

Nongeneric Uses of Spanish Definite Article by Japanese Students

Francisco José Barrera Rodríguez

Abstract

This paper analyses the acquisition of the Spanish definite article system (*el, la, los, las*) in a formal instruction context with Japanese students. Specifically, the errors of omission of definite articles in obligatory contexts as nongeneric uses: anaphoric, deictic, associative anaphoric, non anaphoric uses according to several types of knowledge and endophoric uses. Our purpose is to study comprehension using grammaticality judgments task on 91 participants (including Spanish natives). Data was statistically analyzed and the descriptive part showed no direct relation between instruction time and accuracy. The *a priori* study using Pearson Correlation Analysis and Factorial Analysis concluded that use contexts are not the only elements present in the reconnaissance of grammaticality, however, compared to natives Japanese hardly related items by uses. The *a posteriori* part by means of an ANOVA revealed differences in levels of difficulty: the easiest use for both natives and Japanese was associative anaphoric and the most difficult one was the associative for natives and “knowledge” for Japanese, what suggests that we cannot conclude there is a natural order of acquisition of nongeneric uses of Spanish definite article.

Key terms: Spanish definite article, Spanish determiners, grammaticality judgements, nongeneric uses, article acquisition, Spanish acquisition by Japanese

1. Introduction

For people who have Japanese as mother language (a language which lacks articles), mastering the Spanish definite article system (*el, la, los, las*) is problematic. The few studies that deal to the acquisition of this category have revealed that committed errors in this category remain engrained fossilization. In this sense an error analysis study by Fernández 1997 showed 20% of a total, where omission and overuse errors of the definite article were the most frequent. In another error analysis Saito 2002 has shown that Spanish articles are the most difficult grammar category for Japanese, whose total error rate is 24%. The main errors are omission in contexts where the definite article is necessary and the rate shows a tendency to fossilization. Besides error analyses, the only research that specifically studies the use of Spanish articles by Japanese (Nagakawa 2004) focused on syntax and revealed, among others, an overgeneralization of the definite article before nouns with non restrictive modification.

The relative lack of attention of scholars in the acquisition of Spanish article by Japanese contrasts with English article acquisition studies that have provided a rich framework since the 70s. Specifically, in these early studies Psycholinguistics focused on morphemes' order acquisition (article included) of Japanese subjects in order to test the arguments of Universal Grammar. Researches findings confirm two main errors about definite article: errors of omission and errors of commission or overuse (Hakuta, 1976; Yamada & Matura, 1982; Mizuno, 1985; Tarone, 1985; Master, 1987; Parrish, 1987; Tarone & Parrish, 1988; Thomas, 1989; Kubota, 1994; Park, 1996; Snape, 2006).

Relating the nongeneric uses where the article is obligatory to analyse in this study we can find them in early works of Danish Christophersen (1939) and Jespersen (1949). However, Hawkins (1978) developed the different nongeneric uses of English definite article under the “Location Theory”. He established eight uses (pp. 106-149): 1) anaphoric use; 2) visible situation use; 3) immediate situation use; 4) larger situation use relying on specific knowledge; 5) larger situation use relying on general knowledge; 6) associative anaphoric use; 7) unfamiliar use in NPs with explanatory modifiers; 8) unfamiliar use in NPs with nonexplanatory modifiers.

Liu and Gleason (2002) simplified Hawkins’ theory into four major categories: 1) cultural (Hawkins’ 5); 2) situation (2, 3 and 4 in Hawkins); 3) structural (7 and 8 in Hawkins’ terms); 4) textual (1 and 6 according to Hawkins).

The uses that will be followed in this research are those which Leonetti (1999) established for Spanish in the descriptive grammar of Spanish:

1) *Anaphoric uses*. Reference is to an expression (nominal or not) that have appeared in the discourse before. In most cases the phrases can act as a co-referent. The second phrase can reproduce the same word rather than the precedent, by partial reiteration of a previous NP (a), or being expressed by a synonymous (b), hyperonymous (c) or a new description connected culturally (metaphoric or metonymic) (d):

- (a) The mailman says he is bringing a package. The package is for you.
- (b) The university has over 5000 students; a half of the pupils are international.
- (c) An odd-road overturned near the precipice. At least the car didn’t fall.
- (d) We got the tickets to New York, but after what happened we cannot go to the city of skyscrapers.

2) *Deictic uses*. The referent is present in the conversation and is perceptible by the hearer. The deictic uses can present new referents not mentioned before and, sometimes, the article can be substituted by a demonstrative pronoun:

- (e) Beware of the (that) dog!

3) *Associative anaphoric uses*. Occurs an association between the define NP and other nominal expressions by a conceptual link, through encyclopaedic or general knowledge, and so on. It is an indirect anaphora without co-reference:

- (f) The only worthy thing about this film is the main character.

4) *No anaphoric uses according to several types of knowledge* (from now on “*knowledge*”). The hearer identifies the referent by means of knowledge shared socially, general or encyclopaedic:

- (g) Today is an open doors day at the Parliament.

5) *Endophoric uses*. Informative restriction is expressed by relative clauses, completive, apposition, prepositional components or adjectives:

- (h) It’s the man who is standing.

The purpose of this study is to know in an academic context: 1) in which way the uses that theoretical linguistics establishes as obligatory for definite article take part on the grammaticality judgements; 2) if there are differences between natives and Japanese students in understanding; 3) If there is difficulty of use by levels and different levels of difficulty that suggest a natural order of acquisition; 4) If there is a direct relation instruction time-accuracy between Japanese students.

2. Method

2.1 Participants

The participants included in this study were 91 students, 61 are Japanese students of Spanish and 30 Spanish native speakers. The natives are university students of Madrid and the Japanese students are from Tokyo University of Foreign Studies and they were divided into three groups attending to their academic year as follows: 30 students in “level 2”, 20 in “level 3” and 11 in “level 4”. As the Japanese academic and fiscal year starts on April, and at the time of study “level 2” group had had one year of instruction in Spanish, “level 3” two years and “level 4” three.

By gender there are a 79.1% of females and the age includes from 19 to 23 years old, where 19 and 20 represents more than the half of the total.

2.2 Instrument

To collect the data a questionnaire was designed including two different parts: the first one corresponds to a linguistic biography (age, academic year, languages, etc.) and the second one shows the items to judge. There are 54 items which includes the non generic uses from Leonetti as well as their ungrammatical version. In most cases the items form part of a conversation between two subjects (A and B) where the first sentence (A) works as the context, in brackets, and (B) is the sentence to judge:

- (1) [A: Hoy tuve un examen sorpresa]
 B: ¿Y qué tal hiciste examen?
[A: Today I had a surprise exam]
B: And how was exam?

The inclusion of context is due to the importance that not only syntax but pragmatics and semantics have in the choice of articles. In the development of items for this study we followed Ionin (2003) and Snape (2006), although the length of every item for our instrument was reduced to a sentence and differs also in the type of task, as their tasks consist in a fill-in production with definite, indefinite and zero articles as can be appraised in (2):

- (2) [+definite, –specific]
Conversation between a police officer and a reporter
 Reporter: Several days ago, Mr. James Peterson, a famous politician, was murdered! Are you investigating his murder?
 Police officer: Yes. We are trying to find (a, the, --) murderer of Mr. Peterson, but we still don’t know who he is.

[Snape, Leung & Ting (2006): example (2)]

The uses described by Leonetti were completed with the reference of NP [\pm definite \pm specific], that is the base of the denominated *The Article Choice Parameter*, and the type of noun [uncountable singular, countable singular and countable plural], that permitted the differentiation of 27 contexts and their ungrammatical version. The result, 54 items, was distributed arbitrarily in the questionnaire.

Great care was used to create items in which the article was not in the subject position, as it is a context where in Spanish, in general, the use of article is obligatory. Besides, uses close to phraseology (Laca 1999, p. 918) were also avoided in order to restrict as much as possible the grammatical judgment to the elements above indicated. The participants had to decide if the items sounded good or not, and were required to mark one of the five symbols placed on the right of the item. The values include from 0 (sounds good) to 4 (sounds bad) and were in an additive scale of Likert type, that means, an ordinal scale where 4 is not the double of 2 –it is not “double regular”– although it means it sounds worse than 2.

2.3 Procedure

The questionnaire for Japanese students was carried out in Tokyo University of Foreign Studies, during the class time of the subject “American Literature II”. The students had instructions, oral and written, of not using dictionary as well as were informed the task formed part of a research, it was anonymous and voluntary and it had no repercussion on their class grade. The professor in charge of the task was present during the process and there was no limit of time. All the students agreed to do it and the questionnaire took them about half of an hour. The Spanish native speakers were university students of Madrid and they were given the same instructions as the Japanese students, except for the request to not use a dictionary, and completed the same task in ten minutes.

2.4 Analyses

A prior descriptive analysis was required in order to obtain the means of every variable by groups and an unidirectional analysis of variance ANOVA was conducted to know if there were differences between groups (natives-Japanese students, and between the three groups of Japanese) comparing the means of every group. This analysis is important to see if the accuracy in using Spanish article is related to instruction time or not. The ANOVA was completed by a Post Hoc Analysis, a multicomparison test that compares one variable with the rest in order to identify the different groups. Besides, it was also necessary to compare the most difficult items for natives and Japanese students to analyze if there were differences in understanding grammaticality.

The descriptive analyses were followed by statistical analyses in which *a priori* and *a posteriori* studies can be distinguished. The *a priori* part of the study includes two statistical analyses that represent two different ways to handle the data. The first one consists in a maximization of data by Pearson Correlation Analysis, in which the score (0-4) of every variable is compared item by item to find a linear association between two variables. The coefficient of this analysis expresses the strength of relation between two variables in a numeric way. The study of a correlation can be very useful to know which criterion is followed to assign the same punctuation and what elements in common are considered to judge the grammaticality. The values between variables X and Y are in an interval from +1 and -1. The sign indicates the direction of the relation: direct if the sign is positive and inverse if it is negative. $R=1$ is the absolute value, the relation of one item with itself, and the values near to 1 will have a stronger relation of dependence. However, the value $r=0$ indicates that the compared variables are independent, the correlation is null. The General Correlations include the natives and were completed with Partial Correlations, to analyze the different way Japanese and natives associate one item with other. The partial correlation measures the degree of association between two random variables when the effect of a set controlling variable (here “Spanish L1” is removed). The second analysis minimizes the information by a Factorial Analysis (FA), searching for a more simple structure between the correlations which allows globalizing the common elements. This study includes two

factorial analyses: the first one considering Japanese and natives and another with only Japanese. The dimensions of correlation table (54x54 variables) and the FA do not allow including them here. Finally, the *a posteriori* analysis consisted in a new ANOVA that compared the means of every group according to the five nongeneric uses. The results are taken following the most conservative indicator: *sphericity assumed*.

3. Results

The general *descriptive data* shows the means by every group, where natives have obtained the best mean, as could be expected: 3.32 over 4. The mean in accuracy decreases to 2.29 for Level 2, 2.26 for Level 3 and 2.33 for Level 4. Level 3 shows the lowest mean of Japanese students as can be observed in Table 1:

	Spanish L1	Level 2	Level 3	Level 4	Total
Means	3.32	2.29	2.26	2.33	2.62
Maximum	3.81	2.67	2.72	2.89	3.81
Minimum	2.34	1.87	1.81	1.93	1.81

Table 1. Accuracy means by groups

If the results of natives could be predictable the mean of Level 3 indicates a backward step in the relation instruction time-accuracy. Only the indicator of maximum mean shows a slight progression between groups.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	21.383	3	7.128	86.403	0.000
Within groups	7.177	87	0.082		
Total	28.560	90			

Table 2. Results of ANOVA

The results of an oneway ANOVA (Table 2) corroborate the difference between groups as can be seen in the column on right (Sig.) where the significativity index is 0.000 ($p=0.000$). As a conclusion some groups did the task better than others ($p<0.001$; $df=3$; $F=86.403$). However, in order to identify the groups that differ from the other a Post Hoc Test was carried out, whose results are reproduced in Table 3.

Group (I)	Group (J)	Mean difference	Std. Error	Sig.
Spanish L1	Level 2	1.0275*	0.07416	0.000
	Level 3	1.0572*	0.08291	0.000
	Level 4	0.9894*	0.10124	0.000
Level 2	Spanish L1	-1.0275*	0.07416	0.000
	Level 3	0.0296	0.08291	0.722
	Level 4	-0.0381	0.10124	0.708
Level 3	Spanish L1	-1.0572*	0.08291	0.000
	Level 2	-0.0296	0.08291	0.722
	Level 4	-0.0677	0.10781	0.532
Level 4	Spanish L1	-0.9894*	0.10124	0.000
	Level 2	0.0381	0.10124	0.708
	Level 3	0.0677	0.10781	0.532

Table 3. Results of Post Hoc

The natives did the task better than the others groups with a significativity index of $p < 0.001$. But on the other hand, the difference between the Japanese students, levels 2 and 3 (0.72), levels 3 and 4 (0.53) and levels 2 and 4 (0.71) cannot be considered significant (< 0.05).

The analysis of the five most difficult items (score close to 0) reveals for both Japanese and native students a difference in the judgments. Except item (15) that is present in the second place in the scale of difficulty for Spanish (1.96) and the total of Japanese (1.28) the other four items do not coincide. The five most difficult items for total Japanese students are, ungrammatical. Regarding the contexts of use (43) and (20) are based in knowledge, (15) is generic, (18) endophoric and (14) associative anaphoric (in brackets the number in order to difficulty –1 is the most difficult– and in parenthesis the number in the questionnaire):

- [1] (43) Me gustaría visitar pirámides de Egipto.
I would like to visit pyramids of Egypt.
- [2] (15) [A: ¿Qué podemos hacer para reducir la contaminación?]
B: Pues, por ejemplo, usar autobús y no coche.
[A: What can we do to reduce pollution?]
B: Well, for example, use bus and not car.
- [3] (20) Aunque soy de París todavía no he subido a torre Eiffel.
Although I am from Paris I have not climbed Eiffel Tower yet.
- [4] (18) [A: Hay muchas clases de vino. No sé cuál comprar...]
B: Compra vino que se llama “Potan”. Está buenísimo.
[A: There are a lot of types of wine. I do not know which to buy...]
B: Buy wine called “Potan”. It is delicious.
- [5] (14) [A: ¿Qué haces en la piscina?]
B: Estoy probando agua.
[A: What are you doing in the pool?]
B: I am testing water.

On the other hand, the native students had problems recognizing the unspecific lecture of items (7), (45) and (29) and with (12) that is anaphoric.

- [1] (7) [A: No sabía que ibas a salir hoy.]
B: Sí, me ha llamado Paco. ¿Puedes darme el dinero?
[A: I didn't know you're going out.]
B: Yes, Paco called me. Can you give me the money?
- [3] (12) [A: Tengo que comprar dos libros de español.]
B: Yo compré los libros de español ayer.
[A: I have to buy two Spanish books.]
B: I bought the Spanish books yesterday.
- [4] (45) [A: ¿Me ha llamado alguien?]
B: Llamó el amigo tuyo hace una hora, pero no sé cómo se llama.
[A: Did anybody telephone me?]
B: Your friend telephoned one hour ago, but I don't know his name.

[5] (29) [A: ¿Has visto las noticias?]

B: Sí, todavía se busca el asesino del señor Escalante. No se sabe quién es.

[A: *Have you watched the news?*]

B: *Yes, they're searching Mr. Escalante's killer. No one knows who is.*

The analysis of *General Correlations* (which includes natives and Japanese students) presents 217 significant correlations ($r > 0.01$), and the nongeneric uses of the definite article will be analyzed in figures bigger than $r = 0.4$: 32 in total. Due to the number of participants in the task the maximum coefficient is lower than 7. We found only three correlations where the common element is the use contexts of the definite article. The correlation (41)-(30) ($r = 0.537$) shares the endophoric use. The item (41) by a relative clause and (30) with an appositive NP ("Fender Stratocaster"):

(41) [A: ¿Con cuáles te quedas?]

B: Voy a comprarme los pantalones que valen 3.000 yenes.

[A: *Which are you going to buy?*]

B: *I'm going to buy the trousers that cost 3000 yens.*

(30) [A: "Compramos cosas usadas". Dígame]

B: Me gustaría saber cuánto dinero me dan por la guitarra Fender Stratocaster.

[A: *"We buy used things". Yes?*]

B: *I would like to know how much I can get for the guitar Fender Stratocaster.*

In the correlation (43)-(35) ($r = 0.478$) both items are ungrammatical and have in common the use non anaphoric based in encyclopedic or general knowledge:

(43) Me gustaría visitar pirámides de Egipto.

I would like to visit pyramids of Egypt.

(35) [A: ¿Por qué no te gusta Irlanda?]

B: No soporto lluvia.

[A: *Why don't you like Ireland?*]

B: *I can't stand rain.*

Like the previous one in (38)-(14) ($r = 0.41$) both items are ungrammatical. The obligatory use of the definite article is explained by the associative anaphoric use:

(14) [A: ¿Qué haces en la piscina?]

B: Estoy probando agua.

[A: *What are you doing in the pool?*]

B: *I am testing water.*

(38) [A: Este ordenador va muy lento]

B: Sí, tengo que cambiarle memoria.

[A: *This computer is very slow*]

B: *Yes, I have to change memory.*

In the *Partial Correlations*, those in which variable “natives” do not participate, only one correlation is found: the correlation shares an endophoric use and is the same than explained above, (30)-(41), although the coefficient is lower: $r=0.466$.

In the *Factorial Analysis* the factors extraction method by analyzing the principal components shows that 18 components explained 76.375 of total variance. The large number of components must be explained by the number of subjects of this task. Factor 1 represents almost 10 % of the total although is not very informative: all the correlations are direct, with positive signs, and correspond to ungrammatical items.

Only three factors were found directly related to the nongeneric uses described by Leonetti and none in the FA of only Japanese:

a) Factor 3 includes four of five items with adjective modification, most of them in an endophoric use. The modification is carried out by a relative clause (28), apposition (6) and (12), and by adjective (27):

28 ($r=0.509$) Utilizarán vino que sobre para hacer vinagre.

Remaining wine will be used to make vinegar.

6 ($r=0.380$) [A: ¿Cuál de estos dos coches te gusta más?]

B: Me gusta el coche de la derecha.

[A: Which of these two cars do you like more?]

B: I like the car on the right.

27 ($r=0.329$) [A: ¿Cuál de los dos quieres?]

B: Me quedo con bolígrafo rojo.

[A: Which of these two do you want?]

B: I'll buy red ballpoint.

12 ($r=0.328$) [A: Tengo que comprar dos libros de español.]

B: Yo compré los libros de español ayer.

[A: I have to buy two Spanish books.]

B: I bought the Spanish books yesterday.

b) Factor 4 has 7 items in direct correlation with three anaphoric uses (31), (47) and (8) and one associative anaphoric (19):

31 ($r=0.512$) [A: Me han regalado este ordenador con conexión a Internet]

B: ¿Me dejas usar el ordenador para ver mi correo?

[A: I was given this computer with Internet access]

B: Can I use the computer to check my mail?

19 ($r=0.379$) [A: Llevamos media hora en esta tienda ¿Nos vamos ya?]

B: Espera, quiero hablar con la dueña; es mi vecina.

[A: We are in this shop for a half of one hour. Let's go now.]

B: Wait, I want to talk the owner; she is my neighbor.

47 ($r=0.370$) [A: Salgo a comprar harina]

B: Asegúrate de que harina sea para freír.

[A: I go out to buy flour.]

B: Make sure that flour is for frying.

8 (r=0.323) [A: Necesito dinero para comprar un libro. Cuesta 5.700 yenes.]

B: Ahora te doy el dinero.

[A: I need money to buy a book. It costs 5700 yens.]

B: Now I'll give you the money.

c) Factor 8 contains 5 correlations where (34) and (11) have an associative anaphoric use and (12) and (47) an anaphoric co-referential:

34 (r=0.341) [A: ¿Vais a viajar este fin de semana?]

B: Sí, ya tenemos los billetes.

[A: Are you going to travel this weekend?]

B: Yes, we have the tickets now.

11 (r=0.340) A: ¿Qué tal el partido de tu equipo?

B: Me desilusionaron los jugadores.

A: What was your team's match like?

B: The players disappointed me.

12 (r=0.311) [A: Tengo que comprar dos libros de español.]

B: Yo compré los libros de español ayer.

[A: I have to buy two Spanish books.]

B: I bought the Spanish books yesterday.

47 (r=-0.328) [A: Salgo a comprar harina]

B: Asegúrate de que harina sea para freír.

[A: I go out to buy flour.]

B: Make sure that flour is for frying.

The *a posteriori* analysis required the realization of an ANOVA (Table 4) with a design of 5x4, where 5 is the dependent variables between groups and 4 is the proficiency levels, within group factors:

	Group	Mean	Typical deviation	N
Endophoric	Spanish L1	3.3667	0.56771	30
	Level 2	2.1922	0.41878	30
	Level 3	2.1283	0.61865	20
	Level 4	2.2727	0.66946	11
	Total	2.5751	0.77731	91
Associative anaphoric	Spanish L1	3.5744	0.52848	30
	Level 2	2.4489	0.53375	30
	Level 3	2.7167	0.69480	20
	Level 4	2.7424	0.67232	11
	Total	2.9143	0.75079	91
Anaphoric	Spanish L1	3.2333	0.64713	30
	Level 2	2.4678	0.58280	30
	Level 3	2.2417	0.49699	20
	Level 4	2.2273	0.54910	11
	Total	2.6414	0.71648	91

Knowledge	Spanish L1	3.4711	0.55652	30
	Level 2	2.2311	0.56629	30
	Level 3	2.0917	0.56578	20
	Level 4	2.0758	0.53936	11
	Total	2.5905	0.83202	91
Deictic	Spanish L1	3.4667	0.54386	30
	Level 2	2.3611	0.47562	30
	Level 3	2.3083	0.70768	20
	Level 4	2.5000	0.58214	11
	Total	2.7308	0.76407	91

Table 4. Means, standard deviations and ANOVA results of comparison between group means

The results showed the total means target more accuracy in the associative anaphoric (2.91) and deictic (2.73) uses, whereas the lowest numbers are for endophoric (2.57) and not endophoric based in knowledge (2.59).

By groups, natives found easiest the associative anaphoric (3.57) and the most difficult the anaphoric (3.23). By the other hand, Japanese students coincided in the easiest use, the associative anaphoric, whose means are in progression: Level 2 (2.44), Level 3 (2.71) and Level 4 (2.74). The most difficult use, however, was the non anaphoric based on knowledge, whose means have a decreasing direction from lowest level of proficiency to the highest one, with 2.23, 2.09 and 2.07, correspondingly.

In the next graphic (figure 1) is observed not only the positive and negative progression but also the intersections between groups. The absence of parallels is an important finding against the acquisition order and, hence, the UG arguments.

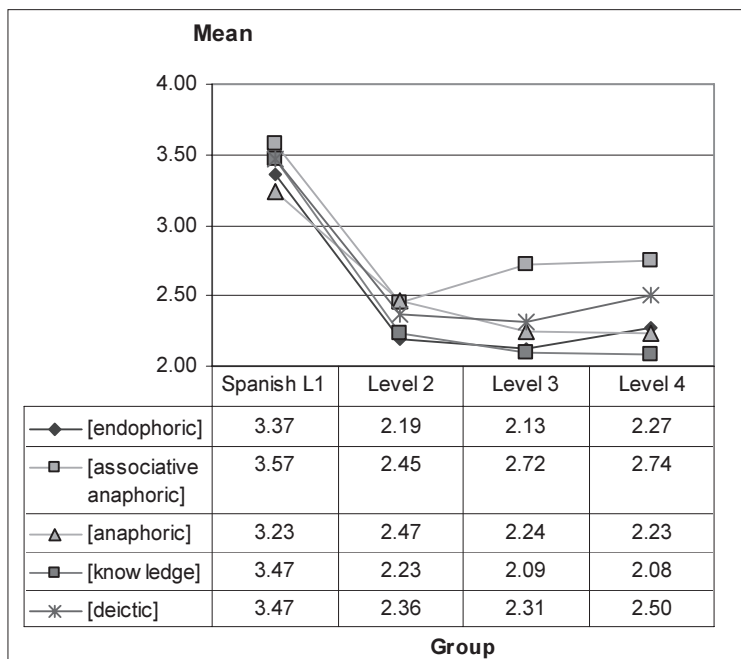


Figure 1. Comparison of means by groups

The ANOVA results (Table 5) confirm the descriptive table and the graphic: there is significant between the different uses ($p < 0.001$; $F = 7.936$; $df = 4$). The result for groups is lower than 0.05, $p = 0.032$, indicating that there is a tendency to find an effect, as represented in the graphic with the intersections.

Sphericity assumed	df	F	Sig.
Uses	4	7.936	0.000
Uses groups	12	1.504	0.032

Table 5. ANOVA results using the “sphericity assumed” index

4. Discussion

There are some conclusions that emerge from this study according to the objectives that were raised in the introduction.

1) Concerning the role of nongeneric uses of the definite article as a discriminator element on the grammaticality judgements, both the Pearson Correlation Analysis and the Factorial Analysis found some correlations that shared the same nongeneric use as correlations (41)-(30), (43)-(35) and (38)-(14), and also factors such as 3, 4 and 8. However, compared to the total correlations we can conclude there are several elements that take part in the reconnaissance of grammaticality not exclusively the nongeneric uses: some correlations had in common the type of noun, the reference of NP, and most of them formal similarity, same length of the item, syntax and semantics.

2) There are differences between natives and Japanese students in understanding the grammaticality of these uses, as revealed the exploratory study, where only a correlation was found by Japanese students and no factor in the FA.

3) The ANOVA of the *a posteriori* study found there are uses that turn out to be more difficult than others, also between Japanese students. In general there is more accuracy in the associative anaphoric and deictic uses, and less in the endophoric and not endophoric based in knowledge. The natives coincided with Japanese finding easiest the associative anaphoric and the last one showed an increasing accuracy Level 2 (2.44), Level 3 (2.71) and Level 4 (2.74). The most difficult for natives was the anaphoric and for Japanese students the non anaphoric based on knowledge, whose means had a decreasing progression 2.23, 2.09 and 2.07. This use is close to phraseology, a complex casuistic governed by conventional rules (before names of rivers, etc.) that require not only instruction but memory. Hence, we cannot conclude, against others studies (Liu & Gleason 2002), there is a natural order of acquisition of nongeneric uses of Spanish definite article.

4) To answering the question about the direct relation instruction time-accuracy between Japanese students the descriptive analysis with ANOVA did not show significant. Although the population differs by groups and effect on results cannot be dismissed it is important to remind that articles are taught in the academic context exclusively at the basic level.

Lastly, we must bear in mind that in this study we have studied the comprehension of both natives and Japanese students, and production (written and oral) should be also analyzed as the data differs depending on the task (Parrish 1987, Licerias 1993, Guijarro-Fuentes & Clibbens 2002).

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APPENDIX

Por favor, di si las siguientes expresiones te suenan bien o no en español. Si te suena bien, usa la cara sonriente de la izquierda: 😊. Si te suena mal, usa la cara triste de la derecha: ☹. Puedes usar caras intermedias (😊 😐 😞) para las expresiones de las que no estés seguro.		
1	[A: Hoy tuve un examen sorpresa] B: ¿Y qué tal hiciste examen?	😊 😐 😞 ☹
2	[A: Aquí te traigo todos los ingredientes que me pediste] B: Muchas gracias. Perdona, ¿puedes pasarme la botella de vino?	😊 😐 😞 ☹
3	[A: ¿Qué te parece el nuevo presidente?] B: Me gusta político con decisión.	😊 😐 😞 ☹
4	[A: ¿Qué es lo peor del verano en Japón?] B: La humedad.	😊 😐 😞 ☹
5	[A: ¿Qué está haciendo Luis en su casa? ¿Por qué no sale?] B: Está ahorrando el dinero. Este mes tiene poco.	😊 😐 😞 ☹
6	[A: ¿Cuál de estos dos coches te gusta más?] B: Me gusta el coche de la derecha.	😊 😐 😞 ☹
7	[A: No sabía que ibas a salir hoy.] B: Sí, me ha llamado Paco. ¿Puedes darme el dinero?	😊 😐 😞 ☹
8	[A: Necesito dinero para comprar un libro. Cuesta 5.700 yenes.] B: Ahora te doy el dinero.	😊 😐 😞 ☹
9	[A: Aquí te traigo todos los ingredientes que necesitabas] B: Llegas a tiempo, ¿me pasas sal?	😊 😐 😞 ☹
10	¿Te acuerdas de las torres gemelas de Nueva York?	😊 😐 😞 ☹
11	[A: ¿Qué tal el partido de tu equipo?] B: Me desilusionaron los jugadores.	😊 😐 😞 ☹
12	[A: Tengo que comprar dos libros de español.] B: Yo compré los libros de español ayer.	😊 😐 😞 ☹
13	[A: Hoy juega Francia contra Italia.] B: Sí, yo animaré a unos italianos.	😊 😐 😞 ☹
14	[A: ¿Qué haces en la piscina?] B: Estoy probando agua.	😊 😐 😞 ☹
15	[A: ¿Qué podemos hacer para reducir la contaminación?] B: Pues, por ejemplo, usar autobús y no coche.	😊 😐 😞 ☹

16	[A: No tengo nada que ponerme para salir esta noche...] B: Te he planchado camisa negra.	☺ ☺ ☺ ☺ ☺ ☺
17	Daré el dinero que gane en este concurso a mi madre.	☺ ☺ ☺ ☺ ☺ ☺
18	[A: Hay muchas clases de vino. No sé cuál comprar...] B: Compra vino que se llama "Potan". Está buenísimo.	☺ ☺ ☺ ☺ ☺ ☺
19	[A: Llevamos media hora en esta tienda ¿Nos vamos ya?] B: Espera, quiero hablar con la dueña; es mi vecina.	☺ ☺ ☺ ☺ ☺ ☺
20	Aunque soy de París todavía no he subido a torre Eiffel.	☺ ☺ ☺ ☺ ☺ ☺
21	[A: ¿Han decidido ya el nuevo entrenador?] B: No, estamos buscando persona seria.	☺ ☺ ☺ ☺ ☺ ☺
22	[A: Aquí he puesto todos los ingredientes que me encargaste] B: Muchas gracias. Por cierto ¿Puedes pasarme la pimienta?	☺ ☺ ☺ ☺ ☺ ☺
23	[A: Últimamente hay muchos coches fabricados en Corea] B: Yo prefiero coches que se hacen en Japón.	☺ ☺ ☺ ☺ ☺ ☺
24	[A: ¿Por qué no viene Juan? ¿Qué está haciendo?] B: Está comprando cerveza.	☺ ☺ ☺ ☺ ☺ ☺
25	[A: Con este frío no hay nadie en las calles.] B: Sí, al venir solo vimos los niños jugando fuera. ¿Quiénes serán?	☺ ☺ ☺ ☺ ☺ ☺
26	[A: Últimamente no veo a Luis] B: Al parecer sale con una chica, pero todavía no la he visto.	☺ ☺ ☺ ☺ ☺ ☺
27	[A: ¿Cuál de los quieres?] B: Me quedo con bolígrafo rojo.	☺ ☺ ☺ ☺ ☺ ☺
28	Utilizarán vino que sobre para hacer vinagre.	☺ ☺ ☺ ☺ ☺ ☺
29	[A: ¿Has visto las noticias?] B: Sí, todavía se busca el asesino del señor Escalante. No se sabe quién es.	☺ ☺ ☺ ☺ ☺ ☺
30	[A: "Compramos cosas usadas". Dígame] B: Me gustaría saber cuánto dinero me dan por la guitarra Fender Stratocaster.	☺ ☺ ☺ ☺ ☺ ☺
31	[A: Me han regalado este ordenador con conexión a Internet] B: ¿Me dejas usar el ordenador para ver mi correo?	☺ ☺ ☺ ☺ ☺ ☺
32	[A: ¿Qué desea?] B: Unos pantalones que no tengan bolsillos.	☺ ☺ ☺ ☺ ☺ ☺
33	[A: Saca ya las patatas. Se van a quemar] B: Pásame plato, por favor.	☺ ☺ ☺ ☺ ☺ ☺
34	[A: ¿Vais a viajar este fin de semana?] B: Sí, ya tenemos los billetes.	☺ ☺ ☺ ☺ ☺ ☺
35	[A: ¿Por qué no te gusta Irlanda?] B: No soporto lluvia.	☺ ☺ ☺ ☺ ☺ ☺
36	Para hacer esta tarta es necesario mover la harina constantemente.	☺ ☺ ☺ ☺ ☺ ☺
37	[A: ¿Qué vas a ir a fotografiar la próxima vez?] B: Quiero fotografiar una mosca que sólo vive en Madagascar.	☺ ☺ ☺ ☺ ☺ ☺
38	[A: Este ordenador va muy lento]. B: Sí, tengo que cambiarle memoria.	☺ ☺ ☺ ☺ ☺ ☺

Nongeneric Uses of Spanish Definite Article by Japanese Students

39	[A: ¿A dónde te gustaría viajar este verano?] B: Ya solo me queda visitar la luna...	😊 😊 😊 😊 😊
40	Perdona, ¿me das llaves? Están muy lejos para mí.	😊 😊 😊 😊 😊
41	[A: ¿Con cuáles te quedas?] B: Voy a comprarme los pantalones que valen 3.000 yenes.	😊 😊 😊 😊 😊
42	[A: ¿Qué ha comprado Ana para la fiesta?] B: Dice que ha comprado vino pero yo no lo he visto.	😊 😊 😊 😊 😊
43	Me gustaría visitar pirámides de Egipto.	😊 😊 😊 😊 😊
44	[A: ¿Qué hiciste en Londres?] B: Estuve enseñando español a los ingleses.	😊 😊 😊 😊 😊
45	[A: ¿Me ha llamado alguien?] B: Llamó el amigo tuyo hace una hora, pero no sé cómo se llama.	😊 😊 😊 😊 😊
46	[A: ¿Por qué es tan importante este examen?] B: Porque así elegirán a los mejores alumnos del colegio.	😊 😊 😊 😊 😊
47	[A: Salgo a comprar harina] B: Asegúrate de que harina sea para freír.	😊 😊 😊 😊 😊
48	[A: ¿Qué se puso Roberto para la fiesta?] B: Dicen que se puso unos zapatos amarillos, pero no los he visto.	😊 😊 😊 😊 😊
49	[A: Otra vez ha habido un accidente en una obra] B: No hacen nada para proteger al trabajador.	😊 😊 😊 😊 😊
50	[A: Yo le regalé una camisa pero ya no le regalo más ropa] B: Yo tampoco: nunca se pone la ropa que le regalan.	😊 😊 😊 😊 😊
51	[A: Buenos días. ¿Puedo ayudarlo?] B: Buenos días. Estoy buscando los relojes que sean de bolsillo.	😊 😊 😊 😊 😊
52	[A: ¿Qué buscas?] B: Estoy buscando una camiseta que vi por Internet.	😊 😊 😊 😊 😊
53	[A: Me he dejado mis documentos en casa] B: No te preocupes yo te llevo documentos enseguida.	😊 😊 😊 😊 😊
54	[A: Este cuadro no tiene firma.] B: Me gustaría conocer a un autor de este cuadro.	😊 😊 😊 😊 😊