, senora			estimado	descriptive	1	1	1	1		
carta			esta	demonstrative	2	1	1	1		
trabajo	el	1			1	1		1		
embajada			su	possessive	2	1	1	1		
estudiante	un	2			1	1		1		
año	el	1			1	1		1		
año			pasado	descriptive	1	1	1	1		
universidad	la	1			2	1		1		
familia	una	2			2	1		1		
experiencia			esta	demonstrative	2	1	1	1		
imagen	un	2			2	1		2	1	1
imagen			perfecto	descriptive	2	1	1	2	2	1
experiencia	la	1			2	1		1		
país	del	1			1	1		1		
senor, senora			estimado	descriptive	1	1	1	1		
vecindario	el	1			1	1		1		
alumbrado	el	1			1	1		1		
veces			varias	descriptive	2	2	1	1		
solución	una	2			2	1		1		
policía	la	1			2	1		1		
luz	la	1			2	1		1		
luz	una	2			2	1		1		
cosas	las	1			2	2		1		
cosas			importantes	descriptive	2	2	1	1		

vida	una	2			2	1		1		
vida			buena	descriptive	2	1	1	1		
cosas	las	1			2	2		1		
cosas			reguladas	descriptive	2	2	1	1		
yo			joven	descriptive	1	1	2	1		
casa	la	1			2	1		1		
amigos			muchos	quantitative	1	2	1	1		
barrio			mi	possessive	1	1	1	1		
amigos			todos	quantitative	1	2	1	1		
ordenador, celular o tabler	los	1			1	2		1		
niños	los	1			1	2		1		
cosas			muchas	quantitative	2	2	1	1		
cosas	las	1			2	2		1		
tiempo	el	1			1	1		1		
tiempo			mejor	descriptive	1	1	2	1		
yo			joven	descriptive	1	1	2	1		
salud			su	possessive	2	1	1	1		
edad	el	1			2	1		2	1	1
señor(a)			estimado	descriptive	1	1	1	1		
anuncio	el	1			1	1		1		
diario	el	1			1	1		1		
guía	una	2			2	1		1		
guía			turística	descriptive	2	1	1	1		
persona	la	1			2	1		1		
persona			indicada	descriptive	2	1	1	1		
trabajo			este	demonstrative	1	1	1	1		
lenguas			muchas	quantitative	2	2	1	1		
texto	un	2			1	1		1		
texto			captivo	descriptive	1	1	1	1		
persona	una	2			2	1		1		
persona			puntual	descriptive	2	1	1	1		
persona			responsable	descriptive	2	1	1	1		
duda	la	1			2	1		1		
duda			menor	descriptive	2	1	1	1		
artículos	los	1			1	2		1		
momento	el	1			1	1		1		
semana			esta	demonstrative	2	1	1	1		
tiempo			todo	quantitative	1	1	1	1		
tiempo			mi	possessive	1	1	1	1		
trabajo			este	demonstrative	1	1	1	1		
respuesta			su	possessive	2	1	1	1		
respuesta			pronta	descriptive	2	1	1	1		
señor(a)			estimado	descriptive	1	1	1	1		
alumbrado	el	1			1	1		1		
calle	la	1			2	1		1		
número	del	1			1	1		1		

mantenimiento	del	1			1	1		1		
alumbrado	lo	1			1	1		1		
problema	un	2			1	1		1		
problema			gran	descriptive	1	1	1	1		
vecinos	los	1			1	2		1		
casa	la	1			2	1		1		
noche	la	1			2	1		1		
auto	el	1			1	1		1		
vereda	la	1			2	1		1		
autos	los	1			1	2		1		
autos			otros	descriptive	1	2	1	1		
problema			este	demonstrative	1	1	1	1		
responsabilidad	la	1			2	1		1		
ayuntamiento	del	1			1	1		1		
problema	lo	1			1	1		1		
niños	los	1			1	2		1		
digitales			redes	descriptive	1	2	1	1		
posibilidades	las	1			2	2		1		
tecnologías	la	1			2	2		2	1	1
tecnologías			nuevas	possessive	2	2	1	1		
redes	las	1			2	2		1		
redes			sociales	descriptive	2	2	1	1		
niños	los	1			1	2		1		
niños			interconectados	descriptive	1	2	2	1		
celular			mi	possessive	1	1	1	1		
celular			primer	descriptive	1	1	1	1		
celular	lo	1			1	1		1		
información			alguna	quantitative	2	1	1	1		
trabajo	un	2			1	1		1		
escuela	la	1			2	1		1		
niños	los	1			1	2		1		
celulares	los	1			1	2		1		
tiempo			todo	quantitative	1	1	1	1		
tiempo	el	1			1	1		1		
cosa			cualquier	quantitative	2	1	1	1		
compañeros			sus	possessive	1	2	1	1		
redes			sociales	descriptive	1	2	1	1		
servicios			digitales	descriptive	1	2	1	1		
whatsapp	el	1			1	1		1		
amiga	una	2			2	1		1		
numero			su	possessive	1	1	1	1		
casa			su	possessive	2	1	1	1		
carta			esta	demonstrative	2	1	1	1		
función	la	1			2	1		1		
profeción			esta	demonstrative	2	1	1	1		
yo			capable	descriptive	1	1	2	1		

academía	la	1			2	1		1		
academía	la	1			2	1		1		
passión			mucha	quantitative	2	1	1	1		
nivel	el	1			1	1		1		
team			su	possessive	1	1	1	1		
yo			capable	descriptive	1	1	2	1		
fotos	las	1			2	2		1		
nivel	un	2			1	1		1		
nivel			professional	descriptive	1	1	1	1		
experiencia			mucha	quantitative	2	1	1	1		
reacción	una	2			2	1		1		
carta			esta	demonstrative	2	1	1	1		
alumbrado	el	1			1	1		1		
vecindario			mi	possessive	1	1	1	1		
malfunción			esta	demonstrative	2	1	1	1		
malfunción	la	1			2	1		1		
malfunción			primera	descriptive	2	1	1	1		
alumbrado	un	2			1	1		1		
noche	la	1			2	1		1		
violencia			mucha	quantitative	2	1	1	1		
vecindario			nuestro	possessive	1	1	1	1		
gente			toda	quantitative	2	1	1	1		
gente	la	1			2	1		1		
vecindario	del	1			1	1		1		
situación			esta	demonstrative	2	1	1	1		
niños			muchos	quantitative	1	2	1	1		
vecindario			nuestro	possessive	1	1	1	1		
vecindario	un	2			1	1		1		
alumbrados	los	1			1	2		1		
gente	la	1			2	1		1		
vecindario	del	1			1	1		1		
yo			pequeña	descriptive	1	1	2	2	2	1
móvil	un	2			1	1		1		
computadora	una	2			2	1		1		
yo			pequeña	descriptive	1	1	2	2	2	1
niños	los	1			1	2		1		
niños			otros	descriptive	1	2	1	1		
trén	el	1			1	1		1		
día			todo	quantitative	1	1	1	1		
día	el	1			1	1		1		
niños	los	1			1	2		1		
teéfonos	los	1			1	2		1		
cena	la	1			2	1		1		
cine	al	1			1	1		1		
chicos			otros	descriptive	1	1	1	1		
días	los	1			1	2		1		

movil			su	possessive	1	1	1	1		
yo			pequeño	descriptive	1	1	2	1		
niños	los	1			1	2		1		
medía	la	1			2	1		1		
medía			social	descriptive	2	1	1	1		
señor			estimado	descriptive	1	1	1	1		
señora			estimada	descriptive	2	1	1	1		
anuncio	el	1			1	1		1		
periódico	del	1			1	1		1		
empleo	un	2			1	1		1		
yo			capale	descriptive	1	1	2	1		
periodista	un	2			1	1		1		
revista			su	possessive	2	1	1	1		
relaciones			interculturales	descriptive	2	2	1	1		
practica	una	2			2	1		1		
embajada	la	1			2	1		1		
países	los	1			1	2		1		
países			bajos	descriptive	1	2	1	1		
embajadores			varios	quantitative	1	2	1	1		
embajadores			internacionales	descriptive	1	2	1	1		
señor			estimado	descriptive	1	1	1	1		
señora			estimada	descriptive	2	1	1	1		
noche			esta	demonstrative	2	1	1	1		
calle	la	1			2	1		1		
calle	la	1			2	1		1		
oscuridad	una	2			2	1		1		
oscuridad			intensa	descriptive	2	1	1	1		
persona	una	2			2	1		1		
ayuntamiento	del	1			1	1		1		
problema			esta	demonstrative	1	1	1	2	2	1
niños			nuestros	possessive	1	2	1	1		
noches	las	1			2	2		1		
problema			este	demonstrative	1	1	1	1		
saludos			cordiales	descriptive	1	2	1	1		
yo			jovén	descriptive	1	1	2	1		
juguetes			simples	descriptive	1	2	1	1		
soldados			plásticos	descriptive	1	2	1	1		
edificios			enormes	descriptive	1	2	1	1		
hermano			mi	possessive	1	1	1	1		
infancia	la	1			2	1		1		
niños	los	1			1	2		1		
mundo	un	2			1	1		1		
mundo			digitalizado	descriptive	1	1	1	1		
pantalla	una	2			2	1		1		
ordenador	del	1			1	1		1		
IPAD			su	possessive	1	1	1	1		

juguetes			simples	descriptive	1	2	1	1
niños	los	1			1	2		1
niños	les	1			1	2		1
lengua			mi	possessive	2	1	1	1
estudios			mis	possessive	1	2	1	1
capacidades			mis	possessive	2	2	1	1
vecindario			mi	possessive	1	1	1	1
ayuda			su	possessive	2	1	1	1
infancia			mi	possessive	2	1	1	1
hermana			mi	possessive	2	1	1	1
casas			sus	possessive	2	2	1	1
móviles			sus	possessive	1	2	1	1
