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Universitat Autònoma de Barcelona

**Bilingualism and access to a third language:  
Access to the Spanish language by Russian-  
Romanian bilinguals**

VOLUME I

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# **DEDICATION**

This dissertation is dedicated to my 103-year-old great-grandmother, Irina Vladimirovna Pokhitonova, who has always been an example of a strong woman and a great heart.

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## 0. INTRODUCTION

The present work deals with such a significant subject nowadays as bilingualism and multilingualism, which has become an absolute necessity in the modern society. “Bilingualism is a multidisciplinary subject par excellence. It touches upon so many aspects of human behavior: it is a fruitful area for the study of language contact; it is intriguing for the way that it relates to the human mind; it reflects social behavior and the organization of society; and it can shape educational systems” (Morris Jones, B., Singh Ghuman, 1995, p. 1).

First of all, bilingualism considers cultural aspects of life. All cultures of the world unveil their own view and sense of things, life and world. As a result they have their own interpretation of the universe, which is vital to take into account in order to obtain a more extensive survey and vision of the world and universality. It is essential to consider the identity, the singularity of each individual representing different cultures, as they, in turn, have their own decoding and view of sense as well as universality.<sup>1</sup> Language is an essential part of every culture and culture does not exist without a language. The connection between them is very strong in any community.

Secondly, the social aspect of bilingualism cannot be neglected either. As it has been noted above language is an indispensable part of any society serving as the main means of communication between people. Nowadays in the modern world the question of migration is very common. Hence, we come to a variety of social communities each revealing their own languages or dialects. Those speech communities function differently, what leads as a result to a multilingual society. The reason of migration can be of different kinds. Primarily, it is economical, since it is natural for people to seek a better place and way of living. On the other hand, this reason can be political as well. Due to the war, political persecutions or government changes people might look for a different homeland in order to establish there their own minor society. This results in the socio-economical aspect of bilingualism revealing the possible background of people changing their place of living and describing all the possible reasons for such changes.

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<sup>1</sup> Renard, R. Changement de paradigme culturel: de l'Un au Multiple. Université de Mons.

The notion of bilingualism has touched the political part of society as well bringing to light different approaches to the subject. One example of this kind might be the memorable period in the history of Spain when the political objective was to repress the minority languages prohibiting any use of them in any place. This approach counter-stands those of other countries where the multilingualism is an essential part of the society and plays an important role in the political life, as it happens in Belgium or Switzerland, for instance.

The psycholinguistic aspect of bilingualism reveals the notion of connection between language and thought and due to communities speaking several languages leads to the broadening of the notion of thought to refer to the language. According to the Sapir-Whorf hypothesis<sup>2</sup> representatives of different speech communities have their own interpretation of the world and, moreover, there can be observed differences in the world interpretation between the representatives of the same speech community as a result of age, sex, cultural background differentiations.

The pedagogical aspect of bilingualism is crucial as well. Due to the bilingual and multilingual growth of communities it becomes more common to face the notion of bilingual or even multilingual education. There are a lot of studies on this subject, its advantages and disadvantages, consequences and possible result. From the pedagogical point of view it is essential to take into account the aspect of bilingualism, as it can reveal several particularities of possible assimilation of educational material by children in question.

In contrast with the past, nowadays many communities speak several languages. As noted above, bilingualism and multilingualism has become a norm of modern society, rather than an exception, involving at times more than two languages. This diversification can be established due to a variety of ethnic groups co-living together, migration from other countries, colonial past of a particular region and so on. All in all it raises a problem of disparity between the two (or more) languages spoken in a community on grounds of multiple social, political and economical reasons. This led to the development of the notion of “diglossia” which, according to Oxford Dictionary of English, is interpreted as “a situation in which two languages (or two varieties of the same language) are used under different conditions within a

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<sup>2</sup> This hypothesis concerns the theory of linguistic relativity, according to which “users of markedly different grammars are pointed by their grammars toward different types of observations and different evaluations of externally similar acts of observation, and hence are not equivalent as observers but must arrive at somewhat different views of the world” (Kroll, J. K., De groot, A. M. B., 2005, p. 434).



community, often by the same speakers”. Ferguson, in his early article, defines it as “two varieties of a linguistic system used in a speech community: a formal variety (high), and a vernacular or popular, termed low”. This distinction applies strongly to the Arabic-speaking world, where we can see in different countries their own vernacular or popular form of language, different from the traditional Arabic language. On the other hand, this distinction can be easily applied to the community with two different languages as well, rather than two varieties of the same language.<sup>3</sup> This contrast is drawn mainly as a consequence of socio-economical and political involvement leading one language to the top of a language pyramid and leaving another far behind. This contributes undoubtedly to a serious danger of homogenization of languages and cultures, as we can see on the example of the English language. Today it became a universal language all over the world, i.e. it is used in all public and scientific events, it is a language of communication between people of different cultures, it is obligatory to study in all state schools and universities, it is the language of the labour world as well.

We have to remember that languages live and die just as living organisms and when a language dies, knowledge of the world dies with it as well. That is why it is of crucial importance to preserve minority languages and to encourage their use in every day life, their studying and their investigation.

In the present study we are going to consider in details all these aspects referring to bilingualism and multiculturalism, and their influence on the modern society in the first presented Chapter corresponding to Bilingualism and language contact. Thus, within this Chapter we are going to analyse the historical aspect involved in the study of bilingualism. Apart from that, we are going to mention different factors as regards the definition of bilingualism and, thus, different types of this and different approaches to the study of all these kinds presented.

On the other hand, we are going to take into account and consider thoroughly the psycholinguistic aspect of bilingualism, revealing the connection between the brain and the language and the possible implication of bilingualism and multilingualism on the brain functioning of bilingual individuals. In addition, we are also going to refer to the cognitive and sociocultural study involved in the notion of

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<sup>3</sup> Appel, R., Muysken, P. (1993), *Language contact and bilingualism*, Edward Arnold, London, pp. 22-25.

bilingualism, as well as various approaches existing throughout the history and the most recent studies on this subject.

Finally, we are also going to touch the educational aspect involved in the study of bilingualism since it represents a vital part of modern life due to the fact that bilingualism and multilingualism are becoming more and more popular over the time and, therefore, there are more schools presented nowadays which introduce in their educational system the aspect of bilingualism.

After having determined the key features in relation to the study of bilingualism, we are going to pass to the presentation of the Spanish, Romanian and Russian languages overviews. In reference to this, we must primarily explain the reasons why we include in our list these three specific languages and why we present their overview in such a specified order. Thus, in order to answer these questions, we must firstly consider the main problematic of the present research so as to state the basic aspect as refers to the structure and objectives of the present investigation.

Consequently, considering primarily the central objective of the given study, we must say that this fundamentally consists in the analysis of the ability of previously established groups of informants to understand a language they do not know, do not speak and have never had any contact with, proceeding from their linguistic background and, more importantly, brain functioning.

For the present investigation we have chosen as the third language, i.e. representing the kernel or the basis of our study, the Spanish language respectively. Furthermore, in relation to the established groups of informants we must state that these are generally divided into three groups corresponding to their native language. Thus, the first group of informants consists of Russian monolingual individuals, i.e. those whose native language is Russian. The second group of our sample is represented by Russian-Romanian bilinguals, who manifest a native-like use of both Russian and Romanian languages. Thirdly, the final group involved in our experimental research in relation to the present investigation deals with Romanian monolingual sample group composed by individuals with the Romanian native language presented. On the whole, we must note here that the details on the subject of our informant sample will be given further in this study in the Chapter corresponding to the Hypothesis of the present investigation.

Thus, as regards the languages involved in our overview and their specified order, we must state that the Spanish language, being the basis language for our study,

is considered the first, followed immediately by the Romanian language. This is due to the fact that both languages belong to the same language family, i.e. Romance languages. Therefore, for a possible comparative study conducted on the subject of similarities and differences between these two languages, they are presented in this specific way. Finally, the last language to be analysed in the Russian language, belonging to the Slavic language family and corresponding essentially to the Russian monolingual sample group, although having also close connection to the Russian-Romanian sample presented as well.

After having determined the languages involved in the study as well as the general information in relation to the informants participating in our experimental research, the next stage of our investigation is the very experimental research part. Nonetheless, before passing to this experimental part of the study, we are going to present the established for this work hypothesis in the corresponding Chapter. There, we are also going to consider the most important features as regards this study, such as: definition of the field, problematic, informants sample, objective, tasks and, finally, hypothesis. Thus, we are not going to present in details all these aspects since they will be considered further on in the present work.

Nevertheless, let us describe the general structure in relation to the whole work so as to be able to understand better the given information. Consequently, after the experimental research stage, we are going to pass to the presentation and interpretation of obtained data. This is the most intriguing part of the whole study, since it will reveal whether our established hypothesis proved to be correct or incorrect.

After having considered the results obtained in the course of our experimental research by all the groups of informants, we are going to pass to the final stage of the present investigation, i.e. Conclusions. In this Chapter we are going to reveal the data obtained in the course of results presentation and interpretation stage of the investigation and state whether our hypothesis was correct.

As regards the general structure of the present work, it is important to state that this consists of the total quantity of four more volumes created, apart from the present one. All the remaining volumes contain the Appendix section comprising the material gathered for our experimental research. Thus, in the second volume we can see the list of corpuses and questionnaires generated for our investigation. Furthermore, the volumes from three to five include the material gathered in the very

course of our experimental research as regards the questionnaires completed by the informants participating in the present investigation.

After having determined the general structure of the present research, let us pass to the description of the objectives and tasks involved in this study. Thus, as we have already mentioned above, the main general objective of the present study is to reveal the grade with which the established informants can understand the Spanish language without its prior learning. Thus, in the course of our experimental research, there have been collected data in the form of corpuses with their subsequent division into three different types of those: texts, statements and word forms. The information used in the present investigation basically refers to the public writings of urban transport of the city Barcelona. Hence, this information manifests predominantly legal and administrative character and, therefore, represents a specific structure as well as lexicon implied. It is important to state that all the data gathered for our experiment was further thoroughly classified and categorized according to the type of information involved.

Consequently, all these three corpuses were used in the questionnaire creation with their subsequent application in the experimental research stage of the present study. As regards the questionnaires, we are going to consider them in details later on in our study. Nonetheless, it is important to state that owing to the fact that there are three corpuses of information presented in the work, this corresponded to the number and types of questionnaires subsequently created for the experiment. Thus, we can state that the questionnaires are divided into three categories: text, statement and word form respectively. In reference to the language implied, we must note that due to the fact that there are three groups of informants presented in the present study corresponding to the total number of two different languages, the questionnaires generated for our experiment were also originated in these two languages. It is important to state here that the questionnaire, representing different types of information, show completely different from each other structures, carrying, therefore, distinct objectives and tasks. All these will be also described more in details in the corresponding Chapter referring to the Hypothesis established for the present investigation.

Considering the corpuses and questionnaires involved in our investigation, we must state that, as we have already mentioned above, they were created in this way for specific purposes. Due to the fact that the main aim of our research is to analyse the

understanding capacity of informants as regards a third unknown for them language, there were proposed three ways to evaluate this understanding capacity. Thus, each of the questionnaires subsequently created has its own very specific objectives. The details referring to the corpuses and questionnaires produced in course of our study are going to be considered further in the study in the corresponding to them Chapter. Nonetheless, we must present some general key aspects so as to establish a more comprehensive analysis later.

Thus, the first questionnaire to be used in our experimental study is that of texts, representing a series of texts gather in the course of our data collecting process. The information involved in these types of messages generally range from legal or administrative messages for passengers to descriptions of existing ticket types.

The second questionnaire is that of statements, i.e. it contains sentential as well as non-sentential phrases as regards legal and administrative information proposed in the urban transport of Barcelona. It is important to state here that the statements contained in this corpus and corresponding questionnaire are of two kinds: the first type refers to those sentences which were forming previously described texts from the first corpus and corresponding to it questionnaire. The second type of statements, nevertheless, is different, since it represents those statements, which were presented in an isolated way, i.e. as statements, rather than as part of texts. We must note here that most of the statements of this kind represent so-called pragmatemes or pragmatic phrasemes, i.e. linguistic signs pragmatically bound by their situation of use. Nevertheless, it is important to state here that the study of these pragmatemes lays beyond the frames established for the present investigation. Thus, we are not going to consider them later in our study nor make any reference to them, simply due to the fact that we must limit the scope of tasks and objectives involved in the present investigation so as not to make it excessively vast and, therefore, not scrupulous as regards the analysis of a particular point.

The final type of corpus and corresponding to it questionnaire presented in our investigation is that of word forms. Thus, in respect to them, we can state that all these words were forming statements and texts mentioned above with their subsequent segmentation and isolated organization in an alphabetical order with following classification and characterisation. All these word forms, therefore, are presented in their original form without modifications of the form in question. Despite the fact that they are all presented in the questionnaire in an isolated way, there are

several cases when the context was presented as well, regarding mostly those cases when the same form was found twice with different sentence functioning and, therefore, meaning. In other cases the context was presented in situations when the same word appeared to have a very specific meaning, different from that of their normal and original use.

Finally, let us state that all these specifications are to be analysed and observed in the corresponding to them Chapters further in the course of the present investigation. Some general details were presented here in order to give a general idea on the subject of the present investigation and so as to contribute to a more comprehensive reading of the present work in relation to different Chapters and their sections described above.

Lastly, it is important to state that the present research belongs to the experimental type of study having as its objective the confirmation or refutation of an established hypothesis. The hypothesis used as the basis for our whole investigation will be considered in the Chapter Hypothesis with the corresponding description as regards all other aspects and features mentioned above.

Thus, after having determined the key aspects of the present investigation, let us pass to the theoretical section of the research, being followed by the practical, or experimental, section respectively.

# **Chapter I. BILINGUALISM AND LANGUAGE CONTACT**

## **1. Introduction to the study of bilingualism**

Nowadays, bilingualism and multilingualism are an absolute necessity in the modern society, as they deal with so many aspects of the modern life: linguistic and psycholinguistic, helping us to analyse not only the structure of languages and the connection between them, but also the relation between language and brain, implied functions, analytical behaviour consequences etc.; sociological, helping us to study the very organization of society, specific social aspect relations caused by bilingualism and multilingualism and subsequent problems related with them; educational, involving the full scale of problematic concerning educational system, methodology and material, priority language problem etc.; political and economical, revealing some episodes in the modern history, when bilingualism and multilingualism were seen as the unnecessary and even dangerous situation provoking no possible advantages for the modern world. On the other hand, we have a lot of examples of countries, where two and more languages co-exist in a tight connection with each other showing the complete possibility and beneficial aspect of this problem.

Primarily, it is important to state that bilingualism implies the notion of biculturalism as its integral part. Biculturalism has to do with the existence of two or more cultures within one social group, leading to the inalienable presence of bilingualism or even multilingualism. Thus, in order to study the problematic of bilingualism in a given society it is essential to study the cultural aspect of it, in order to understand better bicultural and bilingual behaviour.<sup>4</sup> Hence, being bilingual implies being bicultural, living in both cultures and being an integral part of them.

The notion of culture is complex and requires some qualifications. There is a double view of it. On the one hand, it corresponds to social activities of an individual,

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<sup>4</sup> Zamalloa, K .A., Buxo, J. M. and others. (1978), *Bilingüismo y biculturalismo*, Ediciones CEAC, Barcelona, p. 9.

such as: thinking, working, transforming their social reality, co-living with others, being educated and educating other individuals, transmitting them information and associating with them in order to establish a social community. It is then a so-called organic phenomenon for individuals. On the other hand, it implies material and spiritual reality as the consequence of the behaviour of each social group about recourses of their material world and ideas as the result of relationships between different members of a given social community.<sup>5</sup> On this basis it is impossible to make a clear distinction between bilingualism as individual and societal phenomenon as they are so closely related one with the other, that it would be a big mistake not to take this notion into account. This connection must be studied, analysing the reasons why or how certain individuals become bilingual or multilingual.

The reason why certain individuals become bilingual can be explained by a wide range of situations and circumstances. On the one hand, in the modern world, due to some economical and political issues, there is a tendency of more powerful groups to repress less powerful groups with their own language. This is the case of many minority languages occurred in many countries, when they do not have the same rights as official languages, having as clear example some indigenous languages of the South and North America. Without doubts and fortunately, this is not the case in all countries, as there are many organizations aiming to preserve the origins and historical aspect of a particular area. Nonetheless even considering this situation at more global scale we can clearly see the general tendency for homogenization of languages in many fields, such as science, technology, travel and transport and many others. This is the case of the English language in the modern society, which has become the main language of communication between individuals of different cultures and ethnicities in multiple spheres of the world. This situation by itself can not be considered negative in any case, as throughout the history of the world people tried to create a so-called universal language which all people of the world would be able to use in order to communicate. We know a lot of artificially created languages, such as Esperanto or Volapük, which served their purpose at one time for a while, but which did not find a further development and use in the future. Nowadays, this universal language is without doubts the English language, which was chosen as the language of communication between people in the whole world. Perhaps the only, but

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<sup>5</sup> Romaine, S. (1989), *Bilingualism*, Oxford, New York, pp.22-25



very important, negative aspect of this situation is that it leads to the fading in the use of other languages, which recently occupied the same positions as the English language does at the present moment. This is the case of the French and German languages, for example, which a couple of centuries ago were the languages of communication between people in the biggest part of Europe, and even in other parts of the world. Moreover and more seriously, this homogenization accelerates the process of extinction of minority languages, as the quantity of people speaking and using them becomes smaller each year. Nevertheless, this is a possible future situation, which let us hope will not occur, as it is true that nowadays there has been applied a lot of effort to preserve the minority languages. And, no matter the situation of the global homogenization in many fields of the society, there is every time a stronger existence of bilingualism and even multilingualism led to by many specific factors.

On the other hand, the main obvious reason for bilingualism and biculturalism is the movement of people around the world. In fact, this can involve a variety of factors among which we can find political, social, military, religious, educational, economic and circumstantial (e.g. natural disasters) reasons. In all these cases concerning the movement of a particular group of people the bilingualism develops as the result of the contact between the group in question and local people from the area of migration. Nevertheless, this is not an absolute notion since this situation can lead to various outcomes, such as learning each other's languages by both groups of people, or learning the language of another group without the opposite effect. If we look at the history for the world, we will immediately notice that in many cases in the past the bilingualism and subsequent biculturalism was due to the military invasion or colonization. This is the case of the majority of countries of the "New World", Africa and Asia, having led to the popularization of Spanish, French, English, Arabic and many other languages around those areas. All in all, it is important to state that the movement of people has been an important cause of bilingualism and biculturalism, leading in many cases to intermarriages, which, thus, in their turn, enhanced bilingualism.

There might be several causes more leading to biculturalism and, as the result, to bilingualism. The most common nowadays is the economical reason, forcing families to move to a different country with different culture and language. However, it is not the most important aspect to deal with, since it can only be taken as the pre-

condition of the formation of biculturalism. The central reason stays in the identification aspect of the concrete individual, i.e. symbolic aspects of ethnic identity, such as language, folklore, historical background and other aspects that identify individuals and differ them from the social context they appear in. Biculturalism requires a dynamic attitude from the side of families, folklore associations, governmental institutions so as to strengthen ethnicity linkage within the given society group. In order to become bilingual, therefore, it is important not only to acquire the language of their origin, but also of other society they live in, involving a complete social integration. Apart from that, the acquisition of cultural behaviour inherent for both groups is essential as well.<sup>6</sup>

There is another important reason for bilingualism and biculturalism. It is national and political federalism. Without doubts, nationalism has had a great impact on the spread of national languages and on the notion of bilingualism in many different countries. This situation can lead to the spread and dominance of a national language over regional languages, which in its turn can involve the creation of bilingualism among the inhabitants of these regions. Of course, there have been different situations concerning this aspect, not all of which with the positive effect on bilingualism. If on the one side this background can lead to bilingualism and subsequent biculturalism of the regional population of a country, in another case this can lead to the extinction of bilingualism leading to the subsequent monolingualism of the population of these regions in case of political suppressions and language forbids. This situation has already been mentioned above.

One more cause of bilingualism can be educational. If we go back in time, we can state that throughout history there have been languages dominating the life of people for many years and centuries. Thus, studying the history of the Roman Empire, we can note that although the language of the majority of population was Latin, there was another language considered to be the most suitable for education and culture, Greek. This situation led to the development of bilingualism among all educated inhabitants of the Roman Empire, manifesting different uses of each language with the Greek language becoming the language of philosophy, medicine, literature etc. Nevertheless, the spread of Christianity led in its turn to the dominance of the Latin language in the culture. Considering more recent events in our history we can analyse

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<sup>6</sup> Zamalloa, K .A., Buxo, J. M. and others. (1978), *Bilingüismo y biculturalismo*, Ediciones CEAC, Barcelona, pp. 21-25.

the situation at the Russian court in the 18<sup>TH</sup> century, when the language of culture was French, leading to the bilingualism amongst the educated population at the time. Thus, we can state that despite the apparent monolinguality of the population, many people proved to be bilingual using their native language for one purpose and another cultural prominent language at the time for a different purpose. This evidently led to bilingualism in the society. Considering the situation nowadays, we can see that the situation has not changed drastically. On the contrary, many students today are educated in a language that is not their mother tongue. In addition, many students travel to different countries for educational purposes. If to generalize the modern situation referring language knowledge, in many countries being educated implies being bilingual and even multilingual.

Industrialization of a multilingual nation is another reason of bilingualism in particular areas. This refers to such countries as former Soviet Union, for example. As it is well known, there have been many nationalities living in different Soviet Republics, which all spoke more than 80 different languages. Thus, industrialization and urbanization of different areas led to the movement of people to different regions for labour purposes.<sup>7</sup> This situation, in its turn led to the bilingualism of the population in question, having led in many cases to intermarriages and, thus, bilingual children and bilingual education in many areas of the country.

It is clear that in the society there might be a lot of different kinds of pressure leading to the use by bilingual individual of one language, rather than the other. These are primarily economic, political, cultural, administrative and even religious, as stated above. On the other hand, there is also a series of so-called inner functions leading to the use of one language instead of the other. This includes counting, praying, dreaming, note taking, thinking aloud and others. All these actions usually happen in the dominant language for the individual.<sup>8</sup> This situation we will consider more in detail in the following paragraph considering the types of bilingualism and all aspects related with it.

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<sup>7</sup> Grosjean, F. (1982), *Life with two languages. An introduction to bilingualism*, Harvard University press, Cambridge, Massachusetts and London, England, pp. 33-35.

<sup>8</sup> Romaine, S. (1989), *Bilingualism*, Oxford, New York, p. 30.

## 2. Definition of bilingualism

The main and most important question that may rise at this juncture is “Whom do we consider a bilingual individual?” i.e. we must determine all the specifications we imply in the term bilingualism for the present investigation. Due to the fact that there have been so many researches on this subject, it arises the complexity of the task in question. Let us consider first the historical aspect of this notion, proposing different approaches throughout the history of bilingualism and multilingualism, as well as the mere study of language in order to establish our own view on the matter implied in this investigation.

Let us start with the classical definition of bilingualism given by Bloomfield (1935). He suggested that the very term must be implied to talk about the “native-like” ability of an individual to handle both languages. This is the situation of perfect bilingualism, when the informant shows the same native level of capacity in each of the languages. Weinreich (1953) in his turn simply describes bilingualism as “practice of alternatively using two languages”.<sup>9</sup> Some years later, Haugen (1956) and other writers assumed that in order to consider the individual bilingual we must take into account minimal rather than maximal qualifications of the informant in the given languages. Appearance of the term “balanced bilingualism” (Lambert, Havelka and Gardener, 1959) brought some clarification in the matter implying the fully competent use of both languages. Nevertheless we must understand that it is rather an absolute characteristics very rarely occurring in the real life, since most people present some prevalence in fluency in one of their languages. Macnamara (1967) states a bilingual individual as anyone who possesses a minimal competence in only one of four language skills, i.e. speaking, writing, reading and listening. Psycholinguist Titone (1972) in his turn even goes further describing bilingualism as “capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue.”<sup>10</sup>

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<sup>9</sup> Hornby, P. A. (1977), *Bilingualism. Psychological, social and educational implications*, Academic press, Inc. New York, San Francisco, London, p. 3

<sup>10</sup> Hamers, J. F., Blanc, M. H. A. (2000), *Bilinguality and bilingualism*, Cambridge University Press, UK, pp. 6-7

Without doubts, as we can see, bilingualism is not an absolute notion, as it implies different situations and, thus, different sub-types. Following this, it would be a mistake to consider this aspect in such rigid terms. From this situation it arises the problem of classification of a bilingual person in distinction of them from a monolingual individual speaking another foreign language. In order to perform this task, we must consider the competence and production in both spoken and written language, as well as numerous stylistic variations of each of the languages. Apart from that, there are many other factors to be taken into account, such as: age of acquisition, social and emotional involvement and cultural value. All these issues are crucial in determining the concrete type of bilingualism as well as the dominant language of the bilingual individual.

On the other hand, there might arise also another question regarding what we consider to be different languages. Apart from the commonly differentiated languages, these might include dialects and accents of a language leading to strong variations in both grammar and semantics. However, we will not consider in the present investigation this topic in details due to the fact that we deal with the bilingualism not only between two distinct languages, but also between two representatives of different families of languages, which can be defined as “bilingualism par excellence” (Hymes, 1974, p.30). The important task was for us to show the complexity of the term bilingualism in order to point out that we cannot consider this subject in strict terms and that there is still a lot to be defined and studied in this field.

Thus, let us consider at this point more recent definitions of bilingualism, focusing not only on the importance of presenting proficiency in a language, rather on other non-linguistic aspects as well. Baetens Beardsmore (1982) has presented a number of definitions as well as typologies of bilingualism, very few of which are multidimensional. Grosjean (1985) defines a bilingual person not only as the sum of two monolinguals, but also as the person who developed some unique language behaviour. For Lüdi (1986) bilingualism, apart from being an addition of two monolingual competences, represents also an extreme form of polylectality<sup>11</sup>. (Paradis (1986) emphasizes the importance of studying bilingualism on a multidimensional continuum, though reducing it to linguistic structure and language skill. Mohanty

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<sup>11</sup> Polylectality is speaker's ability to use a repertoire of languages, dialects or language varieties to fulfil a number of social functions.

(1994) in his turn points out that “bilingual persons or communities are those with an ability to meet the communicative demands of the self and the society in their normal functioning in two or more languages in their interaction with the other speakers of any or all of these languages”.<sup>12</sup>

Before passing to the next stage it is important to state here that there are actually two terms related to the subject of the present investigation, which are often confused: bilingualism and bilinguality. We have previously analysed different interpretations and definitions of bilingualism without generally explaining the difference between the latter and bilinguality. Let us make up for lost in the present section. Bilingualism is a concept referring to a state in which two languages are in contact resulting in two codes being used in the same interaction and making individuals bilingual (this is so-called societal bilingualism), or on the other hand it might be simply referring to the concept of bilinguality (this is the case of individual bilingualism). Bilinguality in its turn represents the psychological state of an individual having access to more than one linguistic code as a means of social communication, referring to psychological, cognitive, psycholinguistic, social and linguistic dimensions.<sup>13</sup> Analysing the definitions of bilingualism previously mentioned in the previous section, we must have noticed the importance to consider the concept of bilinguality not only along linguistic dimension, but also psychological and sociological ones. Thus, it is a multidimensional concept having multiple interpretations and variations according to the dimension to be analysed, such as: relative competence, cognitive organisation, age of acquisition, exogeneity, social cultural status, cultural identity and others.

Primarily, in order to study the development of bilinguality we must consider languages in contact in the child’s early years, analysing this aspect from both cognitive and social perspectives. Lambert (1974, 1977) was the first to state the importance of the effect of relevant status of two languages on their internalization, with the child being exposed to these models so as to develop the cognitive function that would enable him to analyse and then control the language in question. In case there are two languages presented at least one of them must be used to fulfil this cognitive function. The sooner the child creates a representations of the language he is

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<sup>12</sup> Hamers, J. F., Blanc, M. H. A. (2000), *Bilinguality and bilingualism*, Cambridge University Press, UK, p. 7

<sup>13</sup> Hamers, J. F., Blanc, M. H. A. (2000), *Bilinguality and bilingualism*, Cambridge University Press, UK, p. 6

exposed to, the easier it will be for him to apply these cognitive skills and the more likely he will be to use his knowledge in cognitive operations. Definitely, the ideal situation is when the child develops cognitive functions and linguistic skills in both languages simultaneously. This form of bilingualism is called additive, implying the equally valorised use of both languages presented. Another situation leading to the development of subtractive form of bilinguality deals with the situation when the child's language skills in L1 are devalorised compared with a more prestigious L2, or when he has not developed the cognitive function of L1 before schooling, or he is introduced to the cognitive function only in L2 in which he has at best limited knowledge. The distinction between these two different types of bilingualism lies in the fact that they result from two independent dimensions, one, dealing with the development of the cognitive functions and the other dealing with the relative valorisation of a language. In other words, in the additive type of bilinguality the cognitive function of the language is well developed and both languages are highly valorised leading not only to the development of functional representations of language but also to valorisation of both languages to the same extent, while in subtractive form of bilingualism the child did not develop the cognitive aspects of language in the devalorised L1 and is required to do so in a new L2.<sup>14</sup>

If we consider relative competence of a bilingual individual, we may note that there is a difference between the so-called balanced bilinguality, previously mentioned above, and dominant bilinguality. As we have already stated, a balanced bilingual has equally high competence in both languages, while a dominant bilingual shows more competence in one language compared to another. There are several questions appearing with these two distinctions, primarily and namely the importance of not confusing balanced bilingualism with high competence in two languages without representing bilinguality. In this case it has to do with the state of equilibrium between the levels of competence of a bilingual individual in both languages as opposed to that of a monolingual individual. On the other hand, there must be some clarifications concerning the expression "equivalent competence" since it is not necessarily related to the use of a language in all its functions and domains, but rather attributed to each individual separately depending on the dominance of the latter.

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<sup>14</sup> Hamers, J. F., Blanc, M. H. A. (2000), *Bilinguality and bilingualism*, Cambridge University Press, UK, pp. 79-80

Analysing cognitive organisation of functioning in a bilingual individual we might also point out two different language systems: compound and coordinate. On this point let us consider the following distinction between compound and coordinate bilingualism made by Weinreich (1953). All these types of bilingualism primarily consider the semantic overlap between both language systems used by the bilingual individual. Thus, coordinate bilinguals are supposed to represent distinct semantic systems, while compound bilinguals are said to present merely distinct forms of expression, but for a single semantic system. Of course, there are many key factors to be considered leading to each of the types of bilingualism, such as the ones mentioned above<sup>15</sup>. Hence, according to Ervin & Osgood (1954) in a compound language system there are two sets of linguistic signs associated with the same sets of meaning, while in a coordinate system translation equivalents in both languages correspond to two different sets of representations. It is important to state that this dimension does not have to do with the age of acquisition or level of competence of a bilingual individual in a concrete language. Without doubts, these criteria play an important role in defining a specific type of bilingualism. Nonetheless it has no direct correlation and must be taken into account on a separate basis. In addition to this, it is important to point out the essence of realising the fact that there are no absolute characteristics and cases when referring to specific forms of bilinguality. Some bilingual individuals might, therefore, present in one case coordinate type of bilinguality, while in another case the coordinate one.

Passing to the aspect of acquisition age we must consider primarily linguistic, neuropsychological, cognitive and sociocultural development. Apart from that it is crucial to note that age of acquisition often goes together with context and use of the two languages presented by a bilingual individual. It can be simply explained by the fact that many children acquire their L1 in the context of family and develop later in the same context, while, for example, might acquire their L2 in the context of school and, therefore, develop it further in this context. If we merely consider the age of acquisition, we must differentiate childhood (before the age of 10), adolescent (between the ages of 11 and 17) and adult (after the age of 17) forms of bilinguality. In childhood bilinguality we must draw a distinction between simultaneous early bilinguality, when child develops both languages at the same time, the case often seen

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<sup>15</sup> Hornby, P. A. (1977), *Bilingualism. Psychological, social and educational implications*, Academic press, Inc. New York, San Francisco, London, p. 5



in families with parent speaking different languages. This form of childhood bilinguality refers to the situation, in which the child has to map two forms onto a single function. The other form of childhood bilinguality would consider the case of acquisition of a second language after the acquisition of basic aspects of L1, or their mother tongue. This is the case of so-called consecutive bilinguality, in which simple mapping, or mapping of only one linguistic form, takes place before the acquisition of the second language for the acquired functions.

Another aspect to be taken into account when referring to dimensions of bilinguality is the presence of the language in question in speech community, or in other words social environment. Thus, in this angle we can differentiate endogenous bilinguality, dealing with the language representing a mother tongue in a community but not necessarily used for institutional purposes, and exogenous bilinguality referring to the high competence in an official, or institutionalised language, which has no community using it officially. Thus, we might distinguish between a language spoken merely in the context of family, although this language might not be spoken by other representative of a give speech community, and between a language, for example, taught at school, being an official language of a given community.

Considering the subject of bilinguality in relation to that of biculturalism it is important to state several important questions. On the one hand, as mentioned above, bilingualism is closely related to biculturalism in a given society. A bilingual individual might be identified with two cultures involving the language in which they represent high competence. This would be the case of so-called bicultural bilinguality. However, this may not only be the case, since a high degree of competence in one language does not always and necessarily represent identification with this culture and society, i.e. a bilingual individual may remain monocultural and thus identify themselves with one culture, rather than two or more. Apart from that, there might be a case when the bilingual individual adopts the cultural identification of the community of their L2, rather than mother tongue. In this situation we might say that the bilingual individual represents L2 acculturated bilinguality. Or, in other cases, a bilingual individual might fail to identify with neither L1 nor L2 cultural group and then become deculturated (Berry, 1980).

After having analysed different dimensions of bilinguality let us pass to the study of societal bilingualism. Primarily, it is crucial to remember that we had two terms to describe the situation of bilingual individuals: bilingualism and bilinguality,

with the former applying to two cases: two languages being in contact resulting in two codes being used in the same interaction and making individuals bilingual and the very concept of bilinguality. The former is the so-called societal bilingualism and the latter individual bilingualism. Hence, if we mention the case of societal bilingualism, there are various criteria to be taken into account, such as: role relation, relative status of speakers and languages, domain, topic and so on. Subsequently it is evident to assume that the language behaviour of a bilingual individual would vary significantly regarding the applied environment, be it monolingual, bilingual or even multilingual. Thus, if a bilingual speaker deals with monolingual interlocutors in a unilingual community, it will lead to the inevitable adherence to the norms of the present community, while in the case of dealing with a bilingual interlocutor in similar conditions there will be two possible solutions: sticking to the created monolingual norms of the given community or creating of their own new norms of the use of the language in question. If we consider the situation of a multilingual community, the situation changes drastically since this community presents a set of norms applied for bilingual or even multilingual language behaviour. Every bilingual community would present a set of linguistic norms of either two unilingual groups being members of the community in question, or a group with a larger number of speakers using the second language for specific purposes.

## **2.1. Type of bilingualism used in the present investigation**

After having determined a variety of different types of bilingualism existing at the moment and established in the course of history, it is important to indicate the type of bilingualism to be analysed in reference to the present investigation. It is also important to state that we are not going to provide any detailed information as regards the informants and their linguistic background since it is the task to be considered in a further corresponding section. Nonetheless, we must state that by the term “bilingualism” we are going to refer to a native-like competence in both languages analysed with the early age of acquisition of both of them, in addition to a permanent communication in both native languages in a variety of spheres implied.



### **3. Psycholinguistic aspect of bilingualism**

Generally speaking, the study of psychological dimensions of bilingualism is crucial in an investigation on the subject of bilingualism or multilingualism. But, moreover, it is essential for the present investigation due to the fact that it is closely related to the differences in functioning of bilingual brain from that of monolingual individual, the exact task we are to perform in this work.

It is widely believed that bilingual individuals present two (or more) language systems operated freely and independently. It is a general assumption, as we are not going to go into details concerning different types of bilingualism due to the fact that it has already been studied in the previous section. Thus, they present some sort of mental lexicon, connected with each language they operate. Hence, it is important to discover whether in fact these two lexicons operate independently in each language, being mentally and psychologically discrete and presenting two discrete lexicons, or whether it is all combined in a unified system, leading to the existence of a single unified lexicon. It is generally supposed that bilinguals operate their languages separately, in speaking and understanding. But it is impossible to state certainly if there is one unified lexicon or whether it is a unique unified lexicon. There are many studies carried out in the field of investigation and there are as many different approaches and opinions. Due to this fact it is quite complicated to present a coherent picture of the present situation.

In order to shed light on this confusing matter let us first consider the general study of brain functioning. It is well known that it is composed of two hemispheres, left and right. The left hemisphere is mainly responsible for analytical mechanisms, such as language processing and is particularly strong in right-handed individuals. The right hemisphere is believed to be responsible for the abstract thinking and is generally presented in left-handed individuals. On account of the fact that the left hemisphere is the one responsible for language processing, the subject we are interested in investigating, here on we will talk about the particularities of this. Based on the fact that bilingual individuals present the native use of two languages, the important issue here is to find out whether both language systems are localized in the same area of brain, sharing, therefore, the same neural mechanisms. In order to

answer this question, we must resort to another important subject: aphasia. It is a general name for language or speech disturbances resulting from brain lesions caused by accidents, wounds, or a stroke. As the result, the so-called language zones, Broca's and Wernicke's, of the left and right hemispheres are damaged, which results in impairments in phonology, morphology, syntax or lexicon. Paradis in his book points out that "studies involving electrical stimulation of the brain likewise consistently report both languages of bilinguals to be localized in the left hemisphere".<sup>16</sup> However, this is not such a simple conclusion, since in order to receive more information on the subject we are to observe patients' recovery analysing the notion of possible interferences between the languages and different grade of recovery between both languages.

On the other hand, there have been other studies aiming to discover the nature of the lexicons at bilingual individuals. Particularly, we are going to resort to some experiments with the masked priming paradigm carried out by Kenneth I. Forster and Non Jiang<sup>17</sup>. The set of studies presented by them concern the process of recognition of the printed word. The aim is to show that lexicons for each language the bilingual individual handles are not only distinct and independent, but also appear to be represented in entirely different processing systems. For example, it seems that the L1 lexicon is represented in the language zone of brain, while the L2 lexicon is not. These are general conclusions presented as the result of this study. Let us consider some more detailed information about it. To begin with, let us analyse the method used in the experiment. There was presented to the informant a sequence of letters on a computer display in order for them to decide quickly whether this word is familiar to them or not. It is important to note that half of those words are real words, while another half constitutes just a random set of letters combined in a form that potentially could be a word. The important aspect here is the rapidity of decision making since it does not allow us to search through the large compartment of all lexical forms of a language, but rather involves some kind of direct testing procedure. Thus, the time the informant takes to make a decision about a particular word is crucial and represents an independent variable called lexical decision time. Analysing different factors

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<sup>16</sup> Paradis, M. (2009), *Declarative and Procedural Determinants of Second Languages*, John Benjamins Publishing Company, Amsterdam/Philadelphia, p. 139.

<sup>17</sup> Nicol, J. L. (2001), *One mind, two languages. Bilingual language processing*, Blackwell Publishers Inc., USA, UK, pp. 72-83.

leading to alterations in lexical decision time we can make conclusions about the nature of the neural machinery responsible for manifesting relevant information of individual's lexical memory. The studies in question revealed an important property of the cross-languages priming effect, which is asymmetry, i.e. priming is observed only if the prime was in L1 or individual's dominant language. However, from L2 to L1 there was no priming observation. There are different possible explanations of this phenomenon, for example the difference in language modes between monolingual and bilingual individuals. Concretely, in the case of monolingual use there is active only the language in use, while in the case of bilinguals both languages are active. But this is not such a simple conclusion, since the language mode performed by the bilingual individual can be of different types as well. On this basis, the bilingual informant might suppress the less proficient L2 and keep it minimally active. This leads to the creation of a monolingual individual language mode, when there is no use of L2 required. On the contrary, when the L2 is active, L1 is in the active mode as well. This leads to the performing in bilingual language mode. Apart from that, we can suggest that lexical asymmetry can deal with specific features of bilingual memory, namely with the fact that L2 words are closely related to their equivalents in L1 through lexical links and conceptual representations. Thus, the latter is stronger for L1, rather than the L2. Thus, under masked priming conditions the L2 connections are too slow and this can explain why there is no priming from L2 to L1. Besides, the direct linkage between the two lexicons might play an important role in explaining the asymmetry as well. As the conclusions, we can deduce that there are many possible explanations of the asymmetry phenomenon, all of which represent different kinds of information, thus depriving us from a wholly satisfactory explanation.

If we come back to the subject of bilingual development in children, we must point out that they are not only able to switch from one set of linguistic rules to another, but also to be aware of the existence of two distinct codes. In this way the child creates representations of two differentiated languages in formal aspect as well as in functioning. The use of language as cognitive organizer includes three different levels: first two specified for each language and the third common to both.<sup>18</sup>

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<sup>18</sup> Hamers, J. F., Blanc, M. H. A. (2000), *Bilinguality and bilingualism*, Cambridge University Press, UK, pp.76-77.

Another aspect in the study of the psycholinguistic aspects of bilingualism is the separation and interaction of languages, which has long been the subject of interest for many psychologists, neurologists and linguists. The question is to unveil the underlying psycholinguistic mechanism allowing bilinguals to speak one language or another without interference and mixture of forms. Of course, the suggestion is appropriate assuming that such mechanism actually exists. For example, Penfield (1959), a famous Canadian neurologist, proposed that the bilinguals have an automatic switch allowing each individual to turn from one language to another. Nevertheless, psycholinguists immediately suggested that the idea of a single switching mechanism is not appropriate since there can be situations when bilinguals speak one language and listen to another and vice versa. Thus, there must be a more complex switching system. Hence, Macnamara (1967) developed a model with both output switch and an input switch. The output switch is, therefore, under speaker's control, while the input switch is automatic. There have been a series of studies proving this system on the basis of the French language. Nonetheless, there have been major criticisms concerning this investigation, namely the tasks used, especially the setting of the experiments and the materials involved, and the fact that many of the sentences used are in fact ungrammatical, both within a language and between languages. In addition, the mixed sentences often proved to be impossible sequences. It is important to note that bilinguals do not switch from one language to another in an unsystematic way.

There is also the problem of interferences, which must be taken into account. For example, Paradis (1980) believes that a bilingual switching mechanism has no neurological or psychological nature. Thus, according to him, there is no need to assume the existence of a particular switching mechanism due to the fact that the languages spoken by a bilingual individual are already separated, i.e. the choice of switching from one language to another is no different than the choice of speaking or remaining silent. However, this position needs experimental evidence. All in all, a psycholinguistic model would have to account for the bilingual's ability to maintain their two languages separate in certain situations and to integrate them in others.<sup>19</sup>

There are some other domains of great interest in the study of the psycholinguistic aspect of bilingualism, namely the processing of language by non-

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<sup>19</sup> Grosjean, F. (1982), *Life with two languages. An introduction to bilingualism*, Harvard University press, Cambridge, Massachusetts and London, England, pp. 253-255.

balanced bilinguals, the comparison of monolinguals and bilinguals on various language tasks and the translation abilities of the bilinguals.

Talking about the first domain of the three mentioned above, i.e. the processing of language by non-balanced bilinguals, we encounter the notion of a type of bilingualism. However, we must note that this type of bilingualism has already been mentioned in the previous section concerning different types of bilingualism. All in all, it mainly counter-stands the balanced type of bilingualism, which implies having equally high competence in both languages. Dornic (1979) states that the non-balanced type of bilingualism is more common than the balanced one. It shows a bilingual individual uses the two languages they speak for different purposes and with different people, under different circumstances and in different environmental situations. Thus, they often appear to be more fluent in one language than another. Hence, under a stressful occasion, they will be tempted to turn to the language of which they have more personal code.

The second domain mentioned above was the comparison of monolinguals and bilinguals on various tasks. This subject is of particular interest for us since this is the very objective of the present investigation. There have been several studies on this subject. For example, Magiste (1979) compared the following groups of informants: a German-Swedish group of bilingual individuals, a trilingual group (with German and Swedish involved) and two monolingual groups of German and Swedish individuals. There were two naming tasks involved with timing. The results showed that on all these tasks bilinguals were slower than monolinguals and that trilingual individuals at their time were slower than bilinguals. According to these results, Magiste proposed two possible explanations on these phenomena: 1. Bilingual individuals use each language less frequently than the monolingual individuals, 2. The two language systems interfere with each other. Nonetheless, it is important to state that the tasks were based on timing aspect, which has little to do with actual fluency in a language. Thus, in order to make a statement about the bilingual individual's efficiency or inefficiency it is important to take into account the overall, or combined, use of the two languages, rather than using one language or another separately, especially under such limited conditions and purposes.

The last mentioned aspect concerns the translation abilities of bilinguals. Many mistakenly think that a person being bilingual has no problems in translating from one language to another. Nevertheless, this is not always the case since many



people encounter difficulties in the task of translation something from one language to another. This situation can be explained by the fact that bilingual individuals use each of their languages for different purposes and tasks and under different circumstances. It is quite an uncommon situation when a bilingual individual uses both languages equally in all domains of their life. Apart from that, it is important to state that translation is not an ability, but rather a skill that can be developed and trained. For example, Paradis (1980) assumes that the process underlying translation is quite different from those underlying speaking, understanding, reading or writing. Thus, contrary to popular opinion, we can note that translation also has little to do with fluency and there is no absolute category in this situation. Bilinguals can range from being very poor at translating to being very good at it.<sup>20</sup>

In conclusion to the statements given above, we must point out that this field of investigation is quite open to new researches and new conclusions, since there are many aspects that do not draw a clear line on the problems evolved. On the other hand, many researches have been carried out on the subject of balanced bilingualism, which represents the minority contrary to the non-balanced bilingualism. It is important to put more stress on the processing of the language in bilinguals in order to determine the similarities and differences of their mechanisms to those of monolingual individuals.

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<sup>20</sup> Grosjean, F. (1982), *Life with two languages. An introduction to bilingualism*, Harvard University press, Cambridge, Massachusetts and London, England, pp. 256-257.

## 4. Cognitive aspect of bilingualism

In a study on bilingualism it is crucial to consider such aspect as cognition. As mentioned above, the notion of bilingualism goes hand in hand with that of biculturalism as they represent similar aspects on a bilingual individual. Thus, it is important to talk about the consequences of being bilingual for such people. Over several years there have been many approaches to the study of bilingualism as well as many opinions about its usefulness for a bilingual individual. Some people thought it created more troubles for individuals due to its result in the deceleration of intellectual capacities of those individuals. The first formal expressions of this attitude towards bilingualism was only expressed in the middle of nineteenth century by Humbolt (1767 – 1835), according to whom the only way to preserve the essence of each individual language is through monolingualism, discarding completely the possible positive effect of bilingualism on individuals and their language.<sup>21</sup> Later on, there have been many studies carried out on this subject comparing bilingual and monolingual individuals, most of which concluded that bilingualism had harmful effects on intellectual functioning of a bilingual individual. Nevertheless, in the following years there have been done many other researches showing the positive effect of bilingualism on cognition.<sup>22</sup>

The first documental proves of harmful effect of bilingualism were presented in the articles published by Saer and his colleagues (1922 – 1924), which became crucial for subsequent studies on the subject. In his work, Saer came to the conclusion that bilingualism deteriorated the intellectual capacities of children and that the difference between monolingual and bilingual children increased with age. Nevertheless, we cannot fully rely on his work due to significant methodological problems in sample selection as well as measurement procedures. During the same time period, there were other studies carried out on this subject with the same results. For example, Pintner and Keller (1922) investigated the linguistic performance of two groups of children, English-speaking and of foreign origin, on IQ and some other

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<sup>21</sup> Chin N. B., Wigglesworth, G. (2007), *Bilingualism. An advanced resource book*, London and New York, p. 56.

<sup>22</sup> Hornby, P. A. (1977), *Bilingualism. Psychological, social and educational implications*, Academic press, Inc. New York, San Francisco, London, pp.15-16.

cognitive tests. The result of their study consisted in statement that “foreign” children showed poor IQ capacity in comparison with another group.<sup>23</sup>

Despite the lack of conclusive evidence on the matter of detrimental effects of bilingualism, not until the 1960s was bilingualism starting to be seen under positive light. To begin with, in 1962, Wallace E. Lambert and Elizabeth Peal started a number of studies on the subject of bilingualism in order to find a bilingual deficit so commonly announced among other scientists over the years. Their monograph was entitled “The Relation of Bilingualism to Intelligence” and was conducted over French and English-speaking 10-year-old children, in which they had to compare the performance of those bilingual individuals to that of monolingual subjects using a variety of intelligence tests. The results, nonetheless, were rather striking. First of all, not only did not they note any intellectual deficit in bilingual individuals, but, on the contrary, they also marked a significant superiority in the measures of intelligence compared to the results of monolingual individuals presenting corresponding languages. Moreover, the results also manifested more diversified structure of intelligence and more flexibility among bilingual children. What was innovative in the studies of Lambert and Peal is the fact that they selected their sample with great carefulness, drawing a clear distinction line between “balanced bilinguals”, i.e. those bilinguals presenting proficient performance in both languages, and “pseudo-bilinguals”, i.e. those individuals who, for some reasons, have not reached the proficient level of abilities in their second language. Thus, they admitted into their sample of bilinguals only so-called “balanced bilinguals” since they stated that individuals presenting the second group mentioned above do not manifest the same level of abilities in both languages and do not use them equally in communication, on the contrary to the case of “balanced bilinguals”, who master both languages at an early age and use both of them in their communication as well. Coming from that point, we must state that the results of the works carried out by Lambert and Peal at this stage had impact of two kinds. Hence, on the one hand, these works brought to light the first idea that bilingualism might, in fact, be beneficial for people to refer to the structure and flexibility of thought, among others. On the other hand, they showed the importance of a scrupulous selection of informants to be used as sample for their investigation.

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<sup>23</sup> Chin N. B., Wigglesworth, G. (2007), *Bilingualism. An advanced resource book*, London and New York, p. 56.

Let us consider more in details this study carried out by Lambert and Peal since it represents a starting point in a new line of investigations in the study of bilingualism and its comparison to monolingualism. Thus, we must state that apart from scrupulous selection of type of bilingualism informants presented, they also considered such aspect, as socio-economic status, place of living etc. Hence, both bilingual and monolingual subjects were from the same school system in Montreal. As already stated above, they all had the same age, i.e. 10 years old. There were four criteria which were supposed to determine the group these children must belong to: monlinguals or balanced bilinguals. These criteria were: 1) the frequency of words provided in a word association task carried out in L1 and L2; 2) the frequency of words in L1 and L2 detected in a series of letters: 3) the frequency of words recognized in L2, on the example of the English language, from a subset chosen from the Peabody Picture Vocabulary Test; 4) subjective self-ratings on ability in speaking, understanding, reading and writing tasks performed in L2. The final sample included roughly the same number of individuals, precisely 75 monolinguals and 89 bilinguals. Although there are some issues concerning the obtained results due to high requirements for those informants who represented the bilingual sample, as we could have seen in the selection criteria presented above, without doubts, their work and especially their distinction methodology has had a very strong impact on further works and represented a big contribution to this field of investigation. Thanks to their distinction methodology, further investigations on bilingualism showed more careful sample selection measuring informants' knowledge of the two languages, L1 and L2.<sup>24</sup>

Later on, in 1964 the studies carried out by E. Anisfeld in his PhD dissertation "A comparison of the cognitive functioning of monolinguals and bilinguals" confirmed previously claimed by Lambert results and conclusions. That was the beginning of changes in the course of events with multiple works done in the following years around the world using different approaches and all subsequently confirming the conclusions stated before. Among these studies we can certainly note those of L. Balkan in 1970, Ianco-Worrall in 1972, S. Ben-Zeev in 1972, J. Cummins and M. Gulutsan in 1973 and, finally, S. Scott in 1973. All these studies were carried

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<sup>24</sup> Hakuta, K., Diaz, R. (1985), *The relationship between degree of bilingualism and cognitive ability: a critical discussion and some new longitudinal data*. In K. E. Nelson (Ed.), *Children's Language*, Volume 5 (Pp. 319-344). Hillsdale, N. J.: Lawrence Erlbaum Associates, pp.319-323.

out in different parts of the world and all of them reflect Lambert and Peal's positive findings on the matter of balanced bilingualism, manifesting as the conclusion the fact that bilingual children show definite advantages in cognitive flexibility, creativity and divergent thought compared to monolingual children, what has also given empirical support for statements made by different linguists regarding multiple advantages, above all cognitive and linguistic of being bilingual since early childhood.

In 1985, Hakuta and Diaz conducted a longitudinal study, whose aim was to track the relationship between cognition and bilingual proficiency. According to their study, the hypothesis that the bilingual proficiency has an influence on cognitive functioning rather than the other way round was confirmed. Thus, their study marked another key turning point by showing the positive relationship between intelligence and bilingualism. However, in a later study carried out in 1987 Hakuta revised his results and came to the conclusion that the degree of bilingualism was a better predictor of cognitive ability, as well as the reverse. In other studies he claimed that there was no direct relationship between increased bilingual proficiency and the metalinguistic awareness of his bilingual sample, representing lower socio-economic class. He specifically corresponds the research interests in the negative effects of bilingualism to the prevailing social and political environment governing the United States at the beginning of the 20<sup>th</sup> century. Thus, he states that the social environmental background of the bilingual individual plays a crucial role in determining their future bilingual results.

Talking about metalinguistic awareness, it is important to state two major lines of conclusions carried out with the time lapse of almost 40 years. As stated above, the previously mentioned studies all showed the superior performance of bilinguals compared to monolinguals in word awareness task. Nonetheless, there have been some data found showing that bilinguals, in fact, do not perform better than monolinguals in some particular metalinguistic tasks, such as phonological awareness task, where the results are closely related to the specifications of a task. Thus, in attempts to explain the obtained data of discrepancy, there were two hypotheses proposed: the Threshold hypothesis proposed by Cummins (1976) and the Analysis and Control hypothesis stated by Bialystok (2001). Let us briefly consider these two hypotheses.

According to the Threshold theory, lower levels of proficiency presented in bilinguals could explain the lack of advantage. Cummins assumed that there are

minimum levels of proficiency which must be reached to witness and note the positive effects of bilingualism. Thus, according to him, there are two thresholds of language competence: the first and the second. Thus, in order not to experience the negative effects of bilingualism, bilingual individuals must achieve the first threshold, at which, in their turn, they will not experience not only negative, but also positive effect of bilingualism. And so as to feel all the advantage and benefit of bilingualism it is important to reach the second threshold representing high levels of bilingual competence. This theory has found support from many studies carried out by Bialystok (1988), Galambos and Hakuta (1988), Ricciardelli (1992) and others. In all these studies there were suggestions that the performance of bilingual individuals improved with their increased language competence. Despite all the support and positive findings, the Threshold theory has its disadvantages. Firstly, it is impossible to establish concretely these two previously mentioned thresholds and draw a border line between them, thus, requiring some empirical investigation on this subject, which are quite improbable to perform due to the extreme unclarity of established terms and notions.

Before passing to the second hypothesis mentioned above, i.e. the Analysis and Control hypothesis stated by Bialystok, it is important to consider language proficiency task tests since it lays on the basis of understanding the origins of this hypothesis. Thus, considering different tasks to measure language proficiency, Bialystok (1988) proposed a model with which bilingual individuals could have more advantage at tasks with high demands on the control of linguistic processing. On the other hand, those bilinguals who reached high levels of proficiency in L1 and L2 show also more advantage for tasks requiring analysed linguistic knowledge. Hence, Bialystok stated the existence of two cognitive processes, i.e. attention control and representational structure analysis, which are responsible for differentiations of demands in the tasks. For example, if a task requires high levels of analysis, informants are due to use their knowledge in order to establish the relationships between concepts and ideas, whereas if a task requires high control level, the informants are to pay attention to some feature whilst ignoring others, which prove to be distracting. Nonetheless, it is important to state that analysis and control are not mutually exclusive implying the ability to combine both requirements in the same task. Thus, the key point expressed by Bialystok (2001) is that the metalinguistic awareness functions differently according to various linguistic structures, suggesting

that bilingualism does not affect the knowledge domain of a bilingual individual, but, on the contrary, it is closely related to cognitive processes activated for specific tasks.

Talking about cognitive aspect of bilingualism on the whole, it is important to state that there are also other types of cognitive skills being strengthened, e.g. metaphor processing, mathematical reasoning and even logical deduction among others, apart from the previously mentioned cognitive flexibility and metalinguistic awareness. Moreover, there are some data emphasizing the positive effect of bilingualism on L3 learning (Bild and Swain, 1989; Swain and Lapkin, 1991; Jorda and Pilar, 2003).<sup>25</sup>

Thus, after having analysed different approaches to the cognitive aspect of bilingualism throughout the history, we can note that the original notion of harmful and detrimental effect on bilingualism can be explained by methodological and theoretical imperfections in the studies implied, what led in its turn to the conclusion that bilingualism represented a negative effect on individuals. However, according to further studies, also mentioned above, we could have stated the positive effect of bilingualism, showing high performance in many tasks compared to that of monolingual individuals. Thus, bilinguals are especially better at those tasks involving cognitive flexibility and metalinguistic awareness. Nonetheless, it is important to state that cognitive skills vary from one individual to another and depend on a number of aspects. At the same time, bilinguals may function as monolinguals in some tasks, but be very different in others. Hence, theories considering a bilingual individual as the sum of two monolinguals is not accurate due to a variety of reasons. (Grosjean, 1989).<sup>26</sup>

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<sup>25</sup> Chin N. B., Wigglesworth, G. (2007), *Bilingualism. An advanced resource book*, London and New York, pp. 60-69.

<sup>26</sup> Romaine, S. (1995), *Bilingualism*, Oxford, England, p. 119.

## **5. Bilingualism and education**

Talking about the problematic of bilingualism in the modern world we must have noted that it is widely spread nowadays, becoming even more popular over time. Many parents, after having heard about the positive effect of bilingualism on cognitive skills, seek to educate their children in a bilingual way in order to acquire not only bilinguality, but also biculturalism, since these two notions go hand in hand with each other. Coming from this, it is important to consider different key aspects considering bilingual education in order to comprehend the full scale of the problematic today, as bilingual education, despite its apparent unambiguity, represents a complex phenomenon, related to different variations of the original term, whose distinctions must be definitely taken into account.

The first main difference considers those situations, where the education encourages the development of bilingualism and those, when bilingual children are present in a classroom, although the education is primarily considered monolingual. The notion of bilingual education is attributed to both situations, what creates certain ambivalence of the problematic. Nonetheless, in order to draw a clear distinction between a great variety of specifications, let us consider the major types of bilingual education, as those proposed by Mackey in 1970. Thus, he differs two major types of bilingual education: transitional and maintenance, with the first aiming to move the child from home minority language to the dominant, with majority language of the society resulting, therefore, in social and cultural assimilation of the individual, while the second, maintenance type of bilingual education, aims to strengthen the minority language of children, encouraging their cultural identity with the minority language.

Moreover, in addition to the differentiation of transitional and maintenance types of bilingual education, in a further study led in 1980, Otheguy and Otto differ static maintenance and developmental maintenance. Thus, static maintenance aims to maintain children's language skills at the level when they enter school, whilst developmental maintenance puts as objective development of children's home language skill to the proficient level, rather than leaving it on the same level of competence. Developmental maintenance is sometimes referred to as Enrichment Bilingual Education and aims to eventually reaching cultural pluralism and



plurilinguism, while static maintenance only seeks to avoid the minority language loss without its possible further development.

Later on, in 1977, Ferguson proposed 10 aspects of different aims related to bilingual education, presenting them in the following list:

1. To assimilate individuals into the mainstream of society;
2. To unify a multilingual society;
3. To make people communicate with the outside world;
4. To provide marketable language skills;
5. To preserve ethnic and religious identity;
6. To bring together different linguistic communities;
7. To spread the use of a colonial language;
8. To strengthen elite groups preserving their privileged position;
9. To give equal status in law to those languages which do not have it in daily life;
10. To deepen an understanding of culture and language.<sup>27</sup>

As we can see from the list above, behind the notion of bilingual education there lay a lot of controversial aspects related to politics, social status, economics etc., all in all manifesting that bilingual education is not only education per se, but rather a complex phenomena touching upon a variety of aspects of modern life.

There is a large number of different models of bilingual education nowadays. Let us consider the model, presented by Baker (2006), according to which he distinguished the following three types:

1. monolingual forms of education for bilinguals
2. weak forms of bilingual education for bilinguals
3. strong forms of bilingual education for bilingualism and biliteracy

Nevertheless, according to Hamers and Blanc (2000: 321), bilingual can be called any system of education at school, implying simultaneous or consecutive instructions-giving in at least two languages.<sup>28</sup> Thus, from their definition we can

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<sup>27</sup> Baker, C. (2006), *Foundations of bilingual education and bilingualism*, Multilingual matters LTD, Clevedon, Buffalo, Toronto, Sydney, p. 214.

<sup>28</sup> Chin N. B., Wigglesworth, G. (2007), *Bilingualism. An advanced resource book*, London and New York, p. 83.

recognize the third group of models presented by Baker, discarding the first weak forms of bilingual education as not actually belonging to this type of education.

All these three types altogether present ten broad types of bilingual education program.

Let us consider them below:

1. Monolingual forms of education for bilinguals:

- *Mainstreaming / submersion education*

This is the situation when a child representing a language minority is educated in a mainstream school, i.e. a school with majority language, implying the idea that the minority language child must assimilate the majority language by means of being taught all day long in the majority language, rather than their minority language. However, the main criticism of this type of bilingual education concerns that fact that by not knowing the majority language, the first days at school are incredibly complicated owing to the fact that children simply do not understand their teacher, what they are saying or tasks performed in the class.

- *Mainstreaming / submersion with withdrawal classes*

This is another type of mainstream education involving pull-out classes, i.e. compensatory classes for language minority children conducted in the majority language aiming to keep such children in mainstream schooling. Nonetheless, such model of education must imply children falling behind their curriculum content or even bullying from the part of their language majority counterparts.

- *Segregationist*

This is the type of education implying only the minority language programs, involving a clear separation between language minority and majority children due to the fact that language minority students are simply denied access to programs designed for majority language speakers.

## 2. Weak forms of bilingual education for bilinguals

### - *Transitional*

This is the first type of weak bilingual education models, aiming to create assimilation of language minority children into majority language mainstream schooling with the main difference from the mainstreaming or submerging type consisting in the fact that these language minority children are allowed to use their mother tongue, particularly at the beginning of their education in order to establish the basic principles and then be submerged completely into majority language educational programs.

### - *Mainstream with foreign language teaching*

This educational model involves majority language students attending a foreign language classes in order to acquire limited enrichment of those languages. However, implying only a few hours of classes a week this model of bilingual education does not result in a high level of competence of majority language children in a foreign language. Thus, in the output, mainstream education rarely shows as the result functionally bilingual students owing to the limited knowledge of a foreign language.

### - *Separatist*

This model involves minority language children being educated in their minority language, aiming to protect the minority language by means of monolingualism and monoculturalism out of individuals' own choice in order to prevent the minority language from being totally governed by the majority language or due to some political, religious and cultural reasons.

## 3. Strong forms of bilingual education for bilingualism and biliteracy

### - *Immersion*

The modern model of this type of bilingual education came as the result of an experiment in the Montreal suburb of St. Lambert in 1965, when an experimental kindergarten was set up to make children competent in reading, writing and speaking in French, at the same time to make students reach normal achievement levels in all subjects of their curriculum and

appreciate the traditions and culture of French- and English-speaking Canadians. The final goal is to become bilingual, bicultural and bilateral without loss of achievement. This model comprises many subtypes depending on a variety of aspects: age of immersion, leading to the notions of early immersion, middle immersion or late immersion; time spent in immersion, implying the notions of total immersion and partial immersion.

- *Maintenance / heritage language*

This is another strong form of bilingual model of education, implying that language minority students use their mother tongue as a medium of instruction aiming to reach full bilingualism. In this case “heritage language” is referred to as “native language”, “ethnic language” or “minority language”, being or not necessarily being indigenous.

- *Two way / dual language*

This educational model is applied in those cases when in the same class there are roughly equal numbers of language minority and language majority children and both languages are used in for instructions. Thus, the aim of this type of model is to produce relatively balanced bilinguals. Another aim of such model is biliteracy, i.e. the situations when literacy is acquired sequentially in both language groups or even at times simultaneously. Apart from these, communicative competence and cultural awareness must also be presented for successful studying. Nevertheless, despite the apparent clearness of the notion, the reality often varies since there is often an imbalance towards larger numbers of language group presented. This, in its turn, can lead to segregation. Hence, in order to make this model effective, there must be implied ways to ensure psychological language balance.

- *Mainstream bilingual*

This last model of strong bilingual education refers to the joint use of two majority languages in a school, having as objective bilingualism or multilingualism, biliteracy and biculturalism or multiculturalism. As the

result, students are encouraged to respect each other's native language, they are mixed to avoid prejudices and stereotypes.<sup>29</sup>

Thus, we have considered 10 types of bilingual education, starting from monolingual models of education for bilinguals and finishing with strong bilingual educational models. It is important to state that apart from individual classroom and school characteristics, for an effective bilingual education it is also important to take into account other aspects, e.g. social, economic, political and cultural. Therefore, an effective bilingual education is not only characterized by a simple use of child's first or second language in school, but rather family, community and society effects as well, all being responsible for a successful outcome of bilingual education.

On the other hand, there is another key issue to be discussed closely related with the subject of bilingual education, i.e. biliteracy. According to Pérez and Torres-Gúzman (1996), biliteracy is the "acquisition and learning of the decoding and encoding of and around print using two linguistic and cultural systems in order to convey messages in a variety of contexts".<sup>30</sup> Hence, we must understand that biliteracy does not only comprise such fields as reading and writing, but wider, understanding cultural systems on the whole. Further more being biliterate implies not only being able to read and write correctly in a language, but also function independently in either of the languages implied, being engaged in reading and writing at any level and in any context.

Thus, as we have seen, bilingual education involves lots of notions and aspects, considering a variety of bilingual educational models, be they weak or strong, and implying other aspects, which are closely related to it, such as biliteracy and biculturalism. All in all one of the crucial aspects of bilingual education, namely considering strong types, is the ability to preserve and support minority language, not forcing children, therefore, to a loss their self, their identity and their culture.

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<sup>29</sup> Baker, C. (2006), *Foundations of bilingual education and bilingualism*, Multilingual matters LTD, Clevedon, Buffalo, Toronto, Sydney, p. 215 – 253.

<sup>30</sup> Chin N. B., Wigglesworth, G. (2007), *Bilingualism. An advanced resource book*, London and New York, p. 95.

## **Chapter II. THE SPANISH, ROMANIAN AND RUSSIAN LANGUAGES OVERVIEW**

### **1. The Romance languages**

The Romance languages come from Latin, which nowadays is a dead language. Nevertheless, in the course of the Romance languages history there have been many contacts with other language families as well, for example, Slavic, Greek, Arabic, etc. All this contributed to some specifications in the grammar as well as semantics of given languages, which, in their turn, led to the diversity which we can see today and differentiations between all the Romance languages. In the present Chapter we will try to specify the main changes occurred in the history of this group of languages, focusing our attention specifically on the Spanish and Romanian languages owing to the fact that our investigation is based on these languages and, thus, it is of great importance to learn more about the origins and the history of these languages in order to understand the aim and the purpose of the present study.

Considering such notions as geography, time and society, it is certain to state the importance of Latin and all the Romance languages in the history of languages and humanity in general. It is widely acknowledged that Latin was the language of the Roman Empire. However, not everybody knows the very origins of this language, attributing the importance only to the moment of history when this language became widely spoken not only within the Roman Empire, but also in other parts of the world. In fact, Latin was originally the language of a small town on the Tiber River in Latium, but with the expansion of the Roman Empire, it became the main language in the society of that time. For example, as the result of the expansion of the Roman empire under the reign of the emperor Trajan (98 – 117 CE), the time when the Empire reached its greatest extent, there were included in the structure of the Roman empire the territories of such modern countries as Britain, Portugal, Spain, France, Italy, Switzerland, Austria, the Balkan peninsula and some immense territories in the Eastern Mediterranean and beyond it, what resulted in the creation of the largest single state the Western world had ever witnessed. To this fact we must add Western

European colonial expansion of 1500s and 1600s, in the course of which the Spanish language was brought to Central and South America, the Portuguese language to Brazil and the French language to Canada.<sup>31</sup> It is important to mention as well the 18<sup>th</sup> and 19<sup>th</sup>-century explorations and subsequent colonization of the African continent, bringing to its countries such Romance languages as French, Spanish and Portuguese, many of which are still widely spoken among the population and represent the official languages of such countries as Cameroon (French), Guinea (French), Senegal (French), Guinea-Bissau (Portuguese), Equatorial Guinea (Spanish) etc. All these historical events show us the origins of enormous expansions of the Romance languages in the world, comprising four different continents: North America, South America, Europe and Africa.

Talking about some statistical data to refer to the Romance language, we must state that there are ten allegedly accepted representatives of this group, which we will consider below in the order of the number of their native speakers:

1. Spanish (over 328 million)
2. Portuguese (over 178 million)
3. French (over 67 million)
4. Italian (over 61 million)
5. Romanian (over 24 million)
6. Catalan (over 11 million)
7. Occitan (around 2 million)
8. Sardinian (around 1 million)
9. Rhaeto-Romance (around 0.86 million)
10. Dalmatian (extinct)<sup>32</sup>

Nonetheless, as we can see above, this list by no means is complete since these are not all the languages comprising the Romance family group. Among others there are: Galician, Corsican, Neapolitan, Aragonese, Venetian and others. Nevertheless, these languages represent the minority considering the number of native speakers and we are not going to enter into debates on the subject of the problematic of considering them languages or dialects and official or not.

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<sup>31</sup> Alkire, T., Rosen, C. (2010), *Romance languages. A historical introduction*, Cambridge, p. 1.

<sup>32</sup> Alkire, T., Rosen, C. (2010), *Romance languages. A historical introduction*, Cambridge, pp. 1-2.

Considering the structure of all the Romance language family, we can state that there are generally two large groups:

1. Italo-Western Romance languages

Modern representatives are:

Spanish, Portuguese, French, Italian, Catalan and Occitan

2. Eastern Romance languages

Modern representatives are: Romanian and Aromanian

In the present investigation we will consider only two representatives of the Romance language family: Spanish and Romanian, which will be of great interest for us since, as we can see from above, they represent two different branches of the same language family tree and, despite belonging to the same language family, contain crucial differences in their structure, functioning and semantics.

Thus, we are going to analyse different aspects of each of these languages, focusing our attention on the comparative analysis of Spanish and Romanian formations from Latin as regards three most important aspects: phonology, morphology and semantics, so as to establish some common characteristics between these two languages which could be useful in intercomprehension between them. Taking into account, that part of our investigation is closely related to this subject, it is very important to state the differences between these two languages to refer to their phonology and grammar, since owing to the fact that in our questionnaires we assess the comprehension capacity to refer to the Spanish language, there are a lot of cases of relying merely of the notion of transparency, which would not always give adequate results, although in some others it could.

After having presented the comparative analysis on morphological and semantic aspects of the formation of these two languages from Latin, we are going to pass to the study of the third language considered within the scope of the present investigation: the Russian language.

Let us now pass, therefore, to the study of these two representatives of the Romance languages: Spanish and Romanian below.



## 1.1 The Spanish language overview

The Spanish language is the second most widely natively spoken language in the world after Chinese Mandarin, with the total number of over 328 native speakers<sup>33</sup>. It is the official language of Spain and 19 more Central and South American countries, being also the official language of Equatorial Guinea in Africa and second official language of the United States with the total number of more than 20 million speakers.<sup>34</sup> Considering the total number of speakers of Spanish, it is the third largest group after Chinese Mandarin and English. Within the Romance linguistic family, as stated above, this is by far the most widely spoken language becoming a very important language of business, commerce, education and communication all over the world.

For the present investigation, the Spanish language represents the language-basis due to the fact that all our material is presented in Spanish and, moreover, owing to the fact that the subject of our study is the comprehension of the Spanish language by our established groups of informants. Thus, it is important to note that we are going to consider here the characteristics in common between, primarily, Spanish and Romanian, so as to be able to determine some factors which could contribute to a successful understanding of the Spanish language by a Romanian native speaker. Furthermore, we are going to consider some common key factors between Spanish and Russian, which can only be related to lexical borrowings, since these two languages belong to different language families and represent different grammatical structures.

Consequently, we are firstly going to present some general information in reference to the Romanian language so as to pass further to the comparative analysis of three aspects which play an important role for our investigation: phonology, morphology and semantics.

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<sup>33</sup> This number corresponds to the data for the year 2010 (Alkire, T., Rosen, C., 2010, p.1).  
At present the number is greater.

<sup>34</sup> Resnick, M. C. (1981), *Introducción a la historia de la lengua española*, Georgetown University, p.1.

## 1.2 The Romanian language overview

The Romanian language belongs to the Romance language family, namely to the Eastern Romance group, in contrast with, for example, the Spanish language, which belongs to the Italo-Western Romance group. This explains some differences in the phonology and grammar between these two languages and the fact that, for example, despite being part of the same language family, representatives and native speakers of each of these languages do not always understand each other. Although there is a clear notion of transparency presented, which helps them understand some words directly derived from Latin and existing in both languages, there is a number of other non-transparent words and notions, which represent greater difficulties. Apart from that, it is important to note that the Romanian grammar differs significantly from the Spanish one and this definitely complicates the task even more.

Nowadays, Romanian is spoken by more than 24 million people around the world, the majority of whom resides in Romania, whilst around 3 million people live in Moldova, around 1 million in the rest of Europe and approximately 500.000 in the USA and Canada.<sup>35</sup> Talking about the first two countries mentioned, Romania and Moldova, it is important to note that similarly to the Spanish language, there exist some differences in pronunciation and, in parts, even grammar between different regions. Thus, some years ago it was claimed that the official language of Moldova was Moldavian, which would represent a dialectical form of the Romanian language with some Russian lexical forms used as Romanian and following the Romanian grammatical structure. Nevertheless, today the official language of the Republic of Moldova is called Romanian and, in fact, the majority of its inhabitants speak or try to speak pure Romanian, since it is considered better seen.

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<sup>35</sup> Alkire, T., Rosen, C. (2010), *Romance languages. A historical introduction*, Cambridge, p.252.

### **1.3 Comparative analysis of Spanish and Romanian formation from Latin. Phonology**

We have considered above the main characteristics to refer to each of the given languages, i.e. Spanish and Romanian, separately, proposing some basic information to refer to their factual data. We must state that owing to the fact that all the material presented in the given study is proposed in the Spanish language, we must use it as the basis to refer to the analysis and overview of two other languages involved, i.e. Romanian and Russian. On the other hand, the Russian overview will be presented in the following section of the given Chapter and, moreover, the Russian language, as belonging to a different language family, has little to do with the phonological or morphological systems of the Spanish. The following information would just be presented in a comparative way so as to be able to define their distinctions in expressing certain notions and forms. The Romanian language, nevertheless, does belong to the same language family as Spanish, from which we can point out the essential importance of comparing the given systems of both languages in the process of their formation from Latin, the basis language from which Spanish and Romanian both developed.

Thus, the structure of the present section will consist, primarily, in comparing the phonological system development of the Spanish and Romanian languages respectively, manifesting firstly the similarities in the course of their development and, therefore, stating their typological and genetic kinship, and, secondly, manifesting the most significant differences, thus, demonstrating their belonging to different branches of the same language family, i.e. Romance, due to the fact that they are highly likely to play an important role in our Romanian-speaking informants' understanding of the Spanish language.

After having briefly considered the phonological systems development of both languages implied, the following stage will consist in observing some basic notions to refer to their morphological systems. It is important to state, however, that so as to make our overview as compact and useful and possible, we are merely going to consider those forms appeared in our corpuses, leaving out other which are not relevant to the present investigation.

## Similarities in the phonological development of Spanish and Romanian

1. Latin [i] presented in the mid-position normally results in the Spanish and Romanian [i]:

| Latin                 | Romanian          | Spanish            | English                        |
|-----------------------|-------------------|--------------------|--------------------------------|
| <i>circulatio(n-)</i> | <i>circulație</i> | <i>circulación</i> | <i>circulation</i>             |
| <i>duplicat-</i>      | <i>dublicat</i>   | <i>duplicado</i>   | <i>duplicate</i> <sup>36</sup> |

2. The low mid [ɛ] goes in combination with /j/ forming the diphthong [jɛ], as it happens in both Spanish and Romanian:

| Latin         | Romanian      | Spanish       | English      |
|---------------|---------------|---------------|--------------|
| <i>pĕlle</i>  | <i>piele</i>  | <i>piel</i>   | <i>skin</i>  |
| <i>pĕrdit</i> | <i>pierde</i> | <i>pierde</i> | <i>loses</i> |

3. The Romanian language is characterized by the notion degemination, i.e. the absence of consonant elongation. In Spanish there are no double consonants combinations with three regular exceptions to this general rule: “ll” and “rr” remained double, whilst “nn” resulted in “ñ”:

| Latin        | Romanian     | Spanish      | English     |
|--------------|--------------|--------------|-------------|
| <i>annu</i>  | <i>an</i>    | <i>año</i>   | <i>year</i> |
| <i>pelle</i> | <i>piele</i> | <i>piele</i> | <i>skin</i> |

4. The initial “f” results in Spanish “h” and Romanian ”f”. However, due to Basque influence on the Spanish language the combinations “fl” and “fr” maintain the letter “f”:

| Latin          | Romanian         | Spanish         | English         |
|----------------|------------------|-----------------|-----------------|
| <i>fumus</i>   | <i>fum</i>       | <i>humo</i>     | <i>smoke</i>    |
| <i>fractio</i> | <i>fracțiune</i> | <i>fracción</i> | <i>fraction</i> |

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<sup>36</sup> all examples of Romanian and Spanish words are derived from the questionnaire «Word form» created for the present investigation. The Latin corresponding form is derived from Oxford dictionary considering the origin of its English alternative or from the Spanish dictionary Larousse.

### Differences in the phonological development of Spanish and Romanian

1. The Latin sounds [ā] and [ǣ] normally result in [a] in Spanish, with the exception of cases when it is placed in combination with “y”, resulting then in Spanish “e”. In Romanian, on the contrary, Latin [ā] gives as the result the sound [i] before the consonant /n/:

| Latin        | Romanian    | Spanish     | English     |
|--------------|-------------|-------------|-------------|
| <i>manus</i> | <i>mână</i> | <i>mano</i> | <i>hand</i> |

2. The diphthongization [ɛ] > [jɛ] does not occur before nasal sounds in Romanian:

| Latin       | Romanian    | Spanish     | English     |
|-------------|-------------|-------------|-------------|
| <i>bēne</i> | <i>bine</i> | <i>bien</i> | <i>well</i> |

3. In Romanian the unstressed /a/ occurred in a non-initial position, results in the sound [ə], spelled with a letter “ă”, as we can see below:

| Latin          | Romanian       | Spanish       | English      |
|----------------|----------------|---------------|--------------|
| <i>cavanna</i> | <i>cabină</i>  | <i>cabina</i> | <i>cabin</i> |
| <i>corona</i>  | <i>coroană</i> | <i>corona</i> | <i>crown</i> |

4. The sound [ō], appeared in a stressed syllable in Spanish, becomes [ue], whilst in Romanian it simply remains as [o]:

| Latin        | Romanian   | Spanish      | English     |
|--------------|------------|--------------|-------------|
| <i>iocus</i> | <i>joc</i> | <i>juego</i> | <i>game</i> |

5. In the modern Spanish language, the final sound [u] is transformed into a final [o]. In Romanian, instead, the final sound [u] disappears with the exception of two cases: when it is required for cluster support and when it becomes the sound [w] after a vowel:

| Latin       | Romanian   | Spanish      | English    |
|-------------|------------|--------------|------------|
| <i>nŏvu</i> | <i>nou</i> | <i>nuevo</i> | <i>new</i> |

6. Considering the letter “s” in Romanian, we can say that there is a number of cases when the letter /s/ palatalizes to [ʃ], being spelled with the letter “ș” (during palatalization of [k] to [tʃ] combined together with a letter “s” with resulting sequence [stʃ] > [ʃt]; with combination /str/ before the final /i/; when /s/ appears with combination /kl/ resulting in [kj], giving as the result [ʃkj]). regarding the letter “s” in Spanish in the initial position, this is always accompanied by the vowel “e” before it:

| Latin            | Romanian        | Spanish        | English        |
|------------------|-----------------|----------------|----------------|
| <i>scholaris</i> | <i>școlar</i>   | <i>escolar</i> | <i>scholar</i> |
| <i>creocere</i>  | <i>creștere</i> | <i>crecer</i>  | <i>grow</i>    |

7. Another characteristic feature of Romanian is the existence of the sound [ts], which is orthographically presented as a letter “ț”. It is resulted from the letter “t” occurred in the position before [i] or [j]. This is due to the fact that the point of articulation for these consonants is moved back owing to the sounds [i] and [j] having tongue position close to the palate are “d” and “s” being transformed into [z] and [ʃ] respectively:

| Latin              | Romanian          | Spanish            | English            |
|--------------------|-------------------|--------------------|--------------------|
| <i>praepositio</i> | <i>prepoziție</i> | <i>preposición</i> | <i>preposition</i> |
| <i>dies</i>        | <i>zi</i>         | <i>día</i>         | <i>day</i>         |

We have seen above only some of the examples referring to the similarities and differences occurred in the course of Spanish and Romanian vowel and consonant systems formation from Latin. It is important to state that owing to the fact that all the examples appeared in this section were derived from our corpus and questionnaires, which represent limited lexicon frame, the presented tendencies and examples merely apply to the main sphere of the present investigation without any further analysis of other occurrences. Consequently, we are going to consider some morphological aspects as follows.

## **1.4 Comparative analysis of Spanish and Romanian formation from Latin. Morphology**

In this section we are going to consider changes occurred throughout the history of the Spanish and the Romanian languages in the course of their development from Latin to refer to the grammatical systems of these languages, analysing features and particularities related to this subject.

Latin grammar represents a highly developed and complicated system, manifesting distinctions including between its written and spoken forms. With the time and having eventually developed in different Romance languages, we can note the tendency for their grammar to be showing more emphasis on the order and relation between words rather than merely their forms.

The structure of the present sub-section will fundamentally consist in the comparative study of different parts of speech, tenses and forms formation and development so as to manifest relation between these two languages, although emphasizing also distinction aspects occurred explaining their belonging to two different branches of the same language family tree. Thus, the present analysis will be grouped according to the part of speech being described with the non-verbal forms presented on the first place and, therefore, being followed by a variety of verbal forms.

Considering the morphological systems formation of Spanish and Romanian, we are only going to analyse those forms which are relevant to our study due to their occurrence in our corpus. Hence, other forms, tenses or particularities will not be mentioned here. In addition, we must note that we only present an overview of the present subject, without studying it in details.

The main aim of this section, similarly to the previous one considering Spanish and Romanian phonological systems formation, consists, thus, in manifesting that these two described languages do belong to the same language family, i.e. Romance, and, hence, carry a number of morphological characteristics in common established in the course of their development from Latin, their language of origin. On the other hand, another aim considers also the fact that these two languages belong to

different branches of the same language family and, hence, convey a number of distinctive features, which we will manifest in the present section.

- ***Non-verbal forms:***

In this sub-section we are going to consider particularities to refer to non-verbal parts of speech and their forms arisen in the course of their development from Latin. Hence, we are to consider the following parts of speech: noun, adjective, article and pronoun respectively.

### **Nouns**

Together with the verb, this part of speech probably suffered the greatest changes in the course of the process of evolution from Latin to modern Spanish to refer not only to the fall of most cases, but also touching upon other aspects, such as gender. Considering the Romanian noun formation, we can note that the main distinctive characteristics of noun morphology in Romanian is their casual system, which is unlike any other Romance languages. Apart from that particular feature, there is another one, which is very important to consider as well: ambigenics. Let us consider all these particularities below in their comparison to Latin.

#### ***Gender: feminine, masculine and neuter***

Latin presented three different genders: masculine, feminine and neuter, with the latter being eventually transformed predominantly into masculine in the course of its development into Spanish. The main reason for this change lies in the fact that in the Accusative case both forms, masculine and neuter, were very similar, which eventually led to the merge of these forms. On the other hand, some plural forms of neuter nouns, finishing in “a”, became feminine singular nouns. Apart from that, it is important to state that there was also general confusion of plural and singular forms being used one in place of the other for collective meaning, which also



influenced the subsequent disappearance of the neural form. To understand all these changes let us consider the following examples below:

|               |               |                |              |             |
|---------------|---------------|----------------|--------------|-------------|
| Latin neuter: | <i>tĕmpus</i> | <i>nŏmĭnem</i> | <i>vŏtum</i> | <i>vŏta</i> |
| Spanish:      | <i>tiempo</i> | <i>nombre</i>  | <i>voto</i>  | <i>boda</i> |

Considering the notion of gender in Romanian it is important to state the main distinctive characteristics: ambigenics, i.e. the case when the nouns are masculine in their singular form, while feminine in the plural. In Romanian ambigenic words represent one third of all nouns.

The origin of such nouns is the neuter Latin gender. Hence, all these ambigenic words in Romanian are inanimate, with the exception of two. Nonetheless, despite their neuter origin, the ambigenic class of nouns included inanimate nouns from other types of words as well, such as: Latin masculine forms and foreign words.

On the other hand, to refer to the structure of such words, it is important to note that Romanian does not preserve the neuter plural final /a/. Instead, it is replaced at an early stage by the plural feminine marker /e/ or by the ending combination *-ură*, appeared by analogy with the third declension neuter plural form: LAT. sg. *corpus* > LAT. pl. *corpora*. Eventually, nevertheless, this ending was replaced by two variations *-uri* and *-ure*, of which only *-uri* survived and stayed in the language up to the present moment. Let us consider some examples of such nouns below:

| Latin         |                | Romanian    |                |
|---------------|----------------|-------------|----------------|
| singular      | plural         | singular    | plural         |
| <i>lignum</i> | <i>ligna</i>   | <i>lemn</i> | <i>lemn</i>    |
| <i>ossum</i>  | <i>ossa</i>    | <i>os</i>   | <i>oase</i>    |
| <i>tempus</i> | <i>tempora</i> | <i>timp</i> | <i>timpuri</i> |
| <i>caelum</i> | <i>caela</i>   | <i>cer</i>  | <i>ceruri</i>  |

### Adjectives

Latin adjectives presented a highly developed and multiple set of forms, among which we can distinguish the following ones: three declensions; inflexions for three grades, i.e. positive, comparative and superlative; concordance with nouns in grammatical cases, gender and number.

Unlike Latin, in the modern Spanish language, adjectives indicate only number and gender. It is also interesting to note that modern Spanish adjectives are derived from Antique Latin adjectives presented in the accusative case. Therefore, the analogy appears comparing with noun development, when of all possible grammatical cases the prototype of modern noun forms is the accusative case as well. To refer to the functional aspect of adjectives, it is important to note that coordination with noun, whose function was expressed by Latin adjectives, is similar in its essential aspect to that function expressed in the modern Spanish language. Nonetheless, due to the reduction of gender structure (masculine and feminine in Spanish instead of masculine, feminine and neuter) and fall of grammatical cases of nouns in modern Spanish, the only really maintained form of coordination with noun in Spanish refers to the number, i.e. singular and plural, since this aspect did not suffer any significant changes in the course of its history of evolution from Latin to modern Spanish.

Romanian adjectives are derived from the third declension of Latin adjectives. These are quite easy to recognize since they only inflect for number, rather than number and gender as we can see in case of adjectives from the first and second declensions. Considering the morphology and function of adjectives in Romanian, we can state that they correlate with corresponding to them nouns in number to refer to their common endings. In feminine singular forms adjectives also inflect for case and their genitive or dative forms are the same as feminine plurals:

|            |             |             |             |
|------------|-------------|-------------|-------------|
| masculine  | masculine   | feminine    | feminine    |
| singular   | plural      | singular    | plural      |
| <i>bun</i> | <i>buni</i> | <i>bună</i> | <i>bune</i> |

|              |              |              |             |
|--------------|--------------|--------------|-------------|
| <i>sec</i>   | <i>seci</i>  | <i>seacă</i> | <i>sece</i> |
| <i>mare</i>  | <i>mari</i>  | <i>mare</i>  | <i>mari</i> |
| <i>moale</i> | <i>moale</i> | <i>moi</i>   | <i>moi</i>  |

## Articles

Considering this part of speech, we must say that in Antique Latin articles did not exist. In fact, in the late period of Vulgar Latin there have been forms of numeral adjectives and demonstrative forms performing the function of articles, which subsequently developed in the modern Spanish articles as well as in all other Romance languages:

|          | numeral adjective |             | demonstrative |              |
|----------|-------------------|-------------|---------------|--------------|
| Latin:   | <i>ūnu(m)</i>     | <i>ūnās</i> | <i>īllu</i>   | <i>īllōs</i> |
| Spanish: | <i>un / uno</i>   | <i>unas</i> | <i>lo</i>     | <i>los</i>   |

In Romanian, similarly to the Spanish language, the definite article is derived from the Latin demonstrative *ille*. But unlike other Romance languages, the definite article in Romanian inflects for case. Let us consider the examples of these inflexions below presenting masculine and then feminine forms in the tables below:

|          |          | nominative           | genitive               |
|----------|----------|----------------------|------------------------|
|          |          | accusative           | dative                 |
| singular | Latin    | <i>lupu + (i)llu</i> | <i>lupu + (i)llui</i>  |
|          | Romanian | <i>lupul</i>         | <i>lupului</i>         |
| plural   | Latin    | <i>lupi + (i)lli</i> | <i>lupi + (i)lloru</i> |
|          | Romanian | <i>lupii</i>         | <i>lupilor</i>         |

|  | nominative | genitive |
|--|------------|----------|
|  | accusative | dative   |

|          |          |                       |                         |
|----------|----------|-----------------------|-------------------------|
| singular | Latin    | <i>capra + (i)lla</i> | <i>capre + (i)lle</i>   |
|          | Romanian | <i>capra</i>          | <i>caprei</i>           |
| plural   | Latin    | <i>capre + (i)lle</i> | <i>capre + (i)lloru</i> |
|          | Romanian | <i>caprele</i>        | <i>caprelor</i>         |

## Pronouns

This is the last part of speech we are going to consider comprising the non-verbal set of forms and parts of speech. To refer to this part of speech it is important to note that in Antique Latin it did not represent a very differentiated structure due to the fact that some forms appeared and developed later in the course of evolution from the Latin language into different Romance languages. We are going to consider below the main features and significant characteristics corresponding to these changes to refer to both Spanish and Romanian.

Thus, as the basis for the development of modern personal pronouns of the third person there were used the demonstrative forms described above. Nevertheless, unlike the situation with articles, the first vowel was not lost in the course of evolution, having developed as the result into five different forms of personal pronouns comprising feminine, masculine and neuter forms in singular and plural.

Similarly to this idea, there were created also unstressed personal pronouns forms, but this time with the fall of the first vowel, i.e. the first syllable of the original demonstrative form, and derived from accusative and dative forms of Latin demonstrative form *ille*. Let us consider some examples below to refer to some of both stressed and unstressed forms of the third person personal pronouns:

|          | stressed Spanish forms |              |              | unstressed Spanish forms |              |             |
|----------|------------------------|--------------|--------------|--------------------------|--------------|-------------|
| Latin:   | <i>ille</i>            | <i>illud</i> | <i>illās</i> | <i>illu(m)</i>           | <i>illās</i> | <i>illī</i> |
| Spanish: | <i>él</i>              | <i>ello</i>  | <i>ellas</i> | <i>lo</i>                | <i>las</i>   | <i>le</i>   |

The first and second persons pronouns of Spanish *yo* and *tú* came originally from the Latin singular pronouns *ĕgo* and *tū*. The situation with plural pronouns here is more complicated since, primarily, Latin pronouns *nōs* and *vōs* were used with singular and plural meanings at the same time. Thus, the plural pronouns *vōs*, originally used as the plural form of the singular second-person pronoun *tū*, in the period of Vulgar Latin was also used as singular pronoun with the semantic notion of respect, as it further was used in Antique Spanish as well. Later on, in the 13<sup>th</sup> century, by means of combination of words “vos” and “otros”, where the latter does mean “others”, but was rather used to establish the plural aspect of the combination in order not to confuse in with the singular meaning of respect.

Considering pronominal cases, we must state that the modern Spanish language does maintain some cases to refer to its pronominal forms, namely personal pronouns: nominative, dative and accusative. Thus, in the first and second persons they maintained their form, but not function, whilst in the third person they preserved their form as well as function, although in some regions the differences between dative and accusative are sometimes unclear due to the confusion in their forms and a mixed use.

Similarly to the Spanish language, Romanian pronouns have the three-case system, being declined in nominative, accusative and dative.

Talking about etymology of these pronouns, their origin is quite clear and similar to other Romance languages, as we can see below:

|           |            |            |             |              |              |               |           |           |
|-----------|------------|------------|-------------|--------------|--------------|---------------|-----------|-----------|
| Latin:    | <i>nōs</i> | <i>vōs</i> | <i>illa</i> | <i>illae</i> | <i>illui</i> | <i>illaei</i> | <i>mē</i> | <i>tē</i> |
| Romanian: | <i>noi</i> | <i>voi</i> | <i>ea</i>   | <i>ele</i>   | <i>lui</i>   | <i>(l)ei</i>  | <i>mă</i> | <i>te</i> |

The pronouns *ne* and *vă* were formed by analogy with *me* and *te*, with *ve* eventually becoming *vă*. Forms *nouă* and *vouă* are derived from Latin *nobi* and *vobi* respectively. Then, by analogy with them there arise [mie] and [tsie] (from Latin *mihi* and *tibi*) resulting in the final variant of these pronouns representing *mie* and *ție*:

|             |             |   |                 |                 |   |             |             |
|-------------|-------------|---|-----------------|-----------------|---|-------------|-------------|
| <i>nobi</i> | <i>vobi</i> | > | [ <i>nowe</i> ] | [ <i>vowe</i> ] | > | <i>nouă</i> | <i>vouă</i> |
|             |             |   | ↓               | ↓               |   |             |             |
| <i>mihi</i> | <i>tibi</i> | > | [ <i>mie</i> ]  | [ <i>tsie</i> ] | > | <i>mie</i>  | <i>ție</i>  |

Accusative pronouns *mine* and *tine* are derived from previous forms *mene* and *tene* by means of raising before a nasal.

- **Verbal forms:**

After having analysed the main particular features related to non-verbal parts of speech, we are going to pass to the analysis of verbal forms, focusing our attention namely on those verbal forms, tenses and moods, which are presented in our corpus of material. As well as in case of non-verbal parts of speech, we are going to present the basic characteristics of verbal forms in relation to both Spanish and Romanian.

**Verbs**

The first group we are going to consider is that of verbs, referring especially to some their tenses: present and future, and also considering conditional forms and some compound tenses. Before starting the analysis of changes occurred in verbal forms in course of their evolution from Antique Latin to modern Spanish and Romanian, it is very important to state that this situation is quite different from that of nouns and adjectives, since, as we might have seen above, these two parts of speech showed some truly significant changes in this course, namely owing to the partial loss of casual forms. Thus, unlike these two parts of speech just mentioned, the verb and correspondingly verbal forms maintain most of their original forms and tenses existing in Antique Latin, such as: present, imperfect, preterite, present subjunctive, imperfect subjunctive, imperative, infinitive, gerund.

### Infinitive

To refer to the infinitive, or the indefinite form of the verb, it is important to state that it changes its shape in Romanian compared to its Latin equivalent. Thus, the final combination /re/ is lost, whilst the particle *a* is included in the form and is placed before the verbal form of the infinitive, for example: LAT. *cantāre* > ROM. *a cânta* (to sing). The Spanish infinitive form, however, presents three different conjugation classes with corresponding terminations: -ar, -er, -ir: *cantar* (to sing), *beber* (to drink), *sentir* (to feel), as opposed to the four conjugation classes of Romanian preserved from Latin:

|     | Latin          | Romanian        |
|-----|----------------|-----------------|
| I   | <i>cantāre</i> | <i>a cânta</i>  |
| II  | <i>dolēre</i>  | <i>a durea</i>  |
| III | <i>perdēre</i> | <i>a pierde</i> |
| IV  | <i>dormīre</i> | <i>a dormi</i>  |

### Present tense

The majority of forms in the present tense in Spanish and Romanian is directly derived from Latin. Nonetheless, it is important to note that there are many irregular verbs in modern Spanish as well as Romanian, which are also derived from Latin and whose irregularity might be explained by a variety of aspects.

Thus, considering irregular forms appeared in Spanish, it is essential to mention here the letter “y”, which produced a lot of phonological changes in word forms, including those of verbs.

Apart from the letter “y”, there are other explanations of the most typical phonetic changes in verbal conjugation. For example, in case of the conjugation of the verb “to go” (LAT. *īre* > SP. *ir*) the actual forms of present tense are derived from another verb with the same meaning

*vadere*, while the forms of the Past Simple tense come from the verb *ser*, which, in its turn, derived the forms from *esse*.<sup>37</sup>

To refer to irregular verbs presented in Romanian, we must say that the main difficulty lies in the fact that there are a lot of phonological changes presented, what brings to surface the situation when the regular verb stem is not so common. Hence, in order to be able to consider a verb stem truly regular, it must present a stressed vowel not suffering any metaphony or pretonic raising, with the ending cluster keeping the second /i/ syllabic with the exception of the combination /str/, since it results in a [tr] before the sound [i]. All these requirements are met to refer to the following examples below:

*a umbla* (to walk): *umblu, umbli, umblă, umblăm, umblați, umblă*.

*a sufla* (to blow): *suflu, sufli, suflă, suflăm, suflați, suflă*.

Nonetheless, the majority of other verb stems represent irregular forms by means of allomorphs, resulting from the following situations:

- consonant changes, affecting /t/, /s/, /d/, /k/, /g/, /l/ and clusters /sk/, /str/;
- stressed vowel alternation [e] > [ea] and [o] > [oa];
- pretonic raising.

### Future tense

The future tense was not brought to the Spanish language directly from Antique Latin, but instead was developed during late Vulgar Latin period or even at the beginning of Romance languages formation.

Apart from the morphological future forms, there were other forms used with the future meaning, such as: the present simple tense, the verb *īre* with an infinitive, and, finally, the combination of the infinitive with the forms of *habere*, appeared in the late period of Vulgar Latin and

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<sup>37</sup> Menéndez Pidal, R. (1985), *Manual de gramática histórica española*, Madrid, §§ 103-115.



subsequently served as the basis for the development of the modern Spanish future tense, as we can see in the table below:

| person          | Vulgar Latin           | Spanish           |
|-----------------|------------------------|-------------------|
| singular:       |                        |                   |
| 1 <sup>st</sup> | <i>cantare hábeo</i>   | <i>cantaré</i>    |
| 2 <sup>nd</sup> | <i>cantare hábes</i>   | <i>cantarás</i>   |
| 3 <sup>rd</sup> | <i>cantare hábet</i>   | <i>cantará</i>    |
| plural:         |                        |                   |
| 1 <sup>st</sup> | <i>cantare habémus</i> | <i>cantaremos</i> |
| 2 <sup>nd</sup> | <i>cantare habétis</i> | <i>cantaréis</i>  |
| 3 <sup>rd</sup> | <i>cantare hábent</i>  | <i>cantarán</i>   |

Talking about the future, it is also important to add that similarly to the Antique Latin future forms, in the modern Spanish language there are other ways and other structured used to express the future as well. Thus, for example, the present simple tense is commonly used for close or definitive actions. Apart from that, the use of the verb “to go” with the preposition *a* and the subsequent infinitive is also generally use to refer to the future expression.

With the Romanian language, nevertheless, the morphological structure of the future followed a different path, using as basis the combination of the conjugated verb *volēre* with the infinitive, introducing the forms like: *voi cânta* (I will sing), *vor plânge* (they will cry), *veți vedea* (you will see) and others.

This periphrastic type of future is prevalent in Romanian. Nevertheless, this is not the only way to express future, as there three additional ways to express it by means of different future paradigms:

- The previously mentioned literary future form with the omission of the initial /v/: *oi cânta* (I will sing), *om cânta* (we will sing), and others;
- The uniformed auxiliary *o* in combination with the subjunctive mood form: *o să cânt* (I will sing), *o să cântăm* (we will sing), etc.;

- The full auxiliary form of the verb *a avea* (to have) in combination with the subjunctive form: *am să cânt* (I will sing), *avem să cântăm* (we will sing), and so on.

Thus, we have studied above the basic morphological aspects concerning Spanish and Romanian formation processes from Latin to modern versions. We have only analysed those forms, which are relevant for the present research owing to their occurrence in our corpus of material.

Hence, we have primarily observed the development factors related to some non-verbal parts of speech, namely nouns, adjectives, pronouns and articles. Further, we considered verbal forms analysing such aspects as: infinitive, present and future tenses.

According to the information presented in this section, we can definitely state that we have seen a number of similarities between both languages to refer to their morphological systems. On the other hand, we have also indicated various distinctions in both systems, what manifests that despite the fact that these two languages in question belong to the same language family, i.e. Romance, they represent different branches of this and, thus, carry not only similar particular characteristics, but also divergences in both systems previously described.

Finally, as the next stage of our comparative analysis, we are going to consider the lexical aspect of Spanish and Romanian formations from their basis language, i.e. Latin, also emphasizing the similarities and differences occurred in both these languages.

## **1.5 Comparative analysis of Spanish and Romanian formation from Latin. Lexicon**

In the present section we are going to consider the basic aspects to refer to lexicon formation presented in the Spanish and Romanian languages in their process of development from Latin. It is important to note that we are only going to present those features which are related to both languages at the same time so as to manifest their typological relation. In addition, we must also state that we are only going to present a general overview of the subject in question without analysing concrete details concerning each aspect involved.

In the section referring to the Spanish and Romanian languages overview, however, we have already touched the aspect considering these languages lexicon. Nonetheless, we were regarding only those aspects corresponding to foreign languages influence and contribution to Spanish as well as Romanian. These particular features were proposed so as to demonstrate the differentiating aspect involved in the formation process of lexicon of these two languages considered. It is important to emphasize the importance of this characteristics here due to the fact that our experimental research is closely related to it and, hence, it would be of crucial importance to manifest basic concepts related to Spanish and Romanian lexicon formation, so as to manifest the similarities as well as differences in this field existing in the two languages.

From the structural point of view, we must state that we are going to divide our overview into different sub-sections, for each of which we are going to present some basic concepts related to it as well as corresponding examples derived from the three languages concerned: Latin, Spanish and Romanian.

Finally, we must remember that the lexicon formation represents a very complex process owing to a variety of aspects involved, among which are: primary rudimentary lexicon acquisition by non-native speakers with consecutive building of a fully elaborate lexicon, reconstituting the original one; conquered or neighbouring inhabitants contribution to the original lexicon; fall of irregular forms and their substitution with regular formations; introduction of newly introduced lexical units and others.

### Verb suffixes

We will consider here the examples of denominal verbs derived from Latin. Furthermore, one of the basic verb-forming suffixes, i.e. -icare, is used to form the verbs of first conjugation from nouns or simply lengthen existing verbs, as we can see in the following example below:

| Latin             |                       | Spanish       | Romanian                       |
|-------------------|-----------------------|---------------|--------------------------------|
| <i>(in) carru</i> | <i>(in) carricare</i> | <i>cargar</i> | <i>a încărca</i> <sup>38</sup> |

### Verb prefixes

Latin exhibited the existence of verbs derived with prefixes, which continued to appear in Romance languages, as we can see in these examples:

| Latin         | Popular Latin      | Spanish         | Romanian         |
|---------------|--------------------|-----------------|------------------|
| <i>calīdu</i> | <i>ex-cald-are</i> | <i>escaldar</i> | <i>a scālda</i>  |
| <i>sīgnu</i>  | <i>in-sign-are</i> | <i>enseñar</i>  | <i>a însemna</i> |
| <i>lōcu</i>   | <i>con-loc-are</i> | <i>colgar</i>   | <i>a culca</i>   |

### Iterative (or frequentative) verbs

Latin also presents derivation of frequentative verbs composed by means of combining the past participle stem of the base verb with -āre. Nonetheless, most of these iterative forms lost their frequentative meaning. Let us consider the examples of these derivations in Spanish and Romanian:

| Latin           | Spanish       | Romanian       |
|-----------------|---------------|----------------|
| <i>adiūtāre</i> | <i>ayudar</i> | <i>a ajuta</i> |
| <i>cantāre</i>  | <i>cantar</i> | <i>a cânta</i> |

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<sup>38</sup> all examples in this section are derived from Alkire, T., Rosen, C. (2010), Romance languages. A historical introduction, Cambridge, pp. 287-300.

|                   |                   |                   |
|-------------------|-------------------|-------------------|
| <i>sternūtare</i> | <i>estornudar</i> | <i>a strănuta</i> |
| <i>versāre</i>    | <i>versar</i>     | <i>a vărsa</i>    |

### Noun suffixes

In this sub-section we are going to consider several noun suffixes derived from Latin to modern Spanish and Romanian languages:

- To begin with, let us consider the suffix *-mēntu*, which can be either abstract or concrete:

| Latin          | Spanish            | Romanian         |
|----------------|--------------------|------------------|
| <i>iacēre</i>  | <i>yacimiento</i>  | <i>zăcămînt</i>  |
| <i>sentīre</i> | <i>sentimiento</i> | <i>simțămînt</i> |
| <i>vestīre</i> | <i>vestimento</i>  | <i>veșmînt</i>   |

- The following suffix to be considered is *-(i)tāte*, which is used to constitute feminine words and denotes abstract quality:

| Latin              | Spanish          | Romanian          |
|--------------------|------------------|-------------------|
| <i>bon-(i)tāte</i> | <i>bondad</i>    | <i>bunătate</i>   |
| <i>facil-itāte</i> | <i>facilidad</i> | <i>facilitate</i> |
| <i>van-itāte</i>   | <i>vanidad</i>   | <i>vanitate</i>   |

- Another suffix to be considered is *-iōne*, which represents the basic suffix in noun formation of all Romance languages. Let us consider its Latinate forms presented in modern Spanish and Romanian:

| Latin              | Spanish          | Romanian          |
|--------------------|------------------|-------------------|
| <i>orātiōne</i>    | <i>oración</i>   | <i>orațiune</i>   |
| <i>praedātiōne</i> | <i>predación</i> | <i>prădăciune</i> |
| <i>ratiōne</i>     | <i>razón</i>     | <i>rațiune</i>    |

- The following suffixes we are going to describe here are: *-antia* and *-entia*. Both of them derive abstract nouns. The first part of them: *-ant* and *-ent* are markers of the present participle of verbs, while the ending *-ia*,

marking originally neuter plural form, is transformed into a feminine singular in Spanish and Romanian:

| Popular Latin      | Spanish            | Romanian          |
|--------------------|--------------------|-------------------|
| <i>distantia</i>   | <i>distancia</i>   | <i>distanță</i>   |
| <i>sperantia</i>   | <i>esperanza</i>   | <i>speranță</i>   |
| <i>preferentia</i> | <i>preferencia</i> | <i>preferință</i> |

- The last suffix we are going to observe here is Popular Latin -ura. All these newly derived nouns represent feminine forms and are etymologically originated from Latin future participle, which is an adjective transformed from a past participle stem plus the suffix -ūru. Let us consider the examples of such words in Spanish and Romanian:

| Popular Latin   | Spanish         | Romanian        |
|-----------------|-----------------|-----------------|
| <i>armatura</i> | <i>armadura</i> | <i>armătură</i> |
| <i>cinctura</i> | <i>cintura</i>  | <i>centură</i>  |
| <i>mesura</i>   | <i>mesura</i>   | <i>măsură</i>   |

Thus, we have seen above some basic contributions of Latin to Spanish and Romanian considering their lexicon formation. It is important to state that the aim of the present section was to propose a general overview of these languages, primarily, so as to manifest their typological and genetic resemblance due to the fact that they both belong to the same language family, i.e. Romance. On the other hand, the other objective presented in this section was to analyse also the distinctions between these two languages owing to the fact that they represent different branches of the same language family tree.

Finally, we must state that there were three fields chosen to analyse, i.e. phonology, morphology and lexicon, due to their relation to our corpus of material. Thus, despite the fact that our corpus represents written material, phonological changes are closely related to their orthographical realisations, which can simplify or complicate the informants' task at the moment of experimental research stage. On the other hand, to refer to morphological systems of both languages we have only considered those forms which appeared in our corpus. Lastly, the lexical field is chosen due to the fact that the corpus field is lexical and communicative.

In the following section we are going to consider the Slavic languages, proposing namely the Russian language overview.

## **2. The Slavic languages**

The Slavic languages, which are sometimes referred to by the name “Slavonic”, as well as previously regarded Romance languages, belong to the Indo-European language family. This means that they both come from a common Proto-Indo-European language and, therefore, carry a number of similarities, referring to their phonological and grammatical structures. Nevertheless, in the long course of their formation and development, their evolution obtained a significant number of distinctive features, which allow us to distinguish one language family from the other.

To refer to the Slavic language family on the whole, we can state that they represent a very extended geographical territory, comprising a large northern area, i.e. the western and eastern branches, and a small southern area, i.e. the southern branch. From the geographical point of view, these two territories are visually divided by the Romanian, Hungarian and Austrian countries.

In order to present a survey on the subject of the Slavic languages, we must primarily consider each of these areas separately. Thus, the northern area of the Slavic languages is structurally divided into two groups or branches: the eastern and the western. The eastern branch representing Slavic languages expansion consists of such languages as: Russian, Ukrainian, Belarusian, etc., whilst the western branch is composed by Czech, Slovak, Polish, Sorbian and some others. The southern area of the Slavic languages only represents one language group, i.e. the southern branch. This is mainly comprised by Bulgarian, Macedonian, Slovenian, Serbian and Croatian.

Due to the fact that our investigation is closely related to the Russian language, we are not going to consider in details other Slavic languages as they lie beyond our interest. Instead, we are going to focus our attention on the Russian language, namely on lexical contributions from Latin and Spanish, being the most important aspect for our communicative and lexical field of investigation and preserving close relation to the language-basis of our investigation, i.e. Spanish.

## 2.1 The Russian language

Firstly, to refer to the Russian language we must say that it belongs to the previously mentioned Slavic language family, namely to the eastern branch, comprising also Ukrainian and Belarusian, apart from Russian. Despite that, we can definitely state that it preserves a special relationship towards all the Slavic languages, not only belonging to the East group. In fact, there are some features related only to the group in question, while there are others manifesting the connection with other Slavic languages as well. All this is due to the historical background of Russian and all Slavic languages on the whole, being derived from a common Proto-Slavic language and having developed in the course of their history in different ways.

Nevertheless, on the other hand, it is quite clear that East Slavic languages have a number of particular features in common, which distinguish them from other Slavic groups. These appeared in times when there was a differentiation of basic Slavic languages having developed from a common eastern Slavic language-basis, rather than Proto-Slavic.

Finally, despite all, there are other features emphasizing the distinctions of the Russian language from all other Slavic languages, comprising the representatives of the eastern branch. These particularities developed in the period of the fall of the common East Slavic language-basis and evolution of the separate dialects or languages belonging to each territory separately.

Thus, in order to understand the full scope of features involved in the evolution of the Russian language, it is not only important to consider the historical background of this, but also its connection to and difference from other Slavic languages respectively.

To refer to some factual information on the matter of the Russian language, we must say that it is spoken by more than 144 native speakers, appeared to be the eighth most spoken language in the world and the largest native language in Europe, having native speakers not only in Russia and surrounding it countries, but also in other parts of the world.



## Lexical borrowings from Latin and Spanish

In this section, we are going to pay close attention to foreign lexical contributions to the Russian language, since, on the one hand, our corpus of material represents a lexical and communicative field, and, on the other hand, it could be an important aspect in relation to the understanding of a third language by established informants. Hence, let us pass to the study of this aspect as follows below.

Before passing to the analysis of foreign contributions to the Russian language in the course of its formation, it is important to state that, being derived from Old Church Slavonic, the majority of its lexicon is derived from this language, as well as other Slavic languages, influencing the formation of the Russian lexicon throughout its history. Nevertheless, it is important to emphasize that there was a number of borrowings presented from other language families and their representatives as well. Despite this, we are going to analyse only the information that represents some importance for the present investigation. Thus, we will only consider borrowings from Latin and Romance languages, omitting all the borrowings from other languages and language families, such as: Greek, Turkic, Germanic, Scandinavian and others.

### 1. Latin

Latin also represents one of the biggest and most significant foreign lexical contributions to Russian. Most Latin derivations occurred between the 16<sup>th</sup> and 18<sup>th</sup> centuries, mostly through Polish and Ukrainian. These words are widely used in international terminology, as well as the Greek words.

Thus, among the most common Latin lexical borrowings we can find the following words: *аудитория* (audience), *декан* (dean), *диктант* (dictation), *директор* (director), *каникулы* (vacation), *школа* (school), *экзамен* (examination), *экскурсия* (excursion) and others.

### 2. Spanish

Words, which came to the Russian language from Spanish, are also related with the world of art and domestic terms. Let us consider some examples of those: *гитара* (guitar), *серенада* (serenade), *карамель* (caramel), *сигара* (cigar), *томат* (tomato).

In addition to the lexical borrowings presented above, there are a number of foreign structural elements used in the word formation in Russian. Among these forms we can see the following prefixes and suffixes: а-, анти-, архи-, де-, контр-, транс-, ультра-, -изм, -ист: *аполитичный* (apolitical), *антимирь* (antiworlds), *архиплуты* (arch-rogue), *дегероизация* (deglorification), *контрнаступление* (counterattack), *трансобластной* (transregional), *ультракрасный* (infrared), *коллективизм* (collectivism), *очеркист* (essayist) etc.

Thus, we have presented above the main foreign languages contributions to Russian as regards its lexical system and borrowings from Latin and Spanish. It is important to state that we have not considered all the existing cases of such contributions, although there are many other languages having influenced Russian lexicon as well, especially during the Soviet Union period. On the other hand, the objective of the present sub-section was merely to give a general overview on the subject of foreign lexical borrowings without any particular deepening into different irrelevant to this study aspects.

Consequently, the objective of the present section was to give some general information to refer to the Russian language, its position within the Slavic language family and, more importantly, some notions in relation to its lexical formation, emphasizing the aspect of foreign languages contributions from Latin and Spanish. It is important to state that this subject was particularly important for us due to the fact that our corpus of material represents a lexical field and is presented in the Spanish language. Thus, the notion of transparency, used in the process of simultaneous understanding of a third language, is closely related to similarities in these languages lexicon.

In the following Chapter we are going to consider in details the information referring to the methodology of the present work and hypothesis established as the basis for the whole given investigation.

## Chapter III. HYPOTHESIS AND METHODOLOGY OF THE INVESTIGATION

Primarily, we are going to consider in this Chapter the hypothesis used as the basis for our investigation, as well as our sample groups having participated in our experiment, altogether with the definitions of the main characteristics of our experimental research and limitations on our bilingual informants scope. Secondly, we are going to define the type of material used in our investigation and experimental research, i.e. created questionnaires, with some general specifications of each with presented purposes and objectives. We are also going to present information concerning our informants groups with some specifications to refer to each group and some particularities about the questionnaires completing process proposed for each group of informants separately. Thus, let us start the analysis and presentation of previously mentioned data in succession as follows below.

### Hypothesis

As the first and most important stage in the given study we are going to propose the definition of the hypothesis, which we are going to use as the fundamental principle for the present investigation and which we must confirm or refute at the final stage of the present work. Thus, *the hypothesis* established as the basis for our investigation will be determined as follows:

*Bilingual people, presenting bilingualism between two different families of languages (on the example of the Russian-Romanian bilingualism) comprehend and then acquire better, i.e. more efficiently, a language from any of the families of languages they speak, say so, natively (on the example of the Spanish language) in comparison with the monolingual individuals presenting any of the languages considered in the bilingual individuals (that is Russian and Romanian monolinguals).*

As we have already mentioned above, the subject of the present investigation is bilingualism. Nonetheless, bilingualism is a complicated process, which includes a different from the native system of the language as well as the capacity to use it in the communication. Nowadays there are different types of bilingualism: natural, artificial, mixed, successive etc., as we have already previously studied. As for any investigation on this subject, i.e. on the subject of bilingualism, it is important for us, firstly, to define the type of bilingualism that we are going to consider, i.e. to define the scope of our bilingual sample in order to clarify possible further misinterpretations and miscalculations.

Thus, as we have already seen in the Chapter concerning bilingualism and its types and definitions, there are some scientists who consider bilingual those people who learnt the second language in parallel to the first one, i.e. in their natural habitat and since their early childhood. This definition was firstly put forward by Bloomfield in 1935 and is referred to as balanced bilingualism, which represents the perfect form of bilingualism, which, nonetheless, is not so widely presented as the following type. Other linguists suggest that a bilingual person is the one learning or studying one or more languages, implying rather the notion of consecutive bilingualism, since both languages are learnt one after the other, rather than in a parallel form.

Consequently, to refer to the types of bilingualism, it is important for our study to define our sample scope clearly, since, due to existing diversity of types of bilingualism, there might be different results obtained owing to the distinctions in sample's language background, psycholinguistic and neurological structuration and cognitive capacities. Hence, we must note at this juncture that for our investigation we will consider the natural or balanced type of bilingualism, i.e. we will take into account those informants who were acquiring and using both languages since their early childhood and who present similar levels of their native-like abilities in both languages.

Hence, *the problematic* of the present investigation is the Russian-Romanian bilingualism, i.e. the bilingualism between two different families of languages in respect of the comprehension of the Spanish language (a language from the same language family as Romanian) without its prior learning or studying. It might be interesting to explain here the reasons why this particular subject was selected for the present investigation and, more importantly, this particular type of bilingualism, i.e. Russian-Romanian. Thus, it is important to say that it is closely related my personal

experience due to the fact that since my early childhood I was exposed to two different linguistic and cultural environments involving subsequent learning of two languages spoken in these areas: Russian and Romanian, implying, therefore, the formation of bilingualism, which in its turn, contributed greatly to my subsequent understanding of the Spanish language during my early period in Spain.

It would also be of great interest to point out that despite the fact that the Romanian and the Spanish languages belong to the same language family, i.e. the Romance languages, they represent two different parallel branches of the same language family, with the Romanian being classified into the Eastern Romance language branch, whilst the Spanish language making part of the Italo-Western Romance language branch altogether with the French, Portuguese and Italian languages, as we have already studied and described in details in the Chapter corresponding to the Spanish, Romanian and Russian languages overview. Nonetheless, it would be quite important here to emphasize once more this distinction since it can explain some lexicon and grammatical differences between those two languages previously mentioned, i.e. Romanian and Spanish, and, besides that, the reason why the representatives of these two language are not able to understand each other as easily as, for instance, the Spanish and the Italians. In this matter not only would it be very intriguing to conduct our experimental research with all the informants groups involved, but, moreover, to compare the results of certain sample groups among all the existing ones.

As a result, our hypothesis, therefore, includes a triple conceptualization:

1. The spontaneous understanding of the Spanish language by Romanian monolingual speakers, who do not know or speak Spanish, has an obvious explanation by the fact that the two languages involved are typologically similar and genetically related to each other (their mainly Latin lexical background, strong initial consonants and other aspects described in the previous Chapter). Nonetheless, both these languages withhold some areas of resistance, such as: Spanish Celtic lenition, which does not exist in Romanian, influences of the Arab adstratum and so on. We must note here that all these similarities and differences were already considered in the previous Chapter corresponding to the Spanish, Romanian and Russian languages overview.

2. The spontaneous understanding of the Spanish language by Russian monolingual informants, who do not present any knowledge of or contact with Spanish, is rather poor due to the fact that these two languages belong to completely different linguistic families, Slavic and Romance.
3. However, the spontaneous understanding of the Spanish language by Russian-Romanian bilingual individuals is superior to the Romanian monolingual speakers, implying the assumption that bilingualism is not just a native-like proficiency in two languages, but, above all, it comprises the development of a new capacity of linguistic system stimuli structuring. Hence, the impact of the Russian language is not resulted by the phenomenon of transparency, but, on the contrary, by the development of a new competence we might call a “competence of linguistic induction and structuring” which goes beyond the limits of the linguistic competence in its strict sense.

In consequence, we can see that our hypothesis does not simply deal with the evaluation of the informants' capacity to understand a certain language based on the notion of transparency, but, furthermore, it has a close relation to the analysis of the specific linguistic structuring and brain functioning occurred as the result of bilingualism and, therefore, manifested by bilingual informants as opposed to monolingual speakers.

Thus, using this hypothesis as the basis for our whole investigation, we are going to reveal the obtained results at the end of the present study, i.e. in the Conclusions Chapter respectively. Nonetheless, it is important to state that despite the obtained results presented further in the investigation, we are going to consider some specifications and particularities occurred in the course of our experimental research, as well as possible interpretations of these data, so as to find possible explanations of different phenomena and occurrences.

Consequently, after having defined the hypothesis of the given investigation, we are going to present the description of the main objectives of the research, which, nonetheless, have close relationship with the hypothesis and the information exposed in this sub-section.

### **Objectives of research**

Thus, as we have already manifested in the introduction to the present study, *the objective* of this investigation is to analyse the ability of the established groups of informants to understand a language they do not know proceeding from the “language baggage” that they acquired during their life. Hence, we are referring to the understanding of the Spanish language by the representatives of all the three sample groups of informants, which will be considered in details further. At this point, it would be important to emphasize one more time the importance to stick to the limitations of informants’ language background knowledge on the subject of their mother tongue and absence of contact with Spanish. On the other hand, we can mention here once more the intriguing character at the stage of the results interpretation to refer to the Romanian monolingual group as opposed to the Russian-Romanian bilinguals sample group, since both samples present a language from the same language family as the Spanish language, i.e. Romance language, on the example of the Romanian language. Thus, it would be quite significant to be able to manifest the possible existing differences in their cognition and understanding capacities of a language they do not speak and have never studied before. Thirdly, the Russian monolingual group also has some hidden milestones on the subject of possible unexpected results encounters owing to the particular aspect of some language background knowledge established. All in all, these subjects will be mentioned and discussed again in the corresponding Chapter.

### **Field of investigation**

Considering the field of our investigation it is important to explain the type of material involved and used for subsequent corpus creation. Thus, we must state that our material is circumscribed by public writings of urban transport of Barcelona, comprising such means of transport as: bus, tramcar, train, metro, all comprised within the first tariff zone of the city. The information gathered for our study mostly refers to legal, administration data, as well as warning signs and security details.

Thus, our corpus represents information manifesting written channel of administrative nature. Although our material is not only composed of texts, all the material gathered has the same characteristics as those presented in given texts. Hence, to refer to the modality of presented texts, we can state that they are of two kinds: description and normativity. Considering the subject implied in those texts, we must note that all of them regard legal and administrative information.

Hence, as we can see, the scope of selected material is quite limited with very specified vocabulary included as well as structural form implied. The given field was primarily chosen due to its lexical and communicative aspect. In addition, it presents crucial geo-economical, social and cultural aspects. Barcelona is a city where we can see all the communicative examples as well as problems. Here it is arisen a vast majority of communication between passengers and service staff, tourists and services of transport orientation and administration, among others. Thus, the selection of this field was primarily chosen so as to conduct the investigation referring to a material which would be useful and practical.

Finally, we must state that in the following Chapter considering Corpus creation there will be thoroughly described and analysed the very process of corpus selection, its creation with subsequent division into three separate independent corpuses each carrying their own purposes and objectives.

## **Methodology**

As we have already mentioned above, in order to conduct the present investigation there has been collected some material with its subsequent classification according to the information contained, thus, leading to the creation of three independent corpuses: texts, statements and word forms. All these corpuses will be analysed in details in the following Chapter.

For our experimental part of the research, however, these corpuses were used in order to create corresponding questionnaires, which were to be completed by our informants. It is important to note some crucial information to refer to these questionnaires.

First of all, we must note that, not taking into account the original information used as the basis for our corpuses and questionnaires given in the Spanish language,



these questionnaires are monolingual presented in two languages implied in our study: Russian and Romanian. Each questionnaire has its own different from the other two questionnaires structure. This will be studied scrupulously in the corresponding section of the following Chapter. Nevertheless, it is important to state here the general types of questionnaires considered in each case.

Thus, the questionnaire “Text” represents a multiple-choice type of questionnaire, proposing three different questions for each text with three different options, one of which is correct. Consequently, the questionnaire “Statement” represents a different type of questionnaire, namely scale, consisting in the selection of one of the numbers proposed. All these numbers are presented in the form of a scale and represent understanding degree grades, one of which must be chosen by the informant. Finally, the questionnaire “Word form” is also a multiple-choice questionnaire, but unlike the questionnaire “Text” there are three translation options proposed, one of which must be chosen. It is important to state that all these aspects will be methodically described and analysed in the corresponding section of the next Chapter considering the Experimental part of the research.

Lastly, as regards methodological characteristics, which must be mentioned, we must refer to the type of material presentation to the informants. Here we can state that all the questionnaires used in the present investigation were proposed to the informants in two different ways, depending on the commodity of each of the systems for a particular informant. The first system consisted, therefore, in completing the given questionnaires in the Word format, which were sent to the informants in question. The other method included the process of creation of on-line questionnaires on Google Drive, whose links were also sent to the informants having agreed to participate in the present study. There were two different completion systems created for a variety of reasons. Primarily, the completion way depends on the informants’ technological appliances used. For example, if the informant were using only their mobile phone, it would be impossible for them to complete the questionnaire in Word. On the other hand, if the operational system of the informant’s computer does not contain a Microsoft Office, this task would also be impossible. With this purpose there was created an on-line version of all the questionnaires involved. On the other hand, in case of connection problems or other related issues, if the informants were not able to save or send a questionnaire in its on-line version, they could use another alternative instead. Thus, the informants could choose any of the systems proposed.

This led to the increase in the availability of these questionnaires and, thus, higher possibilities of the informants being able to complete the given questionnaires.

### **Informants sample**

To refer to the informants having participated in our experimental research, we must note that we consider three different groups of informants: Russian-Romanian bilinguals, Russian monolinguals and Romanian monolinguals. After having determined the existing sample groups, let us present some details concerning their country of origin, language background and socio-economic status, all of which are critical in differentiating the groups and conducting informants search. Hence, regarding the Russian-Romanian bilinguals we will analyse those individuals who were born in Moldova, but who are proceeding from Russian or Ukrainian (but Russian-speaking) families or representing one side of this origin, be it their mother's or father's. As it is known, the official language spoken in Moldova is Romanian; therefore, such individuals will present a natural or better-said balanced-like type of bilingualism with two languages acquired due to different social, economical or political reasons. The possible background reasons for acquiring such and other types of bilingualism have already been analysed and presented in the Chapter corresponding to the problematic of the study of bilingualism. Thus, we are not going to give here the details of this matter.

Regarding the other two groups of informants, we must note that as the monolingual informant samples we will consider Russian and Romanian individuals, residing in Russia and Romanian respectively. The Russian monolingual group presents individuals from the city of Saint-Petersburg, whilst the Romanian monolingual group presents individuals from the capital city, Bucharest, as well as another city named Ploiești, to the north of Bucharest.

To refer to the language background of all the three sample groups, it is very important to manifest the established limits since they represent crucial requirements for the conduction of the given experimental research. Hence, we must state that for the Russian monolinguals it would be as the requirement to speak native Russian language, but not to speak and not to have any contact with neither the Romanian nor the Spanish languages. For the Romanian informants, on the contrary, we will require

not to speak and not to have any contacts with the Russian as well as with the Spanish languages. The third group of informants, i.e. representing our bilingual Russian-Romanian sample, is required to present native-like knowledge and linguistic capacities in both Russian and Romanian, but not to have any contact with the Spanish language. To refer to other language background knowledge, there are no limitations at this point. Nevertheless, it is important to state straight away that in the Chapter concerning the results presentation and interpretation we are going to discuss this matter more in details, since it is quite obvious to foresee significant comprehensive degree differences existing between different individuals depending on the languages they speak, their knowledge and proficiency levels, as well as language families belonging. However, in order to conduct the present experimental research there were no restrictions put forward to refer to this subject since it is the aim of the post-experimental stage of the study, as established.

In addition, another important information to refer to our informants groups consists in the existing division of individuals presented in our sample according to their age fragmentation. Thus, we have the first group of individuals comprising the ages between 20 and 30 years old. On the other hand, we have the second group presented with the ages in the interval between 35 and 50 years old. This is done primarily so as to analyse and compare the comprehension capacities of both groups and to see whether the age carries any type of influence on the understanding degree of a third language. Apart from that, this is simply a structural organization for a more comfortable process of results interpretations at the final stage of our investigation.

To refer to the socio-economic background presented by the informants involved, it is important to state that all of them have vocational or higher education involved implying a number of professions presented, among which we can find architects, a painter, a secretary, an IT specialist, an economist etc.

All in all, we must also give some factual information to refer to the concrete number of informants included into each sample section so as to manifest the general idea of the possible outcome at the results presentation and interpretation stage. Hence, the Russian monolingual sample group consists of the total number of five individuals, all residing in the city of Saint-Petersburg, Russia. OF these five informants one is a man, while the rest are women. The Romanian monolingual sample group contains two representatives native from Romania. They are composed by a man representing the first age group and a woman representing the second age

group respectively. Finally, the Russian-Romanian sample group contains four individuals residing in their majority in Moldova, but representing mixed families, involving the Russian and the Romanian languages. Of these four informants three are men and one woman. It is important to state that all the information referring to the informants having participated in our investigation can be found in the Appendix section corresponding to the concrete language sample group. Nevertheless, due to privacy aspect involved, their names and days of birth are hidden away revealing only their general information considering education, language background, country etc.

### **Tasks**

After having determined the field, sample groups and objectives of the present research, let us pass to the description of the existing tasks presented in a listed way in order to give a clear and specified idea of the following parts of the study in question. In consequence to that, it is important to state that the order of presented tasks represents the stages we are going to following and the steps we are going to take so as to conduct our experimental research and present obtained results at the end of the work.

Thus, *the tasks* of the present work are:

- To create a corpus with material that we are going to use for our analysis.

This is the first stage we are going to take, consisting primarily of data collection process with subsequent division into three different corpuses to be used further in the analyses and corresponding characterization of obtained data in order to be used in the stage of results presentation and interpretation at the post-experimental stage of the present investigation.

It is important here to state that the material for the creation of the general corpus with its subsequent segmentation into three other corpuses, which we are going to talk about further, is based on public writings of urban transport of Barcelona, particularly the underground, bus, suburban train and tramcar means of transport. It is important to note that before data inscription there had been a stage of scrupulous

data search consisting in the process of photo taking of all public writings found in the area outside or inside the first transport zone of the city of Barcelona to refer to the previously mentioned means of transport. Thus, we must emphasize again that the area concerned for the data search limited within the first zone of the Tariff System of Barcelona and revealed the information to refer to the administration, security details as well as warning signs of the urban transport.

To refer to the type of corpuses involved, we must state the primary creation of a general corpus with all the gathered material encountered in the established transport area and its subsequent segmentation into three other corpuses respectively: texts, statements and word forms. The reason why we decided to set this particular number of corpuses will be discussed in details in the following Chapter concerning Corpus creation. Nonetheless, it is important to note that each created corpus carries a number of specific functions and has very particular objectives in our investigation. Furthermore, we must also state that apart from the mere creation of three corpuses, all the collected data have been thoroughly classified and characterized for further post-experimental results interpretation. The categorization system proposed for each of the corpuses will be also discussed in details within the frames of the following Chapter.

Thus, for the realisation of the present task there will be proposed consecutive stages taken in the corpus creation process of our experimental research: general corpus creation, word forms corpus, statements corpus and, finally, texts corpus. Each of the last three corpuses will present their classification and categorization method created for corresponding to each corpus specific purposes.

- To create corresponding to corpuses questionnaires presented in Russian and/or Romanian for the experimental research conduction.

The following stage to be taken in order to conduct our investigation is the creation of questionnaires based on our previously set corpuses and to be used in further experimental research. Thus, the number and types of questionnaires correspond to those of corpuses, being

established as follows: texts, statements and word forms. All these questionnaires represent different types of data collection and distinct purposes, which we are going to consider in details in the following Chapter. In addition, apart from the questionnaires based on the corpuses created, there will be proposed a personal data questionnaire aiming to reveal some information referring to social and linguistic background of our informants.

It is important to state here that all the three sets of questionnaires are proposed in Russian and Romanian in order to suit each group of informants respectively. Thus, the Russian monolingual sample group is to complete questionnaires presented merely in Russian, whilst the Romanian monolingual group of informants, on the contrary, has to fill in those questionnaires given in the Romanian language. To refer to the Russian-Romanian bilingual group, we must state that due to the fact that they represent native-like capacities in both languages mentioned above and since one of our aims is to evaluate these capacities, this is the only sample group required to complete the questionnaires presented in both languages, Russian and Romanian. Hence, instead of three sets of questionnaires proposed for the monolingual sample groups, bilingual informants are to fill in all the six existing sets of questionnaire.

On the other hand, it is also important to note that due to this specification to refer to our bilingual sample group, the existing questionnaires are not simply translated and, therefore, presented in two different languages. On the contrary, they function as separate units presenting similar, but not identical structures and data. This especially refers to the Word forms questionnaire, where the simple translation task is merely impossible due to the distinctions in the lexicon and grammar systems existing in both languages, Russian and Romanian.

Thus, for the realisation of the present task there will be presented the steps taken in the creation of each of the questionnaires mentioned above, starting with that of the Personal data questionnaire, then questionnaire “Text”, followed by the questionnaires “Statement” and,

finally, “Word form”. Due to each questionnaire manifesting diverse types of information and purposes involved, there will be a scrupulous analysis of the very process of creation considering the wide variety of types of questions involved with corresponding examples from the corpus.

- To compare, interpret the acquired results and, thus, reveal the grade of comprehension of the Spanish language in each of the groups of informants using the created corpuses.

This is the next step to be taken in the course of our experimental research, i.e. results presentation and interpretation. It is important to note that in this stage of our investigation, we are going to consider all those nuances and details to refer to informants’ language background, data collection and corpuses characterizations. Thus, the aim of this stage is not a simple revelation of comprehension degree presented by each group of informants, but, moreover, the analysis of some differences and specifications of obtained results presented by each group of informants and each individual separately, as well as some possible interpretations and explanations of those. On the other hand, it is also important to state that in order to conduct the very process of results interpretations we will have to analyse the obtained data in reference to the characterization settings created at the very first stage of our experimental research This is implied in order to reveal some particular aspects to refer to the understanding capacity degrees depending on the structural and functional specifications of each input unit.

For the realisation of the present task there will be considered separately those results obtained in the course of each questionnaire completion process in a separate way. Due to existing distinctions in the type of information involved as well as types of questionnaires created, the results presentation way applied for each of the questionnaires will be different. Nonetheless, at the end of each section, there will be proposed some general comparative analysis on

the subject of results obtained for each of the groups of informants and composing them age groups.

- To make conclusions according to the acquired results and to check whether our hypothesis was correct.

Finally, as it is presented at the end of any research, study or investigation, we are going to make conclusions resulting from our obtained data presentation and interpretation. Apart from that, it is especially important to state that the main aim of this stage, as well as of the present investigation on the whole, is the confirmation or refutation of the previously and primarily established hypothesis.

For the realisation of the given task there will be primarily considered those results obtained for each questionnaire and proposed at the final stage of corresponding to them results presentation and interpretation section. After having considered the obtained for each particular questionnaire data, there will be proposed a list of conclusions referring to the whole experimental part and, as a result, the whole study with subsequent statement on the subject of the established hypothesis.

### **Succinct presentation of corpus**

As we have already considered in the corresponding task section above, the first stage of our experimental research consists in the corpus creation. This, in its turn, is structurally divided into three stages according to the type of material implied. Hence, the first corpus to be created is that of word forms, consisting of a list of 969 word forms appeared in our general corpus and presented in an alphabetical order. It is important to state that corpus creation stage does not only imply the very creation of the corpus of material used in our investigation, but it also corresponds to the collected data classification and, moreover, categorization. Thus, the present corpus of word forms has also been subsequently classified and categorized. The categorization model applied to our investigation will be considered in details in the following Chapter concerning Corpus creation.



The second corpus to be created in that of statements manifesting a list of 322 entries presented in our general corpus and proposed in an alphabetical order too. The classification and categorization systems applied for this corpus are similar to those used in the case of word forms corpus. Nonetheless, for the categorization process there has been created a specific model based on the differentiation between phrases and sentences, and on types of sentences existing in the Spanish language.

Finally, the corpus of texts was created at the last stage corresponding to a list of 32 texts presented and subsequently categorized according to a specially created tagging model based on existing types of texts.

Thus, after having described all the corpuses involved in our experimental research, it is important to emphasize that all the data collected at this stage was categorized each according to specific models proposed. Nevertheless, the details concerning each corpus creation, classification and categorization will be proposed and thoroughly analysed in the following Chapter corresponding to Corpus creation.

## Chapter IV. EXPERIMENTAL RESEARCH

### 1. Corpus creation

For the realization of the experiment there must have been created three different corpuses in relation to the research objectives (word forms, statements and texts). All these contain forms in the Spanish language to refer to the public writings of the urban transport of Barcelona, Spain. It may be important to state the very process of data collecting for the corpus. As stated above, the material for the creation of the corpus is based on public writings of urban transport of Barcelona, particularly the underground, bus, suburban train and tramcar. Before data inscription there had been a stage of scrupulous data search consisting in taking images of all public writings found in the area outside or inside the transport zone. The area concerned for the data search limited within the first zone of the Tariff System of Barcelona and revealed the information to refer to the administration, security and warning signs of the urban transport.

Only after having gathered all the material to be used in the corpus creation the data inputting process began. Before division into three different kinds of corpus for the ensuing experiment with informants there had been created a general corpus with all the data included in three following corpuses. The whole corpus may be studied at the end of this investigation in the Appendix section. We will just consider here an extract from the general corpus in order to give a general overview of the collected material:

*“10 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Título multipersonal y horario. 50 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Validez: 30 días consecutivos desde la primera cancelación. Título unipersonal y horario. 70 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Validez: 30 días consecutivos desde la primera cancelación. Título multipersonal y horario.*

*Aparato de alarma paro de escalera. El uso indebido será castigado por la ley art. 11.2 APT. C) del reglamento de viajeros de este ferrocarril. Apertura de puerta en caso de emergencia: 1.Romper el vidrio de la caja de la maneta. 2.Accionar la maneta. 3.Abrir la puerta manualmente. Terminantemente prohibido el uso indebido. ¡Atención! Con luz roja, puerta fuera de servicio. Utilice las otras puertas. No entrar ni salir con luz amarilla intermitente. Atención. Si viaja con un cochecito de bebé, siempre que sea posible: lleve el bebé en brazos, pliegue el cochecito y déjelo en la plataforma central. Si la plataforma está ocupada por un viajero en silla de ruedas, deje el cochecito donde no moleste a los demás viajeros...”*

At the next stage, following the data gathering and the creation of the general corpus with the entire material for the investigation, from the general corpus there have been subsequently created three different corpuses consisting of texts, statements and word forms. The question that may rise at this juncture is “Why did we choose to create three different types of corpus instead of using one? “. The answer is that in order to investigate the grade of understanding of the Spanish language, as the language never studied before by the informants, we decided to take three steps. To begin with, the corpus of texts helps us to consider a more general aspect of understanding without particularizing the understanding aspect of specific words (word forms) or phrases but with a close attention to the syntactic and semantic relation between phrases and composing them word forms. The corpus of statements, on the contrary, offers a more detailed survey on the subject, contributing to the analysis of the understanding degree of the specific statements (sentences or phrases) and allowing the evaluation of the informants capacity to apprehend the entire sentences along with their constituents. The corpus of word forms represents the most detailed study allowing the estimation of the comprehension capacity of informants in an isolated way, i.e. without context. All in all these three corpuses were used in the creation of particular questionnaires for the subsequent experiment, which will be studied in the next paragraph. At the present moment we will consider in details each corpus below in the order of their creation.

## **1.1. Word forms corpus**

The first corpus created for our investigation is that of word forms, i.e. all possible variations of forms of words in the Spanish language to refer to the subject of the public writings of the urban transport of the city Barcelona. As stated above this corpus represents the most detailed line of investigation since it considers particular forms of words allowing the evaluation of the understanding competence of the words beyond their context. The isolation aspect is crucial here since it contributes to the use of the whole linguistic background of informants in order to locate the correct variant of answer. Unlike the following line of investigation considering the creation of questionnaires based on the present corpus, the creation of word forms corpus was the first step in this line of investigation, since it represents the most detailed approach in our study. Furthermore, we took our characterization scheme for word forms as the example for our further investigation and characterization of statements and, subsequently, texts.

Let us scrutinize the staged creation process of the corpus. To begin with, there have been listed in the alphabetic order all the word forms composing our general corpus in the total number of 972 entries. These include almost all existing parts of speech, such as: nouns, adjective, verbs, adverbs, pronouns, determiners, conjunctions, prepositions, articles, and so on in their original, i.e. unchanged, form. After having listed all the possible forms of words a mode for further analysis and categorization of obtained data has been created. For this purpose there was taken into account the categorization model proposed by the group EAGLES for the Spanish language. Although the present study does not consider the subject of machine translation, this way of categorizing allows us to make comparisons for a further analysis.

### **1.1.0 The EAGLES annotation**

The EAGLES is the abbreviation of the Expert Advisory Group on Language Engineering Standards, which is an initiative of the European Commission, within

DG XIII *Linguistic Research and Engineering* program (coordinated by Consorzio Pisa Ricerche, Pisa, Italy) and which aims to accelerate the provision of standards for:

- Very large-scale language resources (such as text corpora, computational lexicons and speech corpora);
- Means of manipulating such knowledge, via computational linguistic formalisms, mark up languages and various software tools;
- Means of assessing and evaluating resources, tools and products.

Numerous well-known companies, research centers, universities and professional bodies across the European Union are collaborating to produce the EAGLES guidelines which set out recommendations for standards and practice in the above areas of language engineering.

The morphological analyzer, taken as the tagging characterization example, uses a set of etiquettes or tags in order to represent the morphological information of words. The group EAGLES proposed this set of etiquettes for the morphosyntactic annotation of lexicons and corpus for all European languages. Thus, taking into account that each language may have different grammatical forms or rules there can be different entries and etiquettes for different languages. It is noted as well that in case a specification attribute does not appear in the description, this might not exist in the given language or may not be relevant for the analysis. Nevertheless, it is important to note at this stage that certain categories not mentioned in the morphosyntactic annotation of the group EAGLES, such as: comparative form of adjective, reflexive and contracted forms of verb, represent relevant information for our investigation, due to which they have been added in the description of categories for each part of speech. We will consider each such case in details apart. On the other hand, categories not mentioned in the tags annotation and not relevant for our study to referring to the absence of an attribute in a particular case are marked with the symbol 0. All etiquettes for different parts of speech have the same format, represented in the following scheme:

| <b>ETIQUETTES</b> |                  |                 |                 |
|-------------------|------------------|-----------------|-----------------|
| <b>Position</b>   | <b>Attribute</b> | <b>Value</b>    | <b>Code</b>     |
| <i>Column 1</i>   | <i>Column 2</i>  | <i>Column 3</i> | <i>Column 4</i> |

Column 1 corresponds to the position of an entry, i.e. to the number referring to the order in which it appears in the corpus. Column 2 refers to the attribute with varying number of those depending on a concrete category. Column 3 corresponds to the value of the attribute, i.e. all possible values each attribute can have. And, finally, the column 4 shows codes for their representation. Thus, etiquettes correspond to the code represented in the fourth column, which is individual for every attribute and its value.

Apart from the way we analyse each category, it is important to note the way we present each form in our corpus. All word forms have the same representation format, which we can see as follows:

| Word form | Lemma1 | TAG1 | Lemma2 (optional) | TAG2 (optional) |
|-----------|--------|------|-------------------|-----------------|
|-----------|--------|------|-------------------|-----------------|

The first column corresponds to the word form, given in its original and unchanged form. The second column includes the lemma for the given word form, whose format strictly depends on the concrete category. Thus, for example, lemmas for nouns must be presented in the form of singular number and corresponding gender, unless it is an unchangeable form having only plural or singular form. The following column identifies the etiquette itself, or as we call it TAG, for the given word form, i.e. the code, which we will use for our analysis of experiment results. In case the same word form can be identified with different categories or attributes, there can be presented the second lemma with its subsequent TAG.

### 1.1.1 Nouns

After having determined the format of presented categorization we will analyse each category in details, giving examples from our word forms corpus. The first category to be presented in that of nouns, which can be generally manifested in the following table:

|              |
|--------------|
| <b>NOUNS</b> |
|--------------|

| Position | Attribute       | Value        | Code |
|----------|-----------------|--------------|------|
| 1        | Category        | Noun         | N    |
| 2        | Type            | Common       | C    |
|          |                 | Proper       | P    |
| 3        | Gender          | Masculine    | M    |
|          |                 | Feminine     | F    |
|          |                 | Common       | C    |
| 4        | Number          | Singular     | S    |
|          |                 | Plural       | P    |
|          |                 | Invariable   | N    |
| 5        | Case            | -            | 0    |
| 6        | Semantic gender | -            | 0    |
| 7        | Grade           | Appreciative | A    |

As we can note the attribute 5 and 6 corresponding case and semantic gender are not specified, hence their value must be manifested as 0. Lemmas for nouns have singular form, be it masculine, feminine or neuter. If the word is invariable, lemma coincides with the word form. Let us consider some examples from our corpus:

| Word form   | Lemma1     | TAG1    |
|-------------|------------|---------|
| abono       | abono      | NCMS000 |
| abonos      | abono      | NCMP000 |
| andén       | andén      | NCMS000 |
| andenes     | andén      | NCMP000 |
| autoridad   | autoridad  | NCFS000 |
| autoridades | autoridad  | NCFP000 |
| higiene     | higiene    | NCFN000 |
| hojas       | hoja       | NCFP000 |
| hora        | hora       | NCFS000 |
| horario     | horario    | NCMS000 |
| viajero     | viajero    | NCCS000 |
| vigilancia  | vigilancia | NCFS000 |
| vigilias    | vigilia    | NCFS000 |
| vigor       | vigor      | NCMS000 |
| vista       | vista      | NCFS000 |

|       |      |         |
|-------|------|---------|
| zona  | zona | NCFS000 |
| zonas | zona | NCFP000 |

As we can see in the examples presented above, concerning the type of nouns our corpus only manifests the examples of common nouns, as the collected information corresponds to the public writings to refer to administrative and legal figures, rather than personal issues. Regarding the gender of nouns there are exhibited all sub-categories, i.e. masculine, feminine and common nouns. The same must be noted to refer to the number of nouns owing to the fact that nouns from our corpus represent singular, as well as plural and even invariable number. As it has already been stated above, the notions of semantic gender and case are not fulfilled in this description due to the fact that it is a non-existing category within this context. Appreciative grade has not been evaluated either for the same reason.

### 1.1.3 Adjectives

The second category to be investigated and analysed is that of adjectives. This part of speech represents one of those cases when not all relevant categories were mentioned in the annotation description. Hence, it was crucial to add new tag forms to fulfil this omission. Let us consider first the original variation of annotation proposed by the group EAGLES:

| <b>ADJECTIVES</b> |                  |               |             |
|-------------------|------------------|---------------|-------------|
| <b>Position</b>   | <b>Attribute</b> | <b>Value</b>  | <b>Code</b> |
| 1                 | Category         | Adjective     | A           |
| 2                 | Type             | Qualificatory | Q           |
| 3                 | Grade            | Appreciative  | A           |
| 4                 | Gender           | Masculine     | M           |
|                   |                  | Feminine      | F           |
|                   |                  | Common        | C           |
| 5                 | Number           | Singular      | S           |
|                   |                  | Plural        | P           |



|   |          |            |   |
|---|----------|------------|---|
|   |          | Invariable | N |
| 6 | Case     | -          | 0 |
| 7 | Function | Participle | P |

It is important to add that the lemma for adjectives is always the masculine singular form with the exception of common adjectives, which have as lemma merely singular form. As to refer to invariable adjective, i.e. those, which do not change their number and, thus, present the same form for singular and plural numbers, their lemma coincides with their original form.

Nevertheless, as stated above, this annotation or tagging description does not seem to be totally complete as it does not imply the notion of the comparative, which seems to be quite relevant for our study. Due to this fact we decided to add a new tagging element, as we can see in the following completed table:

| <b>ADJETIVES</b> |                  |               |             |
|------------------|------------------|---------------|-------------|
| <b>Position</b>  | <b>Attribute</b> | <b>Value</b>  | <b>Code</b> |
| 1                | Category         | Adjective     | A           |
| 2                | Type             | Qualificatory | Q           |
| 3                | Grade            | Appreciative  | A           |
| 4                | Gender           | Masculine     | M           |
|                  |                  | Feminine      | F           |
|                  |                  | Common        | C           |
| 5                | Number           | Singular      | S           |
|                  |                  | Plural        | P           |
|                  |                  | Invariable    | N           |
| 6                | Case             | -             | 0           |
| 7                | Function         | Participle    | P           |
|                  |                  | Comparative   | C           |

After having determined the exact tagging description, let us consider some examples from our corpus, manifesting all possible categories of adjectives described above:

| Word form     | Lemma1       | TAG1    |
|---------------|--------------|---------|
| acreditativos | acreditativo | AQ0MP00 |
| acreditativos | acreditativo | AQ0MP00 |
| anterior      | anterior     | AQ0CS00 |
| anteriores    | anterior     | AQ0CP00 |
| atento        | atento       | AQ0MS00 |
| buen          | buen         | AQ0MS00 |
| correcta      | correcto     | AQ0FS00 |
| disponibles   | disponible   | AQ0CP00 |
| domésticos    | doméstico    | AQ0MP00 |
| especial      | especial     | AQ0CS00 |
| especiales    | especial     | AQ0CP00 |
| específica    | específico   | AQ0FS00 |
| justificada   | justificado  | AQ0FS0P |
| mejor         | bueno        | AQ0CS0C |
| menores       | pequeño      | AQ0CP0C |
| unipersonal   | unipersonal  | AQ0CS00 |
| válido        | válido       | AQ0MS00 |
| válidos       | válido       | AQ0MP00 |

In this extract we can note that our corpus consists of adjectives of all genders, i.e. masculine, feminine and common. On the other hand, we do not have examples of invariable adjectives, as all adjectives composing our word forms corpus have singular or plural number. Furthermore, we can analyse the new tag for the comparative form in addition to existing participle function of adjectives. And, finally, as in case of nouns, adjectives do not manifest any case differentiation.

### 1.1.3 Verbs

The following form do be analysed is that of verbs, which can be characterised by tagging to refer to the following scheme, proposed by the group EAGLES:

| VERBS    |           |       |      |
|----------|-----------|-------|------|
| Position | Attribute | Value | Code |
| 1        | Category  | Verb  | V    |

|   |        |             |   |
|---|--------|-------------|---|
| 2 | Type   | Principal   | M |
|   |        | Auxiliary   | A |
| 3 | Mode   | Indicative  | I |
|   |        | Subjunctive | S |
|   |        | Imperative  | M |
|   |        | Conditional | C |
|   |        | Infinitive  | N |
|   |        | Gerund      | G |
|   |        | Participle  | P |
| 4 | Tense  | Present     | P |
|   |        | Imperfect   | I |
|   |        | Future      | F |
|   |        | Past        | S |
| 5 | Person | First       | 1 |
|   |        | Second      | 2 |
|   |        | Third       | 3 |
| 6 | Number | Singular    | S |
|   |        | Plural      | P |
| 7 | Gender | Masculine   | M |
|   |        | Feminine    | F |

It is important to note that lemma of the verb is always the infinitive form. In addition, concerning the last characteristic of verbs considering gender, it is important to emphasize that it only corresponds to the past participles forms of verbs, as it is the only form that changes according to gender. In all other forms this tag remains unfilled, as we can see in examples given by EAGLES group:

| Form     | Lemma  | Etiquette |
|----------|--------|-----------|
| cantada  | cantar | VMP00SF   |
| cantadas | cantar | VMP00PF   |
| cantado  | cantar | VMP00SM   |
| cantados | cantar | VMP00PM   |

Nevertheless, it is relevant to state, as in the case of adjectives, that this tagging description does not seem to be complete, since it does not mention the notion of reflexivity or contracted forms. Due to this point, there have been introduced as well some new additional elements, which can be fully manifested in the following table:

| <b>VERBS</b>    |                  |              |             |
|-----------------|------------------|--------------|-------------|
| <b>Position</b> | <b>Attribute</b> | <b>Value</b> | <b>Code</b> |
| 1               | Category         | Verb         | V           |
| 2               | Type             | Principal    | M           |
|                 |                  | Auxiliary    | A           |
| 3               | Mode             | Indicative   | I           |
|                 |                  | Subjunctive  | S           |
|                 |                  | Imperative   | M           |
|                 |                  | Conditional  | C           |
|                 |                  | Infinitive   | N           |
|                 |                  | Gerund       | G           |
|                 |                  | Participle   | P           |
| 4               | Tense            | Present      | P           |
|                 |                  | Imperfect    | I           |
|                 |                  | Future       | F           |
|                 |                  | Past         | S           |
| 5               | Person           | First        | 1           |
|                 |                  | Second       | 2           |
|                 |                  | Third        | 3           |
| 6               | Number           | Singular     | S           |
|                 |                  | Plural       | P           |
| 7               | Gender           | Masculine    | M           |
|                 |                  | Feminine     | F           |
| 8               | Relation         | Reflexive    | R           |
| 9               | Form             | Contracted   | C           |

These two additional forms have been introduced as they represented a common case among Spanish verbs in our corpus, according to which they could not be neglected.

There are different ways of tagging for principal and auxiliary verbs, due to which it could be useful to post here the example model proposed by the group EAGLES for verbs annotation:

| Tense                    | PRINCIPAL VERBS |        |           | AUXILIARY VERBS |       |           |
|--------------------------|-----------------|--------|-----------|-----------------|-------|-----------|
|                          | Form            | Lemma  | Etiquette | Form            | Lemma | Etiquette |
| PRESENT INDICATIVE       | canto           | cantar | VMIP1S0   | soy             | ser   | VAIP1S0   |
|                          | cantas          | cantar | VMIP2S0   | eres            | ser   | VAIP2S0   |
|                          | canta           | cantar | VMIP3S0   | es              | ser   | VAIP3S0   |
|                          | cantamos        | cantar | VMIP1P0   | somos           | ser   | VAIP1P0   |
|                          | cantáis         | cantar | VMIP2P0   | sois            | ser   | VAIP2P0   |
|                          | cantan          | cantar | VMIP3P0   | son             | ser   | VAIP3P0   |
| PRETERITE IMPERFECT      | cantaba         | cantar | VMII1S0   | era             | ser   | VAII1S0   |
|                          | cantabas        | cantar | VMII2S0   | eras            | ser   | VAII2S0   |
|                          | cantaba         | cantar | VMII3S0   | era             | ser   | VAII3S0   |
|                          | cantábamos      | cantar | VMII1P0   | éramos          | ser   | VAII1P0   |
|                          | cantabais       | cantar | VMII2P0   | erais           | ser   | VAII2P0   |
|                          | cantaban        | cantar | VMII3P0   | eran            | ser   | VAII3P0   |
| PRETERITE PERFECT SIMPLE | canté           | cantar | VMIS1S0   | fui             | ser   | VAIS1S0   |
|                          | cantaste        | cantar | VMIS2S0   | fuiste          | ser   | VAIS2S0   |
|                          | cantó           | cantar | VMIS3S0   | fue             | ser   | VAIS3S0   |
|                          | cantamos        | cantar | VMIS1P0   | fuimos          | ser   | VAIS1P0   |
|                          | cantasteis      | cantar | VMIS2P0   | fuisteis        | ser   | VAIS2P0   |
|                          | cantaron        | cantar | VMIS3P0   | fueron          | ser   | VAIS3P0   |
| FUTURE INDICATIVE        | cantaré         | cantar | VMIF1S0   | seré            | ser   | VAIF1S0   |
|                          | cantarás        | cantar | VMIF2S0   | serás           | ser   | VAIF2S0   |
|                          | cantará         | cantar | VMIF3S0   | será            | ser   | VAIF3S0   |
|                          | cantaremos      | cantar | VMIF1P0   | seremos         | ser   | VAIF1P0   |
|                          | cantaréis       | cantar | VMIF2P0   | seréis          | ser   | VAIF2P0   |
|                          | cantarán        | cantar | VMIF3P0   | serán           | ser   | VAIF3P0   |
|                          | cantaría        | cantar | VMCP1S0   | sería           | ser   | VACP1S0   |

|                                       |             |        |         |          |     |         |
|---------------------------------------|-------------|--------|---------|----------|-----|---------|
| CONDITIONAL                           | cantarías   | cantar | VMCP2S0 | serías   | ser | VACP2S0 |
|                                       | cantaría    | cantar | VMCP3S0 | sería    | ser | VACP3S0 |
|                                       | cantaríamos | cantar | VMCP1P0 | seríamos | ser | VACP1P0 |
|                                       | cantaríais  | cantar | VMCP2P0 | seríais  | ser | VACP2P0 |
|                                       | cantarían   | cantar | VMCP3P0 | serían   | ser | VACP3P0 |
| PRESENT<br>SUBJUNCTIVE                | cante       | cantar | VMSP1S0 | sea      | ser | VASP1S0 |
|                                       | cantes      | cantar | VMSP2S0 | seas     | ser | VASP2S0 |
|                                       | cante       | cantar | VMSP3S0 | sea      | ser | VASP3S0 |
|                                       | cantemos    | cantar | VMSP1P0 | seamos   | ser | VASP1P0 |
|                                       | cantéis     | cantar | VMSP2P0 | seáis    | ser | VASP2P0 |
|                                       | canten      | cantar | VMSP3P0 | sean     | ser | VASP3P0 |
| PRETERITE<br>IMPERFECT<br>SUBJUNCTIVE | cantara     | cantar | VMSI1S0 | fuera    | ser | VASI1S0 |
|                                       | cantaras    | cantar | VMSI2S0 | fueras   | ser | VASI2S0 |
|                                       | cantara     | cantar | VMSI3S0 | fuera    | ser | VASI3S0 |
|                                       | cantáramos  | cantar | VMSI1P0 | fuéramos | ser | VASI1P0 |
|                                       | cantarais   | cantar | VMSI2P0 | fuerais  | ser | VASI2P0 |
|                                       | cantaran    | cantar | VMSI3P0 | fueran   | ser | VASI3P0 |
|                                       | cantase     | cantar | VMSI1S0 | fuese    | ser | VASI1S0 |
|                                       | cantases    | cantar | VMSI2S0 | fueses   | ser | VASI2S0 |
|                                       | cantase     | cantar | VMSI3S0 | fuese    | ser | VASI3S0 |
|                                       | cantásemos  | cantar | VMSI1P0 | fuésemos | ser | VASI1P0 |
|                                       | cantaseis   | cantar | VMSI2P0 | fueseis  | ser | VASI2P0 |
|                                       | cantasen    | cantar | VMSI3P0 | fuesen   | ser | VASI3P0 |
| FUTURE<br>SUBJUNCTIVE                 | cantare     | cantar | VMSF1S0 | fuere    | ser | VASF1S0 |
|                                       | cantares    | cantar | VMSF2S0 | fueres   | ser | VASF2S0 |
|                                       | cantare     | cantar | VMSF3S0 | fuere    | ser | VASF3S0 |
|                                       | cantáremos  | cantar | VMSF1P0 | fuéremos | ser | VASF1P0 |
|                                       | cantareis   | cantar | VMSF2P0 | fuereis  | ser | VASF2P0 |
|                                       | cantaren    | cantar | VMSF3P0 | fueren   | ser | VASF3P0 |
| GERUND                                | cantando    | cantar | VMG0000 | siendo   | ser | VAG0000 |
| IMPERATIVE                            | canta       | cantar | VMMP2S0 | sé       | ser | VAMP2S0 |
|                                       | cante       | cantar | VMMP3S0 | sea      | ser | VAMP3S0 |
|                                       | cantemos    | cantar | VMMP1P0 | seamos   | ser | VAMP1P0 |

|            |          |        |         |      |     |         |
|------------|----------|--------|---------|------|-----|---------|
|            | cantad   | cantar | VMMP2P0 | sed  | ser | VAMP2P0 |
|            | canten   | cantar | VMMP3P0 | sean | ser | VAMP3P0 |
| INFINITIVE | cantar   | cantar | VMN0000 | ser  | ser | VAN0000 |
| PARTICIPLE | cantada  | cantar | VMP00SF | sido | ser | VAP00NC |
|            | cantado  | cantar | VMP00SM |      |     |         |
|            | cantadas | cantar | VMP00PF |      |     |         |
|            | cantados | cantar | VMP00PM |      |     |         |

After having determined the whole basis for our analysis let us consider several verb forms derived from out word forms corpus:

| Word form   | Lemma1      | TAG1      |
|-------------|-------------|-----------|
| abandonar   | abandonar   | VMN000000 |
| abandone    | abandonar   | VMMP3S000 |
| abandonar   | abandonar   | VMN000000 |
| abandone    | abandonar   | VMMP3S000 |
| adecuado    | adecuado    | VMP00SM00 |
| adecuados   | adecuado    | VMP00PM00 |
| adecuado    | adecuado    | VMP00SM00 |
| adecuados   | adecuado    | VMP00PM00 |
| atenderán   | atender     | VMIF3P000 |
| coge        | coger       | VMMP3S000 |
| cójase      | cogerse     | VMMP3S0R0 |
| consérvelo  | conservarlo | VMMP3S00C |
| consérvelo  | conservarlo | VMMP3S00C |
| haya        | hacer       | VMSP3S000 |
| hazle       | hacerle     | VMMP2S00C |
| impedir     | impedir     | VMN000000 |
| impida      | impedir     | VMMP3S000 |
| implicar    | implicar    | VMN000000 |
| implique    | implicar    | VMMP3S000 |
| imponértela | imponérsela | VMN0000RC |
| reducida    | reducir     | VMP00SF00 |
| refiere     | referir     | VMIP3S000 |
| reservadas  | reservar    | VMP00PF00 |
| reservados  | reservar    | VMP00PM00 |
| respetar    | respetar    | VMN000000 |

|            |            |           |
|------------|------------|-----------|
| respetarse | respetarse | VMN0000R0 |
| suéltelo   | soltarlo   | VMMP3S00C |

As we can see in this extract, verbs composing our corpus are mostly of the principal type, manifesting a wide range of different forms and tenses. We can note as well the reflexive and contracted forms introduced and marked with a new tag. We might have observed as well that the newly contrived tag forms for these two forms, i.e. reflexive and contracted respectively, represent quite a prevailing occurrence in our corpus, due to which it was essential to designate them in order to entirely fulfil subsequent purpose of our investigation at the stage of results interpretation.

### 1.1.3 Adverbs

The following part of speech with its tagging characteristics to be analysed in this section is that of adverbs, which also manifest an addition to its existing tagging characteristics form. Thus, let us consider first its primary interpretation, presented by the group EAGLES:

| <b>ADVERBS</b>  |                  |              |             |
|-----------------|------------------|--------------|-------------|
| <b>Position</b> | <b>Attribute</b> | <b>Value</b> | <b>Code</b> |
| 1               | Category         | Adverb       | R           |
| 2               | Type             | General      | G           |
| 3               | -                | -            | 0           |
| 4               | -                | -            | 0           |
| 5               | -                | -            | 0           |

It is crucial to point out that for adverbs and adverbial phrases we use the same form, concretely that of the general type. However, as it has already been stated above, this description hardly seems fully satisfying, as it does not take into account the notion of comparative form of adverbs, form, which is quite common and furthermore plays an



important role in determining exact context. Hence, let us consider the final proposed scheme for the determination of adverbs with an additional tag for comparative form:

| ADVERBS  |           |             |      |
|----------|-----------|-------------|------|
| Position | Attribute | Value       | Code |
| 1        | Category  | Adverb      | R    |
| 2        | Type      | General     | G    |
| 3        | Function  | Comparative | C    |
| 4        | -         | -           | 0    |
| 5        | -         | -           | 0    |

After having determined the ultimate characteristics scheme for adverbs, let us consider some examples from our corpus, manifesting both types of adverbs, i.e. neuter and comparative subsequently:

| Word form         | Lemma1     | TAG1  |
|-------------------|------------|-------|
| ahora             | ahora      | RG000 |
| ahora             | ahora      | RG000 |
| aquí              | aquí       | RG000 |
| directamente      | directo    | RG000 |
| fuera             | fuera      | RG000 |
| gratis            | gratis     | RG000 |
| insuficientemente | suficiente | RG000 |
| más               | mucho      | RGC00 |
| nunca             | nunca      | RG000 |
| sólo              | sólo       | RG000 |
| únicamente        | único      | RG000 |

As we can see from the examples table above, there has been only one comparative form, that of the adverb *mucho*, which is adequately characterized in our corpus. Nevertheless, there were no further comparative forms of adverbs occurred.

### 1.1.4 Pronouns

Due to the variety of different types of pronouns there must have been created a suitable form of characterization of those involving various tagging symbolization. Let us consider its representation proposed by the group EAGLES:

| <b>PRONOUNS</b> |                  |               |             |
|-----------------|------------------|---------------|-------------|
| <b>Position</b> | <b>Attribute</b> | <b>Value</b>  | <b>Code</b> |
| 1               | Category         | Pronoun       | P           |
| 2               | Type             | Personal      | P           |
|                 |                  | Demonstrative | D           |
|                 |                  | Possessive    | X           |
|                 |                  | Indefinite    | I           |
|                 |                  | Interrogative | T           |
|                 |                  | Relative      | R           |
| 3               | Person           | First         | 1           |
|                 |                  | Second        | 2           |
|                 |                  | Third         | 3           |
| 4               | Gender           | Masculine     | M           |
|                 |                  | Feminine      | F           |
|                 |                  | Common        | C           |
| 5               | Number           | Singular      | S           |
|                 |                  | Plural        | P           |
|                 |                  | Invariable    | N           |
| 6               | Case             | Nominative    | N           |
|                 |                  | Accusative    | A           |
|                 |                  | Dative        | D           |
|                 |                  | Oblique       | O           |
| 7               | Possessor        | 1st person-sg | 1           |
|                 |                  | 2nd person-sg | 2           |

|   |            |               |   |
|---|------------|---------------|---|
|   |            | 3d person     | 0 |
|   |            | 1st person-pl | 4 |
|   |            | 2nd person-pl | 5 |
| 8 | Politeness | Polite        | P |

It is important to state that the attribute Case refers to personal pronouns, whilst the attribute Possessor can only be used to refer to possessive pronouns. Hence, in all other cases this attribute must be marked by a “0”.

First of all, let us consider some examples of codification for different types of pronouns proposed by the group EAGLES. Evidently, tagging types will differ depending on the type of pronouns. Thus, personal pronouns, having as their lemma the singular form *yo*, *tú* or *él*, might be interpreted in the following way:

| Form     | Lemma | Etiquette |
|----------|-------|-----------|
| yo       | yo    | PP1CSN00  |
| me       | yo    | PP1CS000  |
| mí       | yo    | PP1CSO00  |
| nos      | yo    | PP1CP000  |
| nosotras | yo    | PP1FP000  |
| nosotros | yo    | PP1MP000  |
| conmigo  | yo    | PP1CSO00  |
| te       | tú    | PP2CS000  |
| tí       | tu    | PP2CSO00  |
| tú       | tú    | PP2CSN00  |
| os       | tú    | PP2CP000  |
| usted    | tú    | PP2CS00P  |
| ustedes  | tú    | PP2CP00P  |
| vos      | tú    | PP3CS00P  |
| vosotras | tú    | PP2FP000  |
| vosotros | tú    | PP2MP000  |
| contigo  | tú    | PP2CNO00  |
| él       | él    | PP3MS000  |
| ella     | él    | PP3FS000  |

|         |    |          |
|---------|----|----------|
| ellas   | él | PP3FP000 |
| ello    | él | PP3CS000 |
| ellos   | él | PP3MP000 |
| la      | él | PP3FSA00 |
| las     | él | PP3FPA00 |
| lo      | él | PP3MSA00 |
| lo      | él | PP3CNA00 |
| los     | él | PP3MPA00 |
| le      | él | PP3CSD00 |
| les     | él | PP3CPD00 |
| se      | él | PP3CN000 |
| sí      | él | PP3CNO00 |
| consigo | él | PP3CNO00 |

Our corpus manifest the example of only one personal pronoun as we can see in the table below:

| Word form | Lemma1 | TAG1     |
|-----------|--------|----------|
| se        | él     | PP3CN000 |

This fact can be easily explained by the notion of the type of information included into our corpus, which is public writings of the urban transport, i.e. administrative and legislative language with predominant impersonal types of statements.

The following is the examples table for demonstrative pronouns proposed by the group EAGLES. Let us consider it as well:

| Form     | Lemma | Etiquette |
|----------|-------|-----------|
| aquéllas | aqué1 | PD3FP000  |
| aquélla  | aqué1 | PD3FS000  |
| aqué1los | aqué1 | PD3MP000  |
| aqué1    | aqué1 | PD3MS000  |
| aquellas | aque1 | PD3FP000  |

|          |         |          |
|----------|---------|----------|
| aquella  | aquel   | PD3FS000 |
| aquellos | aquel   | PD3MP000 |
| aquel    | aquel   | PD3MS000 |
| aquello  | aquello | PD3CS000 |
| ésas     | ése     | PD3FP000 |
| ésa      | ése     | PD3FS000 |
| esas     | ese     | PD3FP000 |
| esa      | ese     | PD3FS000 |
| esos     | ese     | PD3MP000 |
| ese      | ese     | PD3MS000 |
| ésos     | ése     | PD3MP000 |
| ése      | ése     | PD3MS000 |
| eso      | eso     | PD3CS000 |
| esotra   | esotro  | PD3FS000 |
| esotro   | esotro  | PD3MS000 |
| esta     | este    | PD3FS000 |
| ésta     | éste    | PD3FP000 |
| ésta     | éste    | PD3FS000 |
| estas    | este    | PD3FP000 |
| esta     | este    | PD3FS000 |
| estos    | este    | PD3MP000 |
| este     | este    | PD3MS000 |
| éstos    | éste    | PD3MP000 |
| éste     | éste    | PD3MS000 |
| esto     | esto    | PD3CS000 |
| estotra  | estotro | PD3FS000 |
| estotro  | estotro | PD3MS000 |

This type of pronouns is slightly more frequent in our corpus than personal pronouns, as we can see in the table below:

| Word form | Lemma1 | TAG1     |
|-----------|--------|----------|
| aquel     | aquel  | PD3MS000 |

|       |      |          |
|-------|------|----------|
| éste  | éste | PD3MS000 |
| estos | este | PD3MP000 |
| éstos | este | PD3MP000 |

The following type of pronouns considered by the group EAGLES is that of possessive pronouns, whose tagging can be manifested in the examples table below:

| <b>Form</b> | <b>Lemma</b> | <b>Etiquette</b> |
|-------------|--------------|------------------|
| mía         | mío          | PX3FS010         |
| mías        | mío          | PX3FP010         |
| mío         | mío          | PX3MS010         |
| míos        | mío          | PX3MP010         |
| nuestra     | nuestro      | PX3FS040         |
| nuestras    | nuestro      | PX3FP040         |
| nuestro     | nuestro      | PX3MS040         |
| nuestros    | nuestro      | PX3MP040         |
| suya        | suyo         | PX3FS000         |
| suyas       | suyo         | PX3FP000         |
| suyo        | suyo         | PX3MS000         |
| suyos       | suyo         | PX3MP000         |
| tuya        | tuyo         | PX3FS020         |
| tuyas       | tuyo         | PX3FP020         |
| tuyo        | tuyo         | PX3MS020         |
| tuyos       | tuyo         | PX3MP020         |
| vuestra     | vuestro      | PX3FS050         |
| vuestras    | vuestro      | PX3FP050         |
| vuestro     | vuestro      | PX3MS050         |
| vuestros    | vuestro      | PX3MP050         |

Nonetheless, due to the specific limitations of our corpus this type of pronouns has not occurred in our corpus.

Indefinite pronouns group is quite a large group of pronouns involving many different forms. It is definitely the most diverse group of Spanish pronouns. Let us consider the examples from EAGLES:

| <b>Form</b>  | <b>Lemma</b> | <b>Etiquette</b> |
|--------------|--------------|------------------|
| algo         | algo         | PI3CN000         |
| alguien      | alguien      | PI3CN000         |
| alguna       | alguno       | PI3FS000         |
| algunas      | alguno       | PI3FP000         |
| alguno       | alguno       | PI3MS000         |
| algunos      | alguno       | PI3MP000         |
| cualesquiera | cualquiera   | PI3CP000         |
| cualquiera   | cualquiera   | PI3CS000         |
| demás        | demás        | PI3CP000         |
| misma        | mismo        | PI3FS000         |
| mismas       | mismo        | PI3FP000         |
| mismo        | mismo        | PI3MS000         |
| mismos       | mismo        | PI3MP000         |
| mucha        | mucho        | PI3FS000         |
| muchas       | mucho        | PI3FP000         |
| mucho        | mucho        | PI3MS000         |
| muchos       | mucho        | PI3MP000         |
| nada         | nada         | PI3CN000         |
| nadie        | nadie        | PI3CN000         |
| ninguna      | ninguno      | PI3FS000         |
| ningunas     | ninguno      | PI3FP000         |
| ninguno      | ninguno      | PI3MS000         |
| ningunos     | ninguno      | PI3MP000         |
| otra         | otro         | PI3FS000         |
| otras        | otro         | PI3FP000         |
| otro         | otro         | PI3MS000         |
| otros        | otro         | PI3MP000         |

|               |             |          |
|---------------|-------------|----------|
| poca          | poco        | PI3FS000 |
| pocas         | poco        | PI3FP000 |
| poco          | poco        | PI3MS000 |
| pocos         | poco        | PI3MP000 |
| quienquier    | quienquiera | PI3CS000 |
| quienesquiera | quienquiera | PI3CP000 |
| quienquiera   | quienquiera | PI3CS000 |
| tanta         | tanto       | PI3FS000 |
| tantas        | tanto       | PI3FP000 |
| tanto         | tanto       | PI3MS000 |
| tantos        | tanto       | PI3MP000 |
| toda          | todo        | PI3FS000 |
| todas         | todo        | PI3FP000 |
| todo          | todo        | PI3MS000 |
| todos         | todo        | PI3MP000 |
| última        | último      | PI3FS000 |
| últimas       | último      | PI3FP000 |
| último        | último      | PI3MS000 |
| últimos       | último      | PI3MP000 |
| una           | uno         | PI3FS000 |
| unas          | uno         | PI3FP000 |
| uno           | uno         | PI3MS000 |
| unos          | uno         | PI3MP000 |
| varias        | varios      | PI3FP000 |
| varios        | varios      | PI3MP000 |

There are examples of this type of pronouns in our corpus as well. They are more frequently used in the type of information composing our corpus due to the lack of person specification and more the impersonal character of the given information:

| Word form | Lemma1 | TAG1     |
|-----------|--------|----------|
| demás     | demás  | PI3CP000 |
| todas     | todo   | PI3FP000 |



|            |            |          |
|------------|------------|----------|
| todo       | todo       | PI3MS000 |
| todos      | todo       | PI3MP000 |
| cualquiera | cualquiera | PI3CS000 |

Interrogative pronouns are not presented in our corpus either. Nevertheless let us consider here the examples of this type of pronouns given by the groups EAGLES in order to have an idea of possible tagging characterization of those:

| <b>Form</b> | <b>Lemma</b> | <b>Etiquette</b> |
|-------------|--------------|------------------|
| adónde      | adónde       | PT000000         |
| cómo        | cómo         | PT000000         |
| cuál        | cuál         | PT3CS000         |
| cuáles      | cuál         | PT3CP000         |
| cuándo      | cuándo       | PT000000         |
| cuánta      | cuánto       | PT3FS000         |
| cuántas     | cuánto       | PT3FP000         |
| cuánto      | cuánto       | PT3MS000         |
| cuántos     | cuánto       | PT3MP000         |
| dónde       | dónde        | PT000000         |
| qué         | qué          | PT3CN000         |
| quién       | quién        | PT3CS000         |
| quiénes     | quién        | PT3CP000         |

Finally, the remaining unstudied group of pronouns is that of relative pronouns. First of all, let us consider the examples of them and of their tagging classification as well:

| <b>Form</b> | <b>Lemma</b> | <b>Etiquette</b> |
|-------------|--------------|------------------|
| como        | como         | PR000000         |
| donde       | donde        | PR000000         |
| cuando      | cuando       | PR000000         |
| cual        | cual         | PR3CS000         |
| cuales      | cual         | PR3CP000         |

|         |        |          |
|---------|--------|----------|
| cuanta  | cuanto | PR3FS000 |
| cuantas | cuanto | PR3FP000 |
| cuantos | cuanto | PR3MP000 |
| cuya    | cuyo   | PR3FS000 |
| cuyas   | cuyo   | PR3FP000 |
| cuyo    | cuyo   | PR3MS000 |
| cuyos   | cuyo   | PR3MP000 |
| que     | que    | PR3CN000 |
| quien   | quien  | PR3CS000 |
| quienes | quien  | PR3CP000 |

In our corpus there are only two occurrences of relative pronouns as we can see in the table below:

| Word form | Lemma1 | TAG1     |
|-----------|--------|----------|
| que       | que    | PR3CN000 |
| cual      | cual   | PR3CS000 |

As we could have seen from the examples in our corpus presented above, this part of speech is not as frequently occurring as the parts of speech studied in the previous section. However is it significant to analyse of the occurrences of pronouns in our corpus for the subsequent correct results analysis.

### 1.1.5 Determiners

Determiner, a modifying word that determines the kind of reference a noun or noun group has, is quite a widely ranged group of words that is generally specified by the group EAGLES in the following way:

| <b>DETERMINERS</b> |                  |              |             |
|--------------------|------------------|--------------|-------------|
| <b>Position</b>    | <b>Attribute</b> | <b>Value</b> | <b>Code</b> |
| 1                  | Category         | Determiner   | D           |

|   |           |               |   |
|---|-----------|---------------|---|
| 2 | Type      | Demonstrative | D |
|   |           | Possessive    | P |
|   |           | Interrogative | T |
|   |           | Exclamatory   | E |
|   |           | Indefinite    | I |
| 3 | Person    | First         | 1 |
|   |           | Second        | 2 |
|   |           | Third         | 3 |
| 4 | Gender    | Masculine     | M |
|   |           | Feminine      | F |
|   |           | Common        | C |
| 5 | Number    | Singular      | S |
|   |           | Plural        | P |
|   |           | Invariable    | N |
| 6 | Case      | -             | 0 |
| 7 | Possessor | 1st person-sg | 1 |
|   |           | 2nd person-sg | 2 |
|   |           | 3d person     | 0 |
|   |           | 1st person-pl | 4 |
|   |           | 2nd person-pl | 5 |

As we can see from the table presented above, the notion of case for determiners is not specified in the Spanish language. On the other hand, the attribute Possessor is only used with possessive determiners.

There are five different types of determiner in Spanish. On this basis we will follow the pattern exhibited for pronouns in the previous section of this Chapter. Thus, firstly, we will show the tagging examples of different types of determiners proposed by EAGLES and we will subsequently give existing examples from our word forms corpus. Hence, the first type to be considered is that of Demonstrative determiners. Let us analyse the tagging examples below:

| Form  | Lemma | Etiquette |
|-------|-------|-----------|
| aquel | aquel | DD3MS00   |

|          |       |         |
|----------|-------|---------|
| aquella  | aquel | DD3FS00 |
| aquellas | aquel | DD3FP00 |
| aquellos | aquel | DD3MP00 |
| esa      | ese   | DD3FS00 |
| esas     | ese   | DD3FP00 |
| ese      | ese   | DD3MS00 |
| esos     | ese   | DD3MP00 |
| esta     | este  | DD3FS00 |
| estas    | este  | DD3FP00 |
| este     | este  | DD3MS00 |
| estos    | este  | DD3MP00 |

Unfortunately, there are no occurrences of demonstrative determiners found in our corpus.

The following type that we will study is that of possessive determiners. Let us consider the examples of their characterization by EAGLES:

| <b>Form</b> | <b>Lemma</b> | <b>Etiquette</b> |
|-------------|--------------|------------------|
| mi          | mi           | DP3CS01          |
| mis         | mi           | DP3CP01          |
| tu          | tu           | DP3CS02          |
| tus         | tu           | DP3CP02          |
| su          | su           | DP3CS00          |
| sus         | su           | DP3CP00          |
| nuestra     | nuestro      | DP3FS04          |
| nuestras    | nuestro      | DP3FP04          |
| nuestro     | nuestro      | DP3MS04          |
| nuestros    | nuestro      | DP3MP04          |
| vuestra     | vuestro      | DP3FS05          |
| vuestras    | vuestro      | DP3FP05          |
| vuestro     | vuestro      | DP3MS05          |
| vuestros    | vuestro      | DP3MP05          |
| suya        | suyo         | DP3FS00          |

|       |      |         |
|-------|------|---------|
| suyas | suyo | DP3FP00 |
| suyo  | suyo | DP3MS00 |
| suyos | suyo | DP3MP00 |

There have been found some occurrences of possessive determiners in our corpus, which we will therefore consider below:

| Word form | Lemma1 | TAG1    |
|-----------|--------|---------|
| tu        | tu     | DP3CS02 |
| sus       | su     | DP3CP00 |
| su        | su     | DP3CS00 |

The upcoming determiners types we will observe are those of interrogative and exclamatory determiners, which cannot be found in our word form corpus merely by the fact that it includes only formal administrative and legislative information without any possible questions or exclamations presented. Nevertheless, we will consider the examples of such determiners given by the group EAGLES in order to have a full scale of understanding this part of speech. Underneath we can see the examples of interrogative determiners:

| Form    | Lemma  | Etiquette |
|---------|--------|-----------|
| cuánta  | cuánto | DT3FS00   |
| cuántas | cuánto | DT3FP00   |
| cuánto  | cuánto | DT3MS00   |
| cuántos | cuánto | DT3MP00   |
| qué     | qué    | DT3CN00   |

The following table shows us the only example of exclamatory determiners:

| Form | Lemma | Etiquette |
|------|-------|-----------|
| qué  | qué   | DE3CN00   |

And finally, the remaining type of determiners to be analysed is that of indefinite determiners, which includes rather a broad range of entries, as we can see in the examples below:

| <b>Form</b> | <b>Lemma</b> | <b>Etiquette</b> |
|-------------|--------------|------------------|
| alguna      | alguno       | DI3FS00          |
| algunas     | alguno       | DI3FP00          |
| alguno      | alguno       | DI3MS00          |
| algún       | alguno       | DI3MS00          |
| algunos     | alguno       | DI3MP00          |
| bastante    | bastante     | DI3CS00          |
| bastantes   | bastante     | DI3CP00          |
| cada        | cada         | DI3CS00          |
| ninguna     | ninguno      | DI3FS00          |
| ningunas    | ninguno      | DI3FP00          |
| ninguno     | ninguno      | DI3MS00          |
| ningún      | ninguno      | DI3MS00          |
| ningunos    | ninguno      | DI3MP00          |
| otra        | otro         | DI3FS00          |
| otras       | otro         | DI3FP00          |
| otro        | otro         | DI3MS00          |
| otros       | otro         | DI3MP00          |
| sendas      | sendos       | DI3FP00          |
| sendos      | sendos       | DI3MP00          |
| tantas      | tanto        | DI3FP00          |
| tanta       | tanto        | DI3FS00          |
| tantos      | tanto        | DI3MP00          |
| tanto       | tanto        | DI3MS00          |
| todas       | todo         | DI3FP00          |
| toda        | todo         | DI3FS00          |
| todos       | todo         | DI3MP00          |
| todo        | todo         | DI3MS00          |
| unas        | un           | DI3FP00          |

|        |        |         |
|--------|--------|---------|
| una    | un     | DI3FS00 |
| unos   | un     | DI3MP00 |
| un     | un     | DI3MS00 |
| varias | varias | DI3FP00 |
| varios | varios | DI3MP00 |

This group represents quite a commonly used set of words, which could be found in our word form corpus as well. Let us consider the examples as follows:

| Word form | Lemma1 | TAG1    |
|-----------|--------|---------|
| un        | un     | DI3MS00 |
| cada      | cada   | DI3CS00 |

As we could see from characteristics and examples presented above, this group of words, the so-called determiners, represent a very important class of words serving as links between the main parts of speech in a sentence. However, this group of words is not commonly presented in our word form corpus, the fact, which could be explained by the notion of our included information. The type of corpus we created does not correspond everyday speech or informal text. On the contrary, it is a very limited and strictly organized unit, manifesting the hierarchy of uses of certain parts of speech, as well as semantic definition.

### 1.1.6 Conjunctions

The next part of speech we will analyse is that of conjunctions, which can be roughly divided into two parts. Let us consider first the tagging characteristics of this part of speech, proposed by EAGLES and subsequently used in our corpus:

| CONJUNCTIONS |           |       |      |
|--------------|-----------|-------|------|
| Position     | Attribute | Value | Code |

|   |          |             |   |
|---|----------|-------------|---|
| 1 | Category | Conjunction | C |
| 2 | Type     | Coordinate  | C |
|   |          | Subordinate | S |
| 3 | -        | -           | 0 |
| 4 | -        | -           | 0 |

As we can see in the presented scheme, there are only two attributes to be completed for this part of speech. However, there are two additional cells, which must be marked by a “0” as there are no further sub-categorization for the Spanish language. Apart from that, it is important to state that the whole notion of subordination and coordination in sentences will be explained in the following Chapter concerning statements categorization in our corpus. Thus, there will be listed the examples of these two types of complex sentences with further explicit explanation on each case.

The first type of conjunctions, whose examples we will analyse in this section, is that of coordinate conjunctions. Let us consider the examples of coordinate conjunctions with their subsequent tagging classification from our word form corpus:

| Word form | Lemma1 | TAG1 |
|-----------|--------|------|
| y         | y      | CC00 |
| ni        | ni     | CC00 |
| o         | o      | CC00 |
| pero      | pero   | CC00 |
| u         | u      | CC00 |
| con       | con    | CC00 |

Despite not showing a great variety of forms, we can state that our corpus presents the most commonly used forms of coordinate conjunctions, necessary for explicit sentence joining.

The second type of conjunctions we will study is that of subordinate conjunctions. Let us consider the examples of this type of conjunctions found in our corpus:

| Word form | Lemma1 | TAG1 |
|-----------|--------|------|
| cuando    | cuando | CS00 |



|          |          |      |
|----------|----------|------|
| como     | como     | CS00 |
| mientras | mientras | CS00 |
| si       | si       | CS00 |

As we can see from this table, there are only 4 subordinate conjunctions presented in our corpus, a lower number compared with that of coordinate conjunctions. This situation can be explained by the simple fact that in our type of corpus coordinate sentences represent a more commonly used type of sentences rather than subordinate ones.

### 1.1.7 Articles

As it is well known, there are generally two types of articles in the Spanish language, definite and indefinite ones. Nonetheless, in the following scheme, presented by the group EAGLES and manifesting the tagging classification form of articles in Spanish, there is only one form occurred, that of the definite article. This is merely owing to the fact that the indefinite article *un* and its variations is taken into account as indefinite determiner or numeral, depending on the case. Thus, let us study the tagging classification of the definite article in the following table:

| ARTICLE  |           |           |      |
|----------|-----------|-----------|------|
| Position | Attribute | Value     | Code |
| 1        | Category  | Article   | T    |
| 2        | Type      | Definite  | D    |
| 3        | Gender    | Masculine | M    |
|          |           | Feminine  | F    |
|          |           | Common    | C    |
| 4        | Number    | Singular  | S    |
|          |           | Plural    | P    |
| 5        | Case      | -         | 0    |

It is well known from the scheme as well that there is the fifth attribute for articles, i.e. that of case, which is not filled for this category due to the lack of such classification for the Spanish language.

Let us analyse, therefore, as the next step the examples of definite articles derived from our word form corpus as follows:

| Word form | Lemma1 | TAG1  |
|-----------|--------|-------|
| el        | el     | TDMS0 |
| la        | la     | TDFS0 |
| las       | la     | TDFP0 |
| lo        | el     | TDCS0 |
| los       | el     | TDMP0 |

As we can see from the scheme above, our corpus shows the occurrences of all types of definite article in the Spanish language.

### 1.1.8 Prepositions

The following form, which must be analysed due to the fact that it represents existing occurrences in our word form corpus, is that of prepositions. It is quite an important part of speech, serving to relate words to each other, but, unfortunately very difficult to perceive semantically in an isolated way, as we treat in our investigation. Nonetheless, as this form manifests several entries of our corpus, it could not have been neglected. Thus, let us consider the tagging characterization of prepositions, given and proposed by the group EAGLES:

| PREPOSITIONS |           |             |      |
|--------------|-----------|-------------|------|
| Position     | Attribute | Value       | Code |
| 1            | Category  | Adposition  | S    |
| 2            | Type      | Preposition | P    |
| 3            | Form      | Simple      | S    |
|              |           | Contracted  | C    |
| 3            | Gender    | Masculine   | M    |

|   |        |          |   |
|---|--------|----------|---|
| 4 | Number | Singular | S |
|---|--------|----------|---|

After having determined the way of classifying prepositions of the Spanish language, let us study the examples of this part of speech. The following table will show us the examples of prepositions derived from our word form corpus:

| Word form | Lemma1  | TAG1  |
|-----------|---------|-------|
| a         | a       | SPS00 |
| al        | al      | SPCMS |
| ante      | ante    | SPS00 |
| de        | de      | SPS00 |
| del       | del     | SPCMS |
| desde     | desde   | SPS00 |
| durante   | durante | SPS00 |
| en        | en      | SPS00 |
| excepto   | excepto | SPS00 |
| hacia     | hacia   | SPS00 |
| hacia     | hacia   | SPS00 |
| incluso   | incluso | SPS00 |
| para      | para    | SPS00 |
| por       | por     | SPS00 |
| según     | según   | SPS00 |
| sin       | sin     | SPS00 |
| sobre     | sobre   | SPS00 |

For the table presented above we can deduce that the majority of encounters are simple prepositions. However, there were found cases of the use of a contracted preposition, as it is clearly indicated in the scheme.

### 1.1.9 Numerals

Numerals are the following part of speech to be analysed for our corpus, since it has proved to occur in it. On the other hand, it is not a common form to refer to the type of corpus such as ours. Let us study below the tagging characterization of numerals proposed by EAGLES:

| NUMERALS |           |            |      |
|----------|-----------|------------|------|
| Position | Attribute | Value      | Code |
| 1        | Category  | Numeral    | M    |
| 2        | Type      | Cardinal   | C    |
|          |           | Ordinal    | O    |
| 3        | Gender    | Masculine  | M    |
|          |           | Feminine   | F    |
|          |           | Common     | C    |
| 4        | Number    | Singular   | S    |
|          |           | Plural     | P    |
| 5        | Case      | -          | 0    |
| 6        | Function  | Pronominal | P    |
|          |           | Determiner | D    |
|          |           | Adjective  | A    |

As we can see in the scheme above and as we all well know, numerals are generally divided into two big groups: cardinal and ordinal. However, the notion of case is not determined in the Spanish language, due to which this attribute must be marked by a “0”. The same happens with the attribute function, although it has a characterization presented in the given scheme, it will not be further considered. If a numeral has a gender, the lemma form will represent a masculine form. And finally, for apocopated forms, such as *primer*, *tercer* the lemma form will be the full masculine form, such as *primero*, *tercero*. Let us consider the only example of numerals found in our word form corpus:

| Word form | Lemma1  | TAG1   |
|-----------|---------|--------|
| tercera   | tercero | MOFS00 |

It is important to state that nonetheless our corpus presents the entry of only one ordinal number as we can see in the example table above.

### 1.1.10 Abbreviations

It is the last part of speech presented in our corpus and to be analysed in this section. There were several occurrences of abbreviations in our corpus, as we will study below. First of all, let us consider the tagging scheme for this part of speech as follows:

| ABBREVIATIONS |           |              |      |
|---------------|-----------|--------------|------|
| Position      | Attribute | Value        | Code |
| 1             | Category  | Abbreviation | Y    |

As we can see in this table, there is no further categorization of abbreviations in the Spanish language. Nonetheless, it will be important to state that there are generally two main groups of those: representing the combination of the first letters of different words or combined nouns, and representing a shortage of one word. In our corpus we have established the occurrence of both variants of abbreviations. Let us consider the examples below:

| Word form | Lemma1 | TAG1 |
|-----------|--------|------|
| DNI       | DNI    | Y    |
| IVA       | IVA    | Y    |
| min.      | min.   | Y    |

As it is well seen from this table as well as from the characterization scheme presented above, the lemma form for an abbreviation is the originally occurred form. Thus, for the form *min.* the lemma is *min.* as well, although this form can be understood differently according to the context and encountering words. For example, this form can be a short form from *minute* or *minimum*. And to discover which use is implied in this particular case we will need to study other corpora, representing the uses of word forms within their context. Nevertheless, as it has already been stated above, the purpose of this corpus is eventually to check the comprehension capacity of informants without a given context, as for this purpose we have two other corpora, those of statements and texts, which will be analysed in the two following chapters. In

addition, let us state that in our given context the word form *min.* referred to *minute*, rather than *minimum*.

### 1.1.11 Special cases

In this paragraph we are going to consider some special cases occurred in our corpus. These consist mostly of word forms representing different parts of speech and word forms being polysemantic words and having a specific, less obvious meaning implied. Let us analyse each case apart in details.

#### 1) Multiple lemmas

As stated in the introduction to the present Chapter, there has been used the following format for our word forms tagging annotation:

| Word form | Lemma1 | TAG1 | Lemma2 (optional) | TAG2 (optional) |
|-----------|--------|------|-------------------|-----------------|
|-----------|--------|------|-------------------|-----------------|

From this format we can suggest that there have been several cases of having more than one lemma occurred for the same word form. Evidently this intersection concerns the coincidence in the form of the word to refer to different parts of speech, such there might be an intersection between a preposition and a verb, a noun and an adjective and so on. Nonetheless, it is important to state that this case has only two occurrences in our corpus. Let us consider below these examples from our word form corpus:

| Word form | Lemma1 | TAG1      | Lemma2 (optional) | TAG2 (optional) |
|-----------|--------|-----------|-------------------|-----------------|
| entre     | entrar | VMMP3S000 | entre             | SPS00           |
| móvil     | móvil  | NCMS000   | móvil             | AQ0CS00         |

As we can see in these examples, the intersection occurred between the very parts of speech stated above. However, it is important to state the particular interest in these forms and our aim at this stage is the further analysis of the use of word forms without

a context, a rather complicated task in case of having multiple interpretation of the same form. This assumption leads to the second groups of words, which we will study as follows.

## 2) Specific context

This aspect will be fully considered in the following Chapter about questionnaires for our experiment. Nonetheless already at this stage of corpus creation and tagging annotation we have several occurrences of this type. These concern mainly those cases, when word forms can represent different meanings with no logical or close connection between those. Thus, due to our specific context, considering public transport of urban transport, implying administration and legislation information and specific transport terminology, the understanding capacity of those words can be seriously misinterpreted. For this reason, despite having as original aim the idea to value the understanding capacity of word forms without their context, we decided to attach to these forms their complements. These mostly consider parts of stable expressions, such as: *por favor*, *de espaldas* and other. Apart from them, these include single words used in a very specific context, for example: *banda*. This is a multifunctional word able to imply different uses. Thus, for its correct interpretation it would be important to add its context: *magnética*. Seeing this word form written with the subsequent component would totally modify the general view and understanding of the original word form. In our corpus, such words are marked by an “\*”. On the other hand, let us not leap too far, as this will be the issue analysed as full scale in the following Chapter concerning questionnaires based on our corpus.

## 1.2. Statements corpus

Statements corpus was the second stage in our three-staged corpus creation. The corpus in question consists of a number of statements written in the Spanish language. These statements mostly compose texts for the subsequent texts corpus or are stated in an isolated way with the total number of 322 entries.

The first requirement we meet is the delimitation of the notion *statement* used in the present research. By *statement* we will consider a linguistic unit transmitting in the written form a definite or clear expression of a thought or an account of facts and has its own independent intonation. This is the general term we use to refer to both classes: sentences and phrases. Let us consider some example:

I. *“Cada cliente deberá conservar el billete en buen estado hasta el final del trayecto y presentarlo cuando el personal de la empresa lo solicite.”*

This is the traditional form of a sentence, consisting grammatically of a subject, predicate and subsequent complements and carrying semantically a definite expression of a thought as stated in the determination of *statement* in the section above. Nevertheless, not all sentences presented in the statements corpus represent this structure. There is a number of sentences conveying principally the conative function of language, i.e. having as target the addressee and imparting imperative forms, but manifesting no direct subject, what is doubtlessly concluded from the fact that this function is widely expressed by the imperative forms:

*“Circule por las instalaciones sin correr.”*

*“Mantenga la calma.”*

The notion of imperative forms is very interesting at this juncture as well, since we consider very formal and structurally patterned types of expression of legal and administrative information due to which certain forms are manifested in the untraditional or non-standard way. Apart from the traditional expression of imperative forms, there have been several occurrences of the uses of future and infinitive forms to refer to the same conative function. These forms might be partially explained by the structure of the preceding and following sentences composing altogether texts



studied in the previous section. However, in other cases the use of infinitives and future forms cannot be logically explained since those sentences were presented in an isolated from other occurrences way. Let us consider the following examples:

*“Romper el cristal para acceder al martillo.”*

This type of sentence manifests the use of the infinitive form to refer to the imperative function. Nevertheless, it is not common in our corpus since it is represented by few sentences stated isolated from other sentences or phrases. However, the use of the infinitive form is rather common with the only difference that they convey a different type of function.

*“Se dispondrá de billetes, tarjeta, abono o pase válidos para el trayecto que se desea recorrer.”*

*“Se evitará el deterioro o el maltrato de los autobuses y las paradas.”*

These sentences impart the use of the future form to refer to the imperative function, namely the form of the third person in singular in the future tense. The use of the third person conveys the impersonal aspect of the sentence, i.e. it is transmitted to all public without concretizing gender of a person or number of people. These sentences are not presented in an isolated way, hence the use of the grammatical form in question can be explained by the whole structure of utterance they for part of.

*II. “Tiempo de viaje: limitado a 1 hora y 15 minutos, con un máximo de 3 transbordos.”*

*“Salida de emergencia.”*

These statements represent phrases carrying a definite and clear expression of a thought or an account of facts. The main difference between these and the sentence is that the sentence manifests “subject-predicate” grammatical structure, which is not imparted in this case. Moreover, in this case there is no manifestation of a verb form throughout the corpus.

After having presented the main types of statements occurred in our statement corpus it is important to pass to the next stage in our analysis, particularly that of categorization. For this purpose, inspired by the word forms annotation given by the group EAGLES and studied in the previous chapter, we created a structural

characteristics scheme of statements in the Spanish language with subsequent codification symbols for the further investigation at the stage of results interpretation. We will consider each feature in details separately as in case of word forms.

Let us consider this scheme:

| Statements types                                   |                   |   |                            |                       |
|--|-------------------|---|----------------------------|-----------------------|
| Sentential Sentence (O)                            |                   |   | Non-sentential Phrases (F) |                       |
| According to the number of personal verbal forms   | Simple (S)        |   |                            |                       |
|  | Compound          | Coordination                                  | Copulative (Cop)           |                       |
|  |                   |   | Disjunctive (Dis)          |                       |
|  |                   |   | Adversative (Advs)         |                       |
|  |                   |   | Distributive (Dist)        |                       |
|  | Complex           | Subordination                                 | Explicative (Exp)          |                       |
|  |                   |   | Nounal (Sus)               |                       |
| Adjectival (Adj)                                   |                   |   |                            |                       |
|  |                   | Adverbial (Advb)                              |                            |                       |
| According to syntactical relations between members | Personal (P)      |   | Impersonal (I)             |                       |
|  | Attributive (Atr) |   | Predicative (Pre)          |                       |
|  | Active (Act)      |   | Passive (Pas)              |                       |
|  | Transitive (Tr)   |   | Intransitive (Intr)        |                       |
|  | Pronominal        | Non-reflexive (Nref)                          |                            | Non-pronominal (Npro) |
|  |                   | Reflexive (Ref)                               |                            |                       |
|  |                   | Reciprocal (Rec)                              |                            |                       |
|  |                   | With ethic dative or dative of interest (Dat) |                            |                       |
|  |                   | With causative verbs (Caus)                   |                            |                       |
|  |                   | Pseudo-reflexive (Sref)                       |                            |                       |
|  | According to      | Declarative                                   |                            | Affirmative (A)       |

|                     |                                 |                |  |
|---------------------|---------------------------------|----------------|--|
| speaker's behaviour |                                 | Negative (N)   |  |
|                     | Interrogative                   | Direct (D)     |  |
|                     |                                 | Indirect (Id)  |  |
|                     |                                 | Total (T)      |  |
|                     |                                 | Partial (PaIr) |  |
|                     | Imperative or exhortative (Exh) |                |  |
|                     | Exclamatory (Exc)               |                |  |
|                     | Desiderative (Des)              |                |  |
|                     | Doubtful (Dub)                  |                |  |

After having determined the characterization scheme for statements in the Spanish language, we will study every aspect below, giving examples occurred in our statement corpus if such exist.

### 1.2.1 Sentences and phrases

As it has been stated above, there are two main classes of so-called “statements”: sentential and non-sentential. The first group includes all types of sentences, which we will analyse in details later. The second non-sentential group involves phrases. The main difference between sentential and non-sentential sentences consists in the fact that sentential statements are verbal, i.e. they have as nucleus a personal verbal form, whilst non-sentential statements, or better said phrases, are nominal, i.e. they do not have any verbal form. There is no sub-categorization of phrases, therefore we will only analyse in this chapter sentences with its subsequent characteristics.

### 1.2.2 Number of personal verbal forms

Sentence is the maximum and independent unit of syntax. It is the minimum grammatical unit with complete meaning, representing a communication act between addresser and addressee. The first aspect, which is important to note to refer to

sentences, is the number of personal verbal forms. It implies three categories: simple, compound and complex sentences.

### 1) Simple sentences

Simple sentences represent only one existing personal verbal form and do not have a further sub-categorization. Hence, let us consider the remaining two types: compound and complex sentences, which represent the existence of two or more personal verbal forms gathered into clauses.

### 2) Compound sentences

Compound sentences refer to the notion of coordination of its verbal forms, i.e. they are connected by a coordinative conjunction and are syntactically independent. They can be sub-categorized into the following types: copulative, disjunctive, adversative, distributive and explicative. Let us consider each one separately. Copulative sentences represent clauses, which sum their meanings into an entire general meaning of the sentence. The verb in this type of sentences does not have a lexical meaning and only plays the role of a union, creating equivalence between subject and predicate. Disjunctive compound sentences present two options one of which is to be excluded. Adversative sentences represent two clauses, the second of which appears to correct the first. In distributive compound sentences both clauses enter in alteration. And, finally, in explicative sentences the first clause clears the second, i.e. explains the meaning of the other.

### 3) Complex sentences

Complex sentences refer to subordinate sentences having two or more clauses connected by a subordinate unit. The subordinate clause is syntactically dependent on the main clause and realizes its function. The sub-categorization of subordinate sentences reflects the following groups: nounal, adjectival and adverbial. As in the case of coordinate sentences we will consider each group apart. Nounal subordinate sentences perform like a noun and, therefore, have the function of a noun. They can carry the function of a subject, direct complement, attribute, indirect complement, nounal complement, adjectival complement, supplement or agent complement. Adjectival subordinate sentences behave like an adjective, i.e. they are complementing a noun through a relative pronoun. Furthermore, they are usually

introduced by relative clauses. Adjectival sentences can be defining and non-defining. Defining adjectival sentences are not divided by commas and restrict the meaning of noun they accompany, whilst commas must divide non-defining relative sentences, although without a restriction on the meaning of the noun. A relative pronoun, as well as relative adverb and some impersonal forms, like infinitive, gerund, or participle, might introduce adjectival sentences. Adverbial subordinate sentences behave like an adverb and manifest the function of a circumstantial complement, i.e. they can express time, place, means, comparative, causative, consecutive, conditional, concessive or final functions. There is a third type of non-simple sentences, which we have not included in our scheme. This concerns juxtaposed sentences, which are identified by the absence of a union unit between its clauses.

### **1.2.3 Syntactical relation between members of sentence**

The second aspect, which is important to take into account while characterizing sentences, is syntactical relation between members of a sentence. As in the case of the number of personal verbal forms, here we can distinguish several sub-categories, as we can see in the table presented above. Thus, according to the relation between its members, a sentence can be personal or impersonal, attributive or predicative, active or passive, transitive or intransitive, and, finally, pronominal or non-pronominal. Pronominal sentences in their turn can be non-reflexive, reflexive, reciprocal, with ethic dative (or dative of interest), with causative verbs and pseudo-reflexive. To begin with, we will study each group separately, giving appropriate example for each category from our corpus and emphasizing the differences between the sub-categories.

#### **1) Personal and impersonal sentences**

Let us begin with the first category, i.e. personal and impersonal sentences. The difference between those two types of sentences consists in the fact that personal sentences carry a subject, while the second type does not. Personal sentences must manifest the presence of a subject, be it explicit or merely implicit. This type of sentences represents subject-predicate relation with subsequent coordination by

person and number. Let us consider below some examples of this type of sentences from our corpus:

*“Con los títulos de viaje ilimitados, la zona donde se efectúe la primera validación determinará, siempre, la zona de origen del viaje”*

*“El cochecito puede volcar y provocar un grave accidente al bebé”*

As we can see in both these examples there is presented subject-predicate relation, moreover changing the person or the subject we change the verb form as well.

Impersonal sentences do not manifest the existence of a subject, i.e. action realized by a verb cannot be attributed to any possible person or subject. Hence, this type of sentences cannot convey a subject-predicate relation. Nevertheless, there are different cases when the sentence is considered to be impersonal, such as: the use of third person in plural, which generally apply to any person considered in a given context. Otherwise a particular subject is not important in the present sentences or it is simply unknown:

*“Disculpen las molestias ”*

Another common for our corpus case is the use of verbs with the particle *se*, which is part of verbal form and emphasizes the existence of the notion of impersonality in a particular case:

*“Se tiene derecho al canje de una tarjeta multiviaje cuando ésta corresponda al trayecto a recorrer, no se encuentre deteriorada y sea rechazada por una máquina validadora”*

There are other cases when a sentence is considered to be impersonal, such as: the use of verbs *ser*, *haber*, *hacer* or a unipersonal verb like *llueve*, *nieva*. Moreover there can be manifested the use of verbs which can be occasionally impersonal as *bastar*, *oler*, *sobrar*. However, our corpus does not show the existence of any of these forms of impersonality.

## **2) Attributive and predicative sentences**

The following group that we will consider is the difference between attributive and predicative sentences. We must note that basically it lays on the question whether it has an attribute or not or whether it represents a subject-predicate relation. Attributive sentences represent the use of traditional attributive verbs in the Spanish language, such as: *ser*, *estar*, *parecer*. Nevertheless, it is important to point out that occasionally these verbs can manifest predicative use as well, depending on the given

context and syntactic structure. Let us consider an example of an attributive sentence from our corpus:

*“Es la percepción mínima que establece la Ley si no llevas un título válido”*

In this sentence we can notice the use of the verb *ser* in the third person in singular with the subsequent attribute *la percepción*.

### 3) Active and passive sentences

The third differentiation group is that of active and passive sentences, which are mainly distinguished by the use of the verb in the active or passive voice, as we can see in the examples below:

*“Existe un ejemplar del Reglamento de viajeros a disposición de los usuarios en todas las estaciones”*

This sentence is in the active voice having the words *un ejemplar del Reglamento de viajeros* as subject and *Existe... a disposición de los usuarios en todas las estaciones* as predicate form. Let us consider the following example of a passive sentence:

*“Está prohibido viajar con animales (excepto los perros de asistencia, de seguridad y también los animales domésticos transportados en receptáculos adecuados)”*

This sentence shows the use of the verb *prohibir* in the passive verbal form. Nevertheless, it is important to note that there is a specific type of passive sentences called passive reflexive and composed by the verbal form with the particle *se* marking the passive character of a sentence. Our corpus, however, does not have any examples of this use of a passive construction.

### 4) Transitive and intransitive sentences

The fourth group we must consider is the distinction between transitive and intransitive sentences. This distinction lays on the existence of direct complement in the case of transitive sentences or, hence, indirect complement in the case of intransitive sentences. Let us consider the following examples:

*“Espere respuesta”*

*“Entre todos estamos haciendo un metro mejor”*

These two sentences show us the use of transitive verbs *esperar* and *hacer* followed by a direct complement.

*“Hable con el Centro de Control”*

*“Circule por las instalaciones sin correr”*

The last two sentences, on the contrary, show us the use of intransitive verbs *hablar* and *circular* with their indirect complements.

### 5) Pronominal and non-pronominal sentences

Finally, the fifth and the last group we must consider to refer to syntactical relations between members of a sentence is that of pronominal and non-pronominal sentences. As we could have seen in the scheme presented above, pronominal sentences have a subsequent sub-division into other groups. Firstly, let us consider the difference between pronominal and non-pronominal sentences. As their names suggest, we distinguish those two types of sentences by the fact whether or not they carry a verb with accompanied it unstressed personal pronoun *me, te, se, nos* etc. It is important to point out, however, that we do not talk here about stressed personal pronouns like *conmigo, mí, nosotros* etc. Let us consider first some examples of non-pronominal sentences from our corpus:

*“Abandonar el tren o subir al mismo, salvo causa justificada, fuera de las paradas establecidas al efecto”*

*“Por obras de rehabilitación, la salida quedará cerrada desde el 4 de octubre hasta el 11 de diciembre de 2011”*

As we can see in our examples, verb is in no case accompanied by an unstressed personal pronoun, which makes us state that these sentences are non-pronominal. Furthermore, most of the sentences composing our corpus are of this type, hence it is the most common form of public writings.

As it has already been stated above, pronominal sentences in their turn can be sub-divided into the following categories: non-reflexive, reflexive, reciprocal, with ethic dative (or dative of interest), with causative verbs and pseudo-reflexive. The first group we are going to consider is non-reflexive pronominal sentences. They are basically characterized by an unstressed personal pronoun having different from the subject referent performing the function of a direct or indirect complement. Nevertheless, our corpus does not present any examples of this type of pronominal sentences.

The second group considers reflexive pronominal sentences and implies a direct or indirect complement expressed by an unstressed personal pronoun having the



same extra-linguistic referent as the subject. Let us consider some examples from our corpus:

*“En caso contrario, el viajero se deberá identificar y tendrá 30 días para hacerlo efectivo”*

*“Es peligroso apoyarse en las puertas cuando se abren”*

As we can see both these examples show similar syntactical structure manifesting the use of a verb accompanied by an unstressed personal pronoun *se*. Nevertheless, in this case it is not possible the use of all unstressed personal pronouns, but only the following ones: *me, te, se, nos, os*. The remaining pronouns *lo, la, los, las, le, les* are never used in this case. On the other hand, apart from some unstressed personal pronouns listed above reflexive pronouns *a mí mismo, a ti mismo* etc. can be used as well in addition to unstressed personal pronouns obtaining some semantic reinforcement to the sentence. Unfortunately, there is no similar entry in our corpus either.

The following kind of pronominal sentences is reciprocal sentences, where each of the agents of performs its action towards another agent of a verbal action in a sentence. In this case verb is always used in the plural form corresponding to at least two different agents and accompanied by unstressed pronouns *nos, os* or *se* performing function of a direct or an indirect complement. There is no example of this type of pronominal sentences in our corpus either.

Another type of pronominal sentences we must consider is that of sentences with ethic dative (or dative of interest), which are characterized by the use of an unstressed pronoun with no function to perform and, as the consequence, possible to omit without any semantic or syntactic change in the sentence. The use of reflexive pronouns *a mí mismo, a ti mismo* etc. is not allowed here.

Sentences with causative verbs represent the fifth type of pronominal sentences. This type is similar to the previous one considering dative of interest or ethic dative with the main difference here is that the unstressed pronoun *se* performing function of an indirect complement cannot be omitted. The subject is not the agent of a verbal action, i.e. it is not the one performing action.

The last group considering pronominal sentences is that of pseudo-reflexive sentences, which are very similar by their syntactic construction to reflexive sentences. However, according to their meaning they are very different. Structurally these sentences represent a verb accompanied by an unstressed personal pronoun,

which cannot be omitted and which is followed by a complement. The difference in the meaning between pseudo-reflexive sentences and reflexive one consists in the fact that the action is not directed towards the subject but rather toward the complement of the sentence. Let us examine an example from our corpus:

*“Las tarjetas, abonos o pases sin banda magnética se deben mostrar al conductor al entrar en el autobús”*

As we can see in this example, the action is not directed towards *Las tarjetas, abonos o pases sin banda magnética*, but towards *conductor* as complement of the sentence. This type of pronominal sentences could be easily confused with the reflexive one.

#### **1.1.4 Speaker's behaviour**

The final category that must be taken into account while analysing the characteristics of sentences is speaker's behaviour, according to which sentences can be of following types: declarative, interrogative, imperative, exclamatory, desiderative, doubtful.

Declarative sentences have as their objective setting forth a statement, fact or thought in an objective way. This can imply affirmation or negation of a statement. Thus, there are two main kinds of declarative sentences: affirmative and negative. They have declarative intonation and manifest the use of verbs in indicative mood.

Interrogative sentences represent another type of sentences according to speaker's behaviour concerning question making. They can be of two differentiation types: direct or indirect and total or partial. Direct interrogative sentences differ from indirect ones by manifesting an interrogative mark and an introductory verb. Thus, direct interrogative sentences have interrogative intonation, while indirect ones manifest declarative intonation. Total interrogative sentences can be identified by the direct answer *yes* or *no* on them, as opposed to partial interrogative sentences. All in all they are identified by the use of a verb in indicative mood, as in the first case of declarative sentences.

Imperative or exhortative sentences generally express advice, orders, requests or mandates. Concerning their grammatical structure, we must to point out that it can be different according to the fact whether they are affirmative or negative. Thus, in affirmative imperative sentences the use of verbs in imperative mood is identified,

whilst in negative ones verbs are merely used in present subjunctive. In all cases the intonation is frequently identified and exclamatory.

Exclamatory sentences also affirm or negate statements by in more emphatic or exclamatory form, due to which are used with exclamation marks. Hence, they can generally express feelings of joy, admiration, pain, surprise etc. On the other hand, these sentences are also characterized by the use of relative or interrogative lexical forms without their interrogative value.

Desiderative or optative sentences express a desire, wish. Structurally these sentences are identified by the use of verb forms in subjunctive mood. From the point of view of intonation exclamatory one is generally used.

Doubtful sentences generally express a doubt. Although they are frequently identified with sentences of possibility, there are certain differences between them. Let us consider sentences expressing doubt. From the grammatical point of view there are two cases: the use of verbs in subjunctive or indicative mood. It depends on the fact whether or not it carries doubtful adverbs requiring subjective mood, such as: *quizá, tal vez* and others. Otherwise the verb is used in indicative mood. Sentences of possibility generally express supposition or probability and are identified by the use of verb forms in the future tense or conditional mood.

Thus, we have considered above the criteria used in order to establish tagging categorization of statements comprising our corpus of statements. Although not all forms previously described have occurrence in our corpus, we were obliged to define their general characteristics for a mere classification standard. All in all, due to the fact that this piece of information refers to a general introduction to the subject and does not correspond to a grammar book, there were no details considered in reference to each case or type of statements.

After having analysed different aspects necessary for our characterization of statements, let us consider an extract from our corpus, which can be fully studied at the end of this investigation in the Appendix section (VOLUME II):

| Statement  | Code             |
|--|------------------|
| Apertura de puerta en saco de emergencia                           | F                |
| Así será la estación   | OSPPreActTrNproA |
| Asientos reservados  | F                |
| Atender a las indicaciones de la empresa y las normas de seguridad | OSIPre0TRNproExh |

|  |                    |
|--|--------------------|
| ¡Atención!   | F                  |
| Autobuses de la zona   | F                  |
| Avise al empleado más próximo  | OSIPre0TrNproExh   |
| Avise al empleado más próximo y siga sus instrucciones   | OCopIPre0TrNproExh |
| Ayuda a la evacuación  | F                  |
| Ayude, si puede, a personas con movilidad reducida   | OSIPre0TrNproExh   |
| Beneficiarios: poseedores del Carnet Groc Metropolità o bien del Carnet Rosa Metropolità de Tarifa Reducida                                    | F                  |
| Billetes y tarjetas  | F                  |
| Buen viaje   | F                  |
| Cada cliente deberá conservar el billete en buen estado hasta el final del trayecto y presentarlo cuando el personal de la empresa lo solicite | OCopPre0TrNproExh  |
| CAPITULO V. Prohibiciones y obligaciones en la utilización de los transportes ferroviarios.  | F                  |
| CAPITULO VI Régimen sancionador  | F                  |
| Centro TMB de atención al cliente  | F                  |
| Circule por las instalaciones sin correr   | OSIPre0IntrNproExh |

On the example of this extract we must define that our corpus represents all types of statements, beginning with non-sentential forms, i.e. phrases, and finishing with compound and complex sentences. Considering the notion of speaker's behaviour, all statements represent similar characteristics, as they were derived from a circumscribed context and, thus, perform identical function throughout our analysis.

### 1.3. Texts corpus

Corpus of texts consists of a number of texts written in the Spanish language and considering public writings of the urban transport of the city Barcelona with the total number of 32 entries. It represents the final step in the creation of corpus, although the first stage in the creation of subsequent questionnaires, since it reflects the most applicable way due to the fact that in order to implement investigation experiment we will pass from the most general aspect to the most concrete one, as it has been stated above. However, the notion of questionnaires creation will be studied in details in the following Chapter.

#### 1.3.1 Definition of a text

The corpus of texts in question includes a list of texts of different types. The first aspect we must appraise is what is considered to be *a text*, i.e. “What are the criteria to distinguish a text from a non-text?” For the present investigation we will consider a *text* is a written total communicative unit superior to statements, composed of a group of statements consisting of word forms and conveying their own meaning within the limits of a text. Generally speaking, for this investigation and for the creation of the corpus we consider *a text* a set of sentences (more than one) related to each other syntactically and semantically and, therefore, conveying together the same common idea. A *text* must manifest the following properties: represent a register (formal, informal, colloquial, etc.) and a discourse variety (narration, description, etc.); have a common general sense with well organized inhere information and clear composing it sentences; manifest the correct use of linguistic elements serving to relate its constituent elements - statements (sentences and phrases), i.e. present an adequate or coherent use of repetitions, anaphoric and cataphoric relations, linkers; manifest the correct use of grammatical rules (morphosyntactic and orthographic).

From the definition presented above we can obtain a wide range of texts, starting from small texts with two sentences and finishing with quite large texts consisting of several paragraphs. Let us consider some example of texts:

I. *“10 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Título multipersonal y horario.”*

This text consisting just of two sentences represents the first type of small texts reflected in the corpus. It is composed of two sentences related syntactically and semantically and, what is more, conveys a complete meaning and message.

*“Compre el título en las paradas o en los puntos habituales antes de entrar en tranvía. No se venden títulos en el interior de los tranvías”*

This text represents the same type of texts as the previous one, i.e. short texts consisting of two sentences. However, we consider them to be texts as they carry the common idea and the sentences are related syntactically as well as semantically, what for us are the main criteria in determining a text.

II. *“Atención. Si viaja con un cochecito de bebé, siempre que sea posible: lleve el bebé en brazos, pliegue el cochecito y déjelo en la plataforma central. Si la plataforma está ocupada por un viajero en silla de ruedas, deje el cochecito donde no moleste a los demás viajeros. Si el bebé ha de permanecer en el cochecito: sujétalo firmemente con la mano, no lo suelte nunca. El cochecito puede volcar y provocar un grave accidente al bebé. Esta norma vela por la seguridad de los bebés y es de obligado cumplimiento. No respetarla exime a la empresa de cualquier responsabilidad que no le sea legalmente atribuible.”*

This example shows us a different kind of texts containing a number of sentences all in all exhibiting the same aspects as those mentioned above, i.e. the sentences composing this text are related syntactically and semantically and the texts gives up a complete meaning and message.

### **1.3.2 Classification**

After having determined the definition of *a text* and the types of texts represented in the corpus in question the important point it to identify the classification methods used in the investigation. As well as in the case of statements inspired by the word forms annotation presented by the group EAGLES and used in the first Chapter concerning word form corpus, for this purpose there has been created

a scheme representing possible types of texts in the Spanish language and providing the creation of all possible combinations for the identification of a particular text. The main criteria for the identification of a text were: the channel, i.e. the way the text was communicated; the register, i.e. “a variety of a language or a level of usage, as determined by degree of formality and choice of vocabulary, pronunciation, and syntax, according to the communicative purpose, social context, and standing of the user” (Oxford Dictionary of English); the modality and, more concrete, the subject. Let us consider in details the following scheme:

| <b>Types of texts</b> |                                      |                            |
|-----------------------|--------------------------------------|----------------------------|
| Channel               | Written (E)                          |                            |
|                       | Oral (O)                             |                            |
| Register              | Formal (F)                           |                            |
|                       | Informal (I)                         |                            |
| Modality              | Narration (N)                        |                            |
|                       | Description (D)                      |                            |
|                       | Normativity (Ex)                     |                            |
|                       | Argumentation (A)                    |                            |
| Subject               | Journalistic                         | Informational (It)         |
|                       |                                      | Of opinion (Do)            |
|                       |                                      | Orientation (H)            |
|                       | Publicistic (P)                      |                            |
|                       | Scientific, technical and humanistic | Research nature (Ii)       |
|                       |                                      | Popularization nature (Id) |
|                       | Legal and administrative (J)         |                            |
|                       | Literary (L)                         |                            |

## 1) Channel

Considering the first aspect of the identification of texts - channel, through which texts have been transmitted, texts can be divided into written and oral. For the present investigation we delimited the material represented in the written form due to the fact that it reflected a more applicable approach for the given study. Thus, this criterion is shared by all texts composing the corpus.

## 2) Register

The second aspect of our texts identification represents register considering formal and informal styles. Owing to the fact that the material gathered for the investigation corresponds in its most to the administration and security information reflected in the public writings of the urban transport of Barcelona, this aspect is common for all the texts in the corpus as well since they all represent the formal register of texts.

## 3) Modality

The third aspect to refer to the texts identification concerns modality or style of the presented texts and can be of the following types: narration, description, normativity and argumentation, which can in their turn be divided into subgroups which we will not consider in this section since it is of no interest for the present investigation. Let us analyse each aspect separately.

Narration is the action or the process of narrating a story, i.e. presenting an account of events happening to one (or more) characters, be real or imaginary, taken place in a concrete place in a determinate period of time. This account can be real as well as imaginative and aims to help the interlocutor recreate with their imagination the presented story. It is the most common textual style in every day life considering communicative exchange.

Description consists of a verbal representation of an object, thing, person, landscape, emotion, etc. in a determinate period of time and reflects the most



characteristic significant facts and details of the considered object of description. It usually takes part of a text of another style. The description aims to give the reader the exact image of reality, say so a verbal photograph.

Normativity or exposition transmits information through an objective data representation with given corresponding explanations where necessary. It is a common style represented by encyclopaedia articles, cooking recipes, scientific articles, rules of games and instructions of use. Let us consider some important characteristics of an exposition: central concept and complementing information organized in a logical adequate structure consisted of presentation, development and conclusion; objective way of exposing given information so that the receptor is able to apprehend the text; concept clearness without any ambiguous determinations. This style together with description is represented by all the texts consisting our corpus.

The last modality unit represented in our scheme is argumentation, which is bound to convince an interlocutor of a point through a series of proof or ideas. It is a very common style in an every day communication exchange. This style has a clear objective, which is to convince the interlocutor. It can be reached by the use of different elements like data, proof, opinion. Due to this fact it represents a very subjective type of a text. Thus, as it has been already stated above, all the texts composing our corpus correspond to two kinds of modality: description and normativity.

#### **4) Subject**

The following aspect applied to texts identification considers subject or semantic field of texts. To refer to this we can point out the further types: journalistic, publicistic, scientific, technical and humanistic, legal and administrative, and literary. We will discuss in details each of the aspects presented above.

Journalistic texts can be of different subtypes and can interpret the reality by means of persuasion and manipulation mechanisms with the use of emotional arguments, reflect the opinion of a newspaper or authors about the actual situation, transmit concrete facts for public interest, mix informative elements with personal valuation and so on. These texts are reflected on the radio, television and in magazines and newspapers. There are three main aspects of journalistic texts: novelty,

interest and objectivity, i.e. the journalistic information is based on fast transmission of novelties of general interest with objectivity purpose. These texts can be informational, of opinion or orientation.

Publicistic texts have a persuasive purpose pretending to convince the receptor. There are different types of publicity to refer to their pretention: commercial, institutional and political propaganda. The first one is the publicity in its proper sense, i.e. it pretends the receptor to consume a product or a service. Institutional publicity aims to orientate citizen's behaviour. Political propaganda aims to convince a receptor to vote for someone. It has a lot of points in common with commercial publicity.

Scientific, technical and humanistic texts are grouped together since they share many aspects as opposed to other types of texts of this section. Firstly, let us analyse scientific and technical texts. There are three general aspects of this type of texts: objectivity, verifiability and universality. Scientific discourse must be objective as it analyses the reality as it is. Scientist must demonstrate the validity of their findings taking into account the fact that they can be verified. Scientific findings are to be communicated to the international scientific world and to be shared universally. Thus, the purposes of scientific texts are: precision, objectivity and clearness. Coming from this scientific texts are not usually syntactically complicated, though they can be to guarantee precision. To obtain objectivity it is common the use of enunciative modality. Humanistic texts have the following general characteristics: abstraction, speculative character and subjectivity. Let us consider in details each aspect: abstraction implies dealing with rather immaterial matters, what involves in its turn the abstraction character of the subject. As opposed to the scientific texts, which take charge of observation and experimentation, humanistic texts have to do with rational explications that can be discussed. Hence, this type of texts is more applied to subjectivity and author's ideology. All in all this general type of texts can be subdivided into two main categories according to their destination: research nature and popularization nature.

Legal and administrative type of texts is to regulate some aspects of everyday life and is composed by predominantly written texts with very specific linguistic characteristics. They are prescriptive texts, which represent the conative

function<sup>39</sup> engaging the addressee directly and best illustrated by imperative forms and which have a strict patterned form. Due to the fact that our corpus of texts consists mainly of administrative and legal information data this type is represented by all the texts in our corpus.

It is important to note that as it can be seen in the scheme presented above, all studied categories convey a structural codification symbol in order to create a specific code for each text for the further investigation at the stage of results interpretation. We have presented a general description of each of these categories in order to explain the tagging characterization of our text entries. Due to the fact that we are not to consider each feature specifically, we must generalize the occurrences of our corpus. Thus, we can note that corpus in question only manifests two general types of codes: EFExJ and EFDJ, which only vary in the aspect of modality. Hence, we can state that all texts composing our corpus are presented in the written form, have formal register and concern legal and administrative information. As for modality, there are two general categories: those representing description and those representing normativity. The difference between description and normativity is not always quite clear to establish. Nevertheless we consider that a text corresponds to the modality of normativity on condition that it manifests some kind of instructions to refer to administrative or legal information. On the other hand, the description modality is applied to those texts, which do not manifest any kind of instructions, although on the contrary give essential administrative information to the passengers. Furthermore, there are only few texts considered as corresponding description modality as we can see in the example table below.

On the whole, the corpus of texts can be fully analysed in the VOLUME II as regards APPENDIX section of the present work. Nonetheless, let us consider an extract from the corpus, conveying some examples of texts represented in our corpus and demonstrating the existing texts to refer to description modality of those:

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<sup>39</sup> Conative function is one of six communication functions of language defined by Roman Jakobson. The other functions are: referential, expressive, poetic, phatic and metalingual. All functions have different targets. "Orientation toward the addressee, the CONATIVE function, finds its purest grammatical expression in the vocative and imperative, which syntactically, morphologically, and often even phonemically deviate from other nominal and verbal categories." (Roman Jakobson, *Linguistics and Poetic*, 1960, p. 4)

| Text   | Code  |
|--|-------|
| 70 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Validez: 30 días consecutivos desde la primera cancelación. Título multipersonal y horario.   | EFExJ |
| Aparato de alarma paro de escalera. El uso indebido será castigado por la ley art. 11.2 APT. C) del reglamento de viajeros de este ferrocarril.  | EFExJ |
| Apertura de puerta en caso de emergencia: 1.Romper el vidrio de la caja de la maneta. 2.Accionar la maneta. 3.Abrir la puerta manualmente. Terminantemente prohibido el uso indebido.  | EFDJ  |
| ¡Atención! Con luz roja, puerta fuera de servicio. Utilice las otras puertas. No entrar ni salir con luz amarilla intermitente.  | EFDJ  |
| Atención. Si viaja con un cochecito de bebé, siempre que sea posible: lleve el bebé en brazos, pliegue el cochecito y déjelo en la plataforma central. Si la plataforma está ocupada por un viajero en silla de ruedas, deje el cochecito donde no moleste a los demás viajeros. Si el bebé ha de permanecer en el cochecito: sujétalo firmemente con la mano, no lo suelte nunca. El cochecito puede volcar y provocar un grave accidente al bebé. Esta norma vela por la seguridad de los bebés y es de obligado cumplimiento. No respetarla exime a la empresa de cualquier responsabilidad que no le sea legalmente atribuible.  | EFExJ |
| Cómo se aplican las tarifas: Ejemplos. Las tarifas se establecen en función del número de zonas por las que discurre el trayecto, hasta un máximo de 6 zonas. En el caso de un desplazamiento concreto que tenga el origen y el destino estaciones contiguas o en municipios limítrofes situados en diferente zona tarifaria, se podrán utilizar los títulos de transporte integrados de 1 zona siempre y cuando no se realice ningún transbordo y con las siguientes excepciones: Cuando la estación de origen o de destino esté situada en la corona 1. Cuando aun siendo municipios limítrofes, para realizar este desplazamiento se tengan que atravesar otros municipios. Cuando utilice una tarjeta integrada de viajes ilimitados (T-Mes, T-Jove, T-Trimestre o T-Día), que se circunscribirá a la zona de primera validación. Con los títulos de viaje ilimitados, la zona donde se efectúe la primera validación determinará, siempre, la zona de origen del viaje. | EFDJ  |
| Compre el título en las paradas o en los puntos habituales antes de entrar en tranvía. No se venden títulos en el interior de los tranvías   | EFExJ |

Structurally, this extract shows us both types of texts described at the beginning of the present chapter, i.e. those consisting mainly of two sentences, related syntactically and semantically and carrying common general meaning, and those consisting of more than two sentences with the same categorization criteria. The categorization aspect of texts will be implied at the stage of results interpretation in the comparison of informants' answers to the questionnaire presented in the following Chapter.

## 2. Questionnaire creation

After having analysed the categorization aspects of created corpuses (word forms, statements and text), the next step to be followed is that of questionnaires creation in order to apply them to the practical part of the present investigation. Questionnaires to be established refer to those three types of corpuses studied above. Hence, they are to be observed and described in the same way, i.e. separately that of word forms, statements, and, subsequently, texts.

Before starting the process of analysing each questionnaire independently, let us generalize the common key factors to be established in this work. As stated in the previous section of this Chapter concerning corpus creation, the description process of those was due to the creation procedure, i.e. we started from the analysis and categorization of word forms corpus, following it by the analysis of statements corpus, and concluding with the analysis and characterization of texts corpus. That was the chronologically logical order implied in the present work. In this section, nevertheless, we are not going to imply the same description order owing to several factors. Let us consider these factors below:

### 1) General–detailed approach

This approach refers to the fact that in order to establish the most efficient understanding mechanism it is important to pass from the most general information to the concrete one, thus, evaluating the comprehension capacity of general material as opposed to the concrete one at the end of the experiment. Assuming from this, the first questionnaire to be created and, therefore, applied, is that of texts representing the most general information on the subject. The second questionnaire is that of statements, manifesting more detailed approach, demonstrating the syntactical relation within the sentences. The last questionnaire to be put into practice is that of word forms, manifesting the most concrete information, i.e. morphological and semantic aspects of different forms of words occurred in both previously mentioned corpuses. Stating from this, we can generalize that unlike the process of corpus creation, where the first one to

be created was that of word forms, in the present section the corresponding questionnaire will be analysed the last.

## 2) Context

This factor is closely related with the first one, as they both refer to the notion of context. Apart from the mere fact of following the scheme “general – concrete” for a better understanding evaluation, it is important for us to study the comprehension capacity of different linguistic units within or out of their context, as it can help crucially in the understanding task of informants. Thus, the corpus of texts serves us to analyse the notions of anaphoric and cataphoric relations, deictic words and expressions, syntactical relations between its members. The context factor plays a pivotal role in this analysis. The subsequent corpus of statements focuses more on the syntactical relations between different word forms within a single statement. It, therefore, helps us to observe the relations between particular parts of speech and their contribution to the understanding capacity of the informants. The remaining corpus of word forms deals mainly with the morphological aspect different parts of speech, manifesting the importance of the notion of transparency and helping us to analyse whether this aspect is so significant when it comes to the understanding capacity of single word forms in an isolated way without any given context. On the other hand, the former point is not absolutely exact since in several particular cases there have been proposed surrounding words mainly forming parts of collocations and stable expressions.

After having determined the factors explaining our decision to create questionnaires for our experiment in an established order, we will go on to analyse the creation process and characteristics of each questionnaire apart. In order to put our experiment forward it is crucial to establish the right range of informants for the present investigation. This aspect concerning our informants has already been mentioned above. Nevertheless in this section we are to create a special personal data questionnaire aiming to categorize in a particular way the established groups of informants.

## 2.1. Personal data questionnaire

Personal data questionnaire aims to help us categorize the established group of informants for the present investigation. Thus, it is to include the basic information of personal type regarding age, linguistic background and socio-economic status. This is in its turn to be analysed in the further chapter considering results of our experiment as well as subsequent expression of obtained conclusions. The personal data questionnaire is the first step of data collecting and of our experiment since it is important to seek the right group of informants in order to perform the data collection correctly. Thus, before having started completing other questionnaires containing some information related with language aspects, such as texts, statements and word forms we are determined to have this personal data questionnaire filled so that we can reassure the correct selection of corresponding informants. Furthermore, it contains some crucial information to be used in our statistical analysis on the stage of results interpretation, which will be carried out in the following chapter considering results and conclusions. As any personal data questionnaire, this is used strictly for statistical and systematic reasons and no personal data information will be displayed to third persons or used against those involved and mentioned in the investigation.

Due to the fact that we divided informants into 3 groups according to their language background, there will be variations of this personal data questionnaire according to the group of informants it corresponds (Russian monolinguals, Romanian monolinguals and Russian-Romanian bilinguals). Thus, there are the following types of the questionnaire in question:

- Russian
- Romanian
- Russian-Romanian

Nevertheless, it is important to point out that the general structure of these questionnaires is identical and is simply proposed in different languages for a more comfortable completion for informants. Since that, let us consider the sample of the personal data questionnaire for the Russian language monolinguals as the example of a personal data questionnaire used in the present investigation:

**АНКЕТА**  
Questionnaire

|   |               |  |  |
|---|---------------|--|--|
| Имя<br>First name                                     |               |  |  |
| Фамилия<br>Last name                                  |               |  |  |
| Дата рождения<br>Date of birth                        |               |  |  |
| Национальность<br>Nationality                         |               |  |  |
| Страна<br>Country                                     | Город<br>City |  |  |
| Родной язык<br>Mother tongue                          |               |  |  |
| Владение другими языками<br>Other languages knowledge |               |  |  |
| Образование<br>Education                              |               |  |  |
| Профессия<br>Profession                               |               |  |  |
| Национальность матери<br>Mother's nationality         |               |  |  |
| Родной язык матери<br>Mother's native language        |               |  |  |
| Национальность отца<br>Father's nationality           |               |  |  |
| Родной язык отца<br>Father's native language          |               |  |  |

As we can observe from the table above the personal data questionnaire contains basic information about a person in question: first name, last name, birth date, nationality, country and city of residence, native language as well as knowledge of other languages, education, profession and the general information about the native



language of both mother and father together with their nationality. All these data are asked to be provided due to the fact that we claimed to set three groups of informants depending on our objective of the research: Russian monolinguals, Russian-Romanian bilinguals and Romanian monolinguals. Hence, in order to establish the correct groups of those we need the basic information concerning their language skills as well as their language background. The requirement of the first and last names is a simple formality as it plays no role in the present investigation and is only given to have the register of the person in our document. The birth date is required in order to place the informant in the correct age group of informants. Let us remind that we are planning to establish two general groups of informants to refer to their age: those between 20 and 30 years old and those between 35 and 50 years old. On the other hand, it is important for the correct outcome of our investigation to establish the groups of informants with the same or at least similar educational background. For this purpose the information on their education and profession is required. Furthermore, we require information of both mother and father's linguistic background knowledge in order to verify the group of informants they must apply to. It is important to state that apart from the distinction in the age groups there is the most important distinction between monolinguals of each of the languages and bilinguals presenting the knowledge on the native level of both languages Russian as well as Romanian.

## 2.2. Questionnaire “Text”

The texts questionnaire is the first factual questionnaire to be filled in by our informants since the previous questionnaire mentioned above is created and used strictly for statistical and analytical reasons with no factual containing of linguistic models. On the other hand, it is also important to state that the texts questionnaire is the first questionnaire to be created and used in contrast to the texts corpus, which was described and analysed after the creation of the previous corpuses considering primarily word forms and secondly statements. If in the previous stage of our investigation there was no actual difference in the order we consider and analyse corpuses due to the fact that they contain different kinds of linguistic data and are not intersected, at this stage of our investigation, i.e. preliminary stage of our experiment, it is incredibly important to follow exactly the order we are describing in this section. As mentioned in the introduction to this chapter, there are two main reason for this choice: passing from the most general aspect to the most concrete, on the one hand, and given context, on the other hand. Following these assumptions, it is crucial to start our process of experiment with texts questionnaire since it represents the most general approach to the study of the given linguistic forms and, at the same time, it proposes the analyses of linguistic data within their context, which is of a great interest to analyse in order to compare with results of the subsequent statement and later word form questionnaires which correspond to a different approach and are analysed and interpreted in a different way. Hence, it is necessary to state as well that the order of questionnaires analyses mentioned in this section corresponds the order in which our informants complete the questionnaires, starting then with this texts questionnaire.

Before starting describing the creation process of our texts questionnaire for the experiment, we must review the three groups of informants we have for our investigation and, thus, establish the main characteristics of the process of questionnaire completion. Considering the stated groups of informants, there are 3 general characteristics related with our experiment. Let us consider each group of informants separately in order to describe the structure of questionnaires completion used for each group:

1. Russian monolinguals.

The corresponding group of informants is to complete the questionnaires presented in the Russian language. In this way we can state the existing 3 questionnaires for the presented group.

2. Romanian monolinguals

This group of informants is to complete the questionnaires in the Romanian language. As well as in the case of the previously mentioned group of informants, this is also to complete 3 questionnaires established before.

3. Russian-Romanian bilinguals

The group of informants consisting of Russian-Romanian bilinguals is to complete the established questionnaire in both Russian and Romanian. Thus, this group of informants will have to complete all 6 questionnaires, being 3 pairs of questionnaires presented in 2 different languages. It is indispensable due to the fact that it would not be correct to analyse only one language they speak natively as the results might be slightly different considering different languages and as we must take the overall analyses of their language skills in each language coming from the fact that this group of informants corresponds to bilingual individuals.

Talking about the existing questionnaires being presented in two different languages, it is also essential to consider the type of information included in each of them as well as to analyse the main differences and similarities between those, if such exist. Looking forward, we can assume right ahead that if in some cases it is possible just to translated the given instructions for each questionnaire, in the other it is impossible to do and must be created instead separately and independently. This leads to another difficulty for informants to complete, since they must be totally absorbed by a language and must be absolutely involved in a questionnaire in order to get expected results from the experiment. Not surprisingly, all three questionnaires present totally different structures aiming to perform different tasks. Mentioning this aspect, we are to be analysed each questionnaire separately in corresponding sections, where we will study all the aspects considering these 3 pairs of questionnaires.



## **Questionnaire “Text” Russian and Romanian**

As stated above, generally speaking, there are 3 pairs of questionnaires used in our experiment dealing with different groups of informants depending on their input language. Thus the texts questionnaire is proposed in Russian as well as Romanian to refer to monolingual and bilingual individual of previously mentioned languages. Nevertheless, we must point out that due to the specific structure of the given questionnaires, which will be analysed and described below, we are going to study both sets of this questionnaire in this section manifesting different translations occurred in one questionnaire of another. The mere difference between these two questionnaires is the language, as all the content has been translated following identical linguistic structures.

The creation of the questionnaire in question deals with the type of information we need to receive from our informants in order to use it later in the analysis of obtained data in the results interpretation section. As it has already been stated above, this questionnaire represents the most general approach to our linguistic research and experiment and at the same time it represents the form which deals with the broadest notion of context since it corresponds to texts consisting of at the minimum two phrases connected grammatically and semantically and representing all sorts of cataphoric and anaphoric relation possible in such constructions and, hence, can contribute to a more complete understanding of given information. Thus, the main objective at this stage of our experiment is analysing the overall comprehensive capacity of our informants, rather than particular structures or forms. Coming from this fact, it is important to note that the questionnaire consists of questions about given texts in order to assess various aspects of comprehension of texts in question. In the following sections we are going to consider the questions and discuss answer options proposed in both questionnaires, Russian and Romanian. All questions and options given below will be written in Russian as well as Romanian, just as they appear in the questionnaire, and translated into English for a better absorption of given information.

Thus, let us analyse each question separately in order to establish the possible interpretation of this and understand the aspect implied for informants' comprehension capacity evaluation:

1. Russian: *Каков тип данного сообщения?*

Romanian: *Care este tipul acestui anunț?*

English: *What is the type of this message?*

This question represents a kind of general introductory question aiming to assess the general understanding of texts by means of the correct selection of corresponding type of information transmission. Coming from the fact that our corpus consists strictly of information related with the public writings of the urban transport of the city Barcelona, it is conceivable to assume that the number of proposed options is limited due to the limitation scale of specified context. In fact it corresponds to the real state of facts. Nevertheless, not all message types proposed to be selected represent a real message type occurred in our corpus of texts. On the contrary, it can merely aim to mislead the informant and, therefore, reassure the correct evaluation of the informant's comprehensive capacities to refer to the text in question. Thus, the proposed options range between the following basic message types:

- Russian: *Инструктирование*

Romanian: *Instrucționare*

English: *Instructing*

This message giving type implies providing a list of instructions to be followed by the addressee. It can be represented by a mere list of actions to be taken in a specific situation, as in the following example:

*“Apertura de puerta en caso de emergencia: 1.Romper el vidrio de la caja de la maneta. 2.Accionar la maneta. 3.Abrir la puerta manualmente. Terminantemente prohibido el uso indebido.”*

- or on the other hand it can be consisting of a figurative description of possible actions to be taken providing that a particular state of affairs occurs, as in the example below:

*“Cuando estés en una parada, pide al conductor que se detenga. Hazle una señal cuando se esté acercando, así se parará y podrás salir.”*

*“Atención. Si viaja con un cochecito de bebé, siempre que sea posible: lleve el bebé en brazos, pliegue el cochecito y déjelo en la plataforma central. Si la plataforma está ocupada por un viajero en silla de ruedas, deje el cochecito donde no moleste a los demás viajeros. Si el bebé ha de permanecer en el cochecito: sujétalo firmemente con la mano, no lo suelte nunca. El cochecito puede volcar y provocar un grave accidente al bebé. Esta norma vela por la seguridad de los bebés y es de obligado cumplimiento. No respetarla exime a la empresa de cualquier responsabilidad que no le sea legalmente atribuible.”*

- and lastly it can simply consist of orders expressed by means of the imperative form of verbs implying that the actions must be taken without any specific context, i.e. in any case, rather than under particularly specified circumstances, as we can see in the examples below:

*“Valide siempre el título al entrar, incluso si efectúa transbordo. Consérvelo hasta que abandone el andén.”*

*“Compre el título en las paradas o en los puntos habituales antes de entrar en tranvía. No se venden títulos en el interior de los tranvías”*

- Russian: Информирование  
Romanian: Informare  
English: Informing

In the initial stage this message type might be semantically intersected with the previously mentioned one, i.e. that of *instructing*. However, there are concrete and extremely important differences which will draw a clear line differentiating these two types of message providing.

Primarily, it is essential to note that, unlike *instructing*, the aim of this message type is solely providing information for the addressee to take into

account. There are no orders given and no figurative description of possible circumstances. This type of message giving deals namely with the supplying information, which is considered to be important for specific reasons. The following example will confirm our assertions:

*“Aparato de alarma paro de escalera. El uso indebido será castigado por la ley art. 11.2 APT. C) del reglamento de viajeros de este ferrocarril.”*

As we can see in the example below this message giving kind is typical for the type of administrative information consisting for norms, regulations, rights, prohibitions, laws, etc. Here below we have an extract from a text occurred in our corpus of texts and consisting of norms of use of the transport in question:

*“Normas de uso. Reglamento de viajeros en vigor (Ley 4/2006, de 31 de marzo, ferroviaria). Derechos de cliente: Ser informado del funcionamiento del servicio, de sus incidencias y de los tipos de billetes y tarifas. Ser tratado con corrección por los empleados de la empresa y ser atendido en las peticiones de ayuda e información, con la posibilidad de usar los intercomunicadores para ello. Formular reclamaciones, si lo estima oportuno, utilizando las hojas de reclamación que están disponibles en todas las estaciones. ...”*

- Russian: Описание  
Romanian: Descripțiune  
English: Description

As the name suggests, this third message type deals with descriptions of a specific object, i.e. a ticket, as in the example below:

*“10 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Título multipersonal y horario.”*



- or it can refer to the description of the way some things are established, i.e. how tickets rates are counted, as we can see below in the extract of a text from our corpus:

*“Cómo se aplican las tarifas: Ejemplos. Las tarifas se establecen en función del número de zonas por las que discurre el trayecto, hasta un máximo de 6 zonas. En el caso de un desplazamiento concreto que tenga el origen y el destino estaciones contiguas o en municipios limítrofes situados en diferente zona tarifaria, se podrán utilizar los títulos de transporte integrados de 1 zona siempre y cuando no se realice ningún transbordo y con las siguientes excepciones: Cuando la estación de origen o de destino esté situada en la corona 1. ...”*

- Russian: Объяснение  
Romanian: Explicație  
English: Explanation

This type of messaging is supposed to refer to some sort of explanation of reasons why a particular action has been taken or why a particular decision has been made in a specified context. However, this type of message giving represents a trap since it does not correspond to any examples of texts provided by our corpus of texts. As already mentioned above, the main aim of this message type is misleading the informant in order to a more reassured and correct evaluation of their comprehension capacities of a given text.

- Russian: Запрещение  
Romanian: Interdicție  
English: Prohibition

As its name suggests this type of messaging involves the notion of prohibition of specific actions expressed with a list of unpermitted actions or a

figurative descriptions of hypothetical situations in which some actions cannot be taken.

Nevertheless, as well as in the case of the previously mentioned type of *explanation*, this kind of messaging also represents a stratagem in order to provide various types of messaging, which at the same time can be confused with other types in analysing a given text. For example, *prohibition* might be easily confused with *informing*, since they can both deal with prohibitions described in norms of use of the transport. However, this type of messaging is stronger and more emphatic than that of *informing*, whose aim is simply providing information in a specific situation, without any remark of whether these actions must not be taken due to a created prohibition.

- Russian: Предупреждение  
Romanian: Avertizare  
English: Warning

As we can assume from its name, this type of messaging warns of a situation, in which there can be some sort of danger or problem. Thus, the addressee must take this warning into account in order to act correctly in a specific moment. Let us see the only example provided by our corpus of texts:

*“¡Atención! Con luz roja, puerta fuera de servicio. Utilice las otras puertas. No entrar ni salir con luz amarilla intermitente.”*

Although this type of message giving might be confused with that of *instructing* since they both contain imperative verbal forms, we must pay regard to the fact that in contrast with *instructing*, this type of messaging aims merely to warn of possible consequences of a situation or action with no referring to possible actions taken to prevent it or deal with given circumstances.

These were the basic six types of message providing encountered in our texts questionnaires, of which only four actually appear in our corpus of texts (*instructing*,

informing, description and warning), while the other two types (explanation and prohibition) represent stratagems proposed as options to the first question considering the type of given message by means of two general suppositions:

1) they can be easily confused with some other types provided by our texts and

2) they help us widen the list of options, which creates slightly more difficulties in choosing the corresponding answer.

Nevertheless, it is important to state that these six basic types of messaging are not the only types provided in our questionnaires, since there are five more “hybrid” types, consisting of a combination of two of the previously mentioned basic types. Let us consider the following existing types:

- Russian: Описание и предупреждение  
Romanian: Descripțiune și avertizare  
English: Description and warning

This type of message transmission combines *description* and *warning* with description being expressed on the first place, hence is more prominent or more emphatic, while warning on the second, being a subsequent comment on a specified action. Let us consider the only example of this type of message giving provided by our corpus of texts:

*“Desbloqueo de puertas. Prohibido su uso salvo caso de emergencia.”*

- Russian: Информирование и предупреждение  
Romanian: Informare și avertizare  
English: Informing and warning

This type of message contains two types: *informing* being expressed on the first place and *warning* being the result of the previously mentioned *informing*. Thus, we can assume that the first part of the message in question contains some relevant information about a specific content to be taken into

account by the addressee with subsequent *warning* in case of not following the rules established before and possible consequences of taken actions. Let us consider the only example of this type of message providing encountered in our corpus of texts:

*“Es la percepción mínima que establece la Ley\* si no llevas un título válido. Los inspectores tienen la obligación de imponértela, pero aplicarán una reducción de 50% sobre dicho importe si haces efectivo el pago de forma inmediata. En caso contrario, están obligados a pedirte la identificación para tramitar la percepción. \*De conformidad con el artículo 52 de la Ley 7/2004, de 16 de julio, de medidas fiscales y administrativas, modificada por la Ley 26/2009, de 23 de diciembre, de medidas fiscales, financieras y administrativas.”*

- Russian: Информирование и описание  
Romanian: Informare și descrițiune  
English: Informing and description

This type of message giving combines two basic types, i.e. *informing* being on the first place and *description* being on the second. We must remark that this type is the most common among all the “hybrid” types of message giving corresponding to the biggest number of similarly structured texts. Let us see the examples as follows:

*“T-Trimestre. Número ilimitado de viajes. Tarjeta personalizada con acreditación mediante DNI o carnets de los operadores. Validez: 90 días consecutivos desde la primera validación.”*

*“T-Jove. Número ilimitado de viajes. Tarjeta personalizada para menores de 25 años con acreditación mediante DNI o carnets de los operadores. La edad se puede ampliar si se acredita que se está cursando estudios mediante la obtención de un carnet acreditativo de la ampliación de la T-Jove. Validez: 90 días consecutivos desde la primera validación.”*

As we can see in these examples, in contrast to mere description type, in this type of message giving, at first, we are informed of the name and type of given ticket. Afterwards, we are provided with the description considering the correct use of the ticket, people it corresponds to, the way and the place of acquiring, validity and so on.

- Russian: Запрещение и предупреждение  
Romanian: Interdicție și avertizare  
English: Prohibition and warning

This hybrid type of message transmission combines two basic types, i.e. *prohibition*, being the most prominent as occurred on the first place and *warning*, being mentioned afterwards and, thus, being on the second place. Nonetheless, this type of message providing represents a stratagem as it does not correspond to any text from our corpus.

- Russian: Предупреждение и запрещение  
Romanian: Avertizare și interdicție  
English: Warning and prohibition

This is the final hybrid type of message being very similar to the previously mentioned one and differing from it merely by the emphasis in the given construction. Thus, warning occurs on the first place and is, therefore, more prominent, while prohibition comes as second and represents the consequence or the result of the first action. As well as in the case of the previous hybrid type, this also represents a stratagem due to the fact that it does not correspond to any text occurred in our corpus of texts.

2. Russian: *К кому этот текст обращен?*  
Romanian: *Cui acest text este adresat?*  
English: *Who is this text addressed to?*

After having answered the first question considering the general type of provided message, the following step in our questionnaire is to analyse the kind of person or people this message is addressed to. Thus, we can say that this second question deals with the understanding of given message addressee.

Generally speaking , the options range according to the type of information included in each text. Nevertheless, we can state that there are the following unspecified general groups of addressees:

- Drivers  
Without concretizing the means of transport, these refer in general to transport drivers, ranging from metro, train to bus.
  
- Passengers or transport users  
Here we are talking about transport passengers referring generally to train, metro and bus users. However, within this very group there are many subdivisions and specifications dealing with various kinds of passengers, for example: *passengers willing to buy a ticket*, *elderly passengers*, *passengers with baby carriages* etc.
  
- Conductors  
These imply people who check passengers transport fares
  
- Staff  
These refer namely to transport company staff, taking into account all those people working in the company with exclusion of drivers and conductors, as those are mentioned separately
  
- Tourists  
These are people coming on holiday to visit the city of Barcelona and its surroundings.

After having analysed the second question of our questionnaire, there is one more question left. This is to be described below as follows.

3. Russian: *Каковы цели и задачи сообщения?*

Romanian: *Care sunt scopurile și sarcinile comunicării?*

English: *What are the aims and the tasks of the message?*

This is the third and final question for the informants to refer to texts. At the same time, we can name it the most important question as well since it refers to the most essential information contained in and carried out by the texts. The correct answer to this question would probably show us whether the informants have understood the general idea of the text or not.

The options given to choose between for this question have to do with the type of message the text is question provides. Generally speaking, there are two types of existing options: message transmission and description. Nevertheless, the vast majority of options starts with the phrase “message transmission”. Now, depending on the particular context given for each case, i.e. on the information contained in the text, the options in question vary. For example, we can find the following answer variants:

- Message transmission about a ticket type
- Message transmission about ticket types
- Message transmission about rules how to use this means of transport
- Message transmission about existing tickets rates

As refer to descriptions, the options include the following:

- Actions description in case of travelling with babies in carriages
- Actions description in case of transferring domestic animals

All in all, it is important to note that this type of questionnaires does not aim to evaluate the understanding of concrete forms and phrases. On the contrary, its main aim is to assess the general understanding of the given information using mainly context in which these forms appear. There is no necessity in understanding the meaning of all components included in the message but the general idea of texts.

Now, after having analysed the existing questions and general types of options proposed in each case it is important to note some particularities to refer to completion process. In this case we must state that in order to perform the task the informants must read attentively proposed instructions, where they can find general information considering the type of investigation and kind of information included in questionnaires. At the same time, they are provided by the description of the structure of the questionnaire, i.e. types of questions and information involved, together with completion process and method. And, finally, conditions in which these texts questionnaire completion must be performed. The complete questionnaire together with instructions can be found in the VOLUME II of the present work named Appendix II Questionnaires, pp.62 and 86: Questionnaire “Text” Russian and Questionnaire “Text” Romanian. Nevertheless, below we are going to manifest the first page of the given questionnaire proposed for the Russian language and then for the Romanian language. As it has already been stated above, the Russian and the Romanian texts questionnaires are identical with the difference to have been written in the Russian language and translated into Romanian.

On the next three pages we can see the instructions, which informants were provided with before the completion process of the questionnaire, altogether with an extract from the questionnaire “Text” for the Russian and next Romanian languages:



## QUESTIONNAIRE "TEXT"

### Instructions for completing the questionnaire "Text"

#### Task description:

The questionnaire includes the list of texts in Spanish of various formats and sizes.

To the right of each text there are 3 questions presented about this text, with three possible answers to each question. You should carefully read the text and choose the answer that seems right, noting the desired window by the icon "X".

The subject of texts included in the questionnaire refers to information signs of public transport (metro, bus, tram, suburban train) of Barcelona. These information signs include administrative plan information, warning signs, traffic rules of use, the rights and obligations of passengers and so on.

#### How to fill out:

1. It is recommended to allocate to the assignment not more than one hour per day. After that, the level of concentration is reduced, in consequence of which the results can be skewed. If during that hour it was not possible to complete the entire task, it is recommended to continue it the next day with the same condition, namely, not more than one hour per day.

2. In the completion process it is not allowed to use any educational or teaching materials, dictionaries, the Internet, third parties and so on.

3. It is necessary to start the job in a calm and peaceful atmosphere. Do not proceed to the assignment, if you are tired, sleepy or busy with something, as this may affect the results of the task.

| № | Текст (text)   | Вопросы к тексту (questions about text)   |   |
|---|--|---|---|
| 1 | 10 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Título multipersonal y horario.   | <p>Каков тип данного сообщения?</p> <p>a. Инструктирование <input type="checkbox"/></p> <p>b. Запрещение <input type="checkbox"/></p> <p>c. Описание <input type="checkbox"/></p> | <p>К кому этот текст обращен?</p> <p>a. водителям транспортного средства <input type="checkbox"/></p> <p>b. пассажирам, желающим произвести пересадку на другое транспортное средство <input type="checkbox"/></p> <p>c. пассажирам, желающим купить проездной билет <input type="checkbox"/></p> |
| 2 | 50 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Validez: 30 días consecutivos desde la primera cancelación. Título unipersonal y horario. | <p>Каков тип данного сообщения?</p> <p>a. запрещение <input type="checkbox"/></p> <p>b. описание <input type="checkbox"/></p> <p>c. инструктирование <input type="checkbox"/></p> | <p>К кому этот текст обращен?</p> <p>a. пассажирам, желающим купить проездной билет <input type="checkbox"/></p> <p>b. пассажирам, желающим произвести пересадку на другое транспортное средство <input type="checkbox"/></p> <p>c. водителям транспортного средства <input type="checkbox"/></p> |

|  | № | Textul (text)   | Întrebări despre text (questions about text)  |
|--|---|---|---|
| <p>Каковы цели и задачи сообщения?</p> <p>a. передача информации о типах транспортного средства <input type="checkbox"/></p> <p>b. передача информации о типе транспортного билета <input type="checkbox"/></p> <p>c. передача информации о правилах пользования транспортным средством <input type="checkbox"/></p> | 1 | <p>10 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Título multipersonal y horario.</p>   | <p>Care este tipul acestui anunț?</p> <p>a. instrucționare <input type="checkbox"/></p> <p>b. descrițiune <input type="checkbox"/></p> <p>c. interdicție <input type="checkbox"/></p>   |
| <p>Каковы цели и задачи сообщения?</p> <p>a. передача информации о правилах пользования транспортным средством <input type="checkbox"/></p> <p>b. передача информации о типах транспортного средства <input type="checkbox"/></p> <p>c. передача информации о типе транспортного билета <input type="checkbox"/></p> | 2 | <p>50 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas). Validez: 30 días consecutivos desde la primera cancelación. Título unipersonal y horario.</p> | <p>Care este tipul acestui anunț?</p> <p>a. descrițiune <input type="checkbox"/></p> <p>b. instrucționare <input type="checkbox"/></p> <p>c. interdicție <input type="checkbox"/></p>   |
|  |   |   | <p>Cui acest text este adresat?</p> <p>a. pasagerilor, doritori de-a scimba mijlocul de transport <input type="checkbox"/></p> <p>b. conducătorilor mijloacelor de transport <input type="checkbox"/></p> <p>c. pasagerilor, doritori de-a procura un bilet de transport <input type="checkbox"/></p> |

|   |   |
|---|---|
| <p><i>Care sunt scopurile și sarcinile comunicării?</i></p> <p>a. transmiterea informației despre tipurile mijloacelor de transport <input type="checkbox"/></p> <p>b. transmiterea informației despre regulile folosirii mijloacelor de transport <input type="checkbox"/></p> <p>c. transmiterea informației despre tipul biletului de transport <input type="checkbox"/></p> | <p>a. transmiterea informației despre tipul biletului de transport <input type="checkbox"/></p> <p>b. transmiterea informației despre regulile folosirii mijloacelor de transport <input type="checkbox"/></p> <p>c. transmiterea informației despre tipurile mijloacelor de transport <input type="checkbox"/></p> |
|---|---|

### 2.3. Questionnaire “Statement”

Statements questionnaire is the second questionnaire to be completed by informants. As well as in the case of other two questionnaires, this one is presented in two languages, Russian and Romanian to suit our groups of informants containing Russian monolinguals, Romanian monolinguals and Russian-Romanian bilinguals. And as well as in case of the texts questionnaires, these groups of informants are to complete the questionnaires in slightly different way:

- Russian monolinguals and Romanian monolinguals are to complete only three questionnaire in corresponding language (Russian or Romanian)
- Russian-Romanian bilinguals are due to complete all six existing questionnaire as they represent native-like competence in both languages and are, thus, to be assessed in both.

As well as in case of other two questionnaires, i.e. that of texts and word forms, before the very completion of the given questionnaire informants are asked to go through instructions attached to the questionnaire. In this form they can see the general description of the questionnaire, types of information and forms included, structure of the task and objectives given to them. At the same time they can see some recommendations for a better and more accurate completion, for example the atmosphere, time of completion, mood, external affairs etc. Considering these aspects, informants are not allowed to be completing the questionnaire more than an hour a day due to the fact that otherwise they will lack required concentration, which can lead to inaccurate responses and can, therefore, interfere final results. On the other hand, they must understand that this is not an assessment of their linguistic capacities

or knowledge, since in fact they are required not to have any knowledge of the Spanish language so as not to have further interference with possible results. At the same time, taking into account the big volume of proposed material, in case of not being able to choose any of the given options, informants are allowed to leave the space blank and, thus, move forward to the next question or task. Let us consider the exact translation of instructions given for the questionnaire “Statements”:

## QUESTIONNAIRE "STATEMENT"

### Instructions for completing the questionnaire "Statement"

#### Task description:

Questionnaire includes a list of statements (sentences or phrases) in the Spanish language.

It also contains 6 levels or degrees of understanding of statements with their detailed description. For each statement you must mark with the icon "X" the understanding degree that best describes how you understand this statement.

The subject of texts included in the questionnaire refers to information signs of public transport (metro, bus, tram, suburban train) of Barcelona. These information signs include administrative plan information, warning signs, traffic rules of use, the rights and obligations of passengers and so on.

#### How to fill out:

1. It is recommended to allocate to the assignment not more than one hour per day. After that, the level of concentration is reduced, in consequence of which the results can be skewed. If during that hour it was not possible to complete the entire task, it is recommended to continue it the next day with the same condition, namely, not more than one hour per day.

2. In the completion process it is not allowed to use any educational or teaching materials, dictionaries, the Internet, third parties and so on.

3. It is necessary to start the job in a calm and peaceful atmosphere. Do not proceed to the assignment, if you are tired, sleepy or busy with something, as this may affect the results of the task.

The questionnaire “Statement” presents a structure different from that of the questionnaire “Text”, and on the other hand different from that of word forms questionnaire as well. At the same time this questionnaire represents the “middle line” drawn between the first questionnaire “Text” and the last questionnaire “Word form” owing to the fact that it does not represent the most general approach to the study, although on the other hand it does not deal with the most concrete forms either. Thus, it is a sort of neuter territory aimed to assess the comprehension capacity of our informants in situations when there is some context, which can simplify the task of understanding the presented forms, but at the same time they can not count on the notions of cataphoric and anaphoric relations due to the fact that sentences and phrases are presented isolated.

In order to assess the informants’ comprehension capacity of the forms under consideration, the informants are proposed to choose between 6 options the understanding degree that most describes their understanding of the sentence or phrase in question. Thus, they are not to answer any questions related with the forms or translate the forms into their native language. On the contrary, their main aim is to understand the general overview and the essential idea of the form and to be able to select the most appropriate description of this.

Considering this aspect, it is important to note that the informants will have 6 understanding degrees between which they are supposed to choose one with the best description similar to their understanding degree of the forms considered. The main issue at this juncture is why there is this strict number, six, instead of, say so, five or seven. The main idea was to propose an even number since there is no “middle” point, i.e. no “middle” number that could be chosen easily over other options. Since there is no such one, the informants will have to pay close attention to understanding degree descriptions in case of doubt which one to choose between the mid-options. The marginal options in case of any understanding degree quantity selected for the case will be the same, i.e. very clear and will not represent a problem for the informant. The question and the difficulty here will be the correct selection of the mid-numbers in case of subsequent coincidence between understanding degree options and their own understanding capacity.

Let us consider below the understanding degree descriptions used in the present study. As the descriptions given for the Russian and Romanian languages are

identical, we are not going to consider each questionnaire separately. On the contrary, we will only propose the corresponding translation of given forms into each language mentioned above, the first being Russian and the second being Romanian:

1. Russian: *Я не понимаю ни предложение в целом, ни составляющие его слова.*

Romanian: *Nu înțeleg propoziția în ansamblu, nici cuvintele constituente.*

English: I do not understand either the sentence on the whole or its constituents.

This option suggests the total lack of comprehension of the given form. The informant is supposed to choose this option only in case that their can not understand any of the words included in the sentence or phrase, but at the same time when they can not understand the meaning of the sentence or the phrase in general, without specifying the meanings of separate words and forms.

2. Russian: *Я понимаю только отдельные слова в предложении, но не понимаю смысл всего предложения.*

Romanian: *Înțeleg doar câteva cuvinte într-o propoziție, dar nu înțeleg sensul propoziției întregi.*

English: I only understand separate words in the sentence, but I can not understand the meaning of the whole sentence.

This option is to be chosen in case of not being able to perceive the complete sense of the structure, in spite of being able to distinguish the meaning of separate words in the statement. This can probably be contributed to the notion of transparency in case of encountering similar words to those of the language or languages the person speaks natively. Nevertheless, in case of such single encounters there is no additional advantage due to the simple fact that the complete sense of the statement is unperceivable.



3. Russian: *Я понимаю только общий смысл предложения, хотя многие слова мне непонятны.*

Romanian: *Înțeleg doar sensul general al propoziției, deși multe dintre cuvinte nu sunt înțelese.*

English: I understand only the general sense of the sentence, although many words are unclear to me.

Unlike the previous options, this one is to be chosen when the informant can perceive the general sense of the statement. However, we are not talking about a perfect understanding of all its constituents. On the contrary, this is the case of perceiving some general sense while not understanding the meaning of many words in the statement.

4. Russian: *Я понимаю смысл предложения, хотя некоторые слова мне непонятны.*

Romanian: *Înțeleg sensul propoziției, deși unele cuvinte nu sunt înțelese.*

English: I understand the meaning of the sentence, although some words are unclear to me.

This option is similar to the previous one with the main difference consisting in the fact that the informant can not understand the meaning of only some words in the statement, rather than many of them. The general sense, as well as in the previous option, is quite clear.

5. Russian: *Я полностью понимаю всё предложение, хотя не уверен(а) в значении одного (двух) слов.*

Romanian: *Înțeleg pe deplin propoziția întreagă, deși nu sunt sigur de sensul al unui (două) cuvinte.*

English: I understand completely the whole sentence, although i am not sure about the meaning of one (two) words.

Gradually approaching to the sixth and last option, this one corresponds to the comprehension of the statement on the whole despite not understanding the meaning of only a couple of words. Thus, this option is to be chosen when the comprehension of the statement is almost perfect with the difference of one or two unclear words.

6. Russian: *Я полностью понимаю всё предложение и все составляющие его слова.*

Romanian: *Înțeleg pe deplin propoziția întreagă și toate cuvintele constituente.*

English: I understand completely the whole sentence and its constituents.

Being the last proposed option and passing gradually from the complete incomprehension of the statement, this is to be suggested to correspond to the complete understanding of the whole sentence and all the words included in it with no exceptions and conditions.

Thus, we have seen all the proposed options for the informants. It is important to state once again that this structure was chosen with a specific purpose to make the informants choose the most appropriate option corresponding to their comprehension on the statements, which would be quite unclear in the case of, for example, five-option system leading to a probably more mechanical choice of middle degrees without a detailed analysis of proposed descriptions of the given options.

On the next two pages we are to see the examples of the questionnaire “Statement” given in the Russian and Romanian languages for corresponding groups of informants. In addition, the whole questionnaire created for the Russian and Romanian languages can be observed in the VOLUME II of the present work in the section Appendix II QUESTIONNAIRES, pp. 110 and 141 respectively.

| №  | Высказывание<br>(statement)  | Степень понимания высказывания<br>(understanding degree)        |  |  |  |   |   |
|----|--|---|--|--|--|---|---|
|    |  | 1   | 2  | 3  | 4  | 5   | 6   |
|    |  | Я не понимаю ни предложение в целом, ни составляющие его слова. | Я понимаю только отдельные слова в предложении, но не понимаю смысл всего предложения. | Я понимаю только общий смысл предложения, хотя многие слова мне непонятны. | Я понимаю смысл предложения, хотя некоторые слова мне непонятны. | Я полностью понимаю всё предложение, хотя не уверен(а) в значении одного (двух) слов. | Я полностью понимаю всё предложение и все составляющие его слова. |
| 79 | El viajero estará obligado a abandonar el autobus.   |   |  |  |  |   |   |
| 80 | En caso contrario, el viajero se deberá identificar y tendrá 30 días para hacerlo efectivo.  |   |  |  |  |   |   |
| 81 | En caso contrario, están obligados a pedirte la identificación para tramitar la percepción.  |   |  |  |  |   |   |
| 82 | En caso de emergencia, con el tren parado, accionar la palanca y abrir manualmente la puerta   |   |  |  |  |   |   |
| 83 | En caso de emergencia médica, si no tiene conocimientos de primeros auxilios, busque entre los viajeros personas con dichos conocimientos. |   |  |  |  |   |   |
| 84 | En casa de emergencia para hablar con Centro de Control  |   |  |  |  |   |   |
| 85 | En caso de emergencia romper el cristal y pulsar el botón  |   |  |  |  |   |   |
| 86 | En caso de incendio abrir esta puerta  |   |  |  |  |   |   |
| 87 | En caso de incendio, camine agachado protegiéndose nariz y boca con un pañuelo, en dirección contraria al humo.                            |   |  |  |  |   |   |
| 88 | En caso de incidencia que provoque la detención del autobús, continuar el viaje en la misma línea o en otra de itinerario similar, sin     |   |  |  |  |   |   |

|    |  |  |  |  |   |   |   |
|----|--|--|--|--|---|---|---|
|    | tener que pagar de nuevo   |  |  |  |   |   |   |
| №  | Enunț (statement)  | <b>Gradului de înțelegere<br/>(understanding degree)</b>             |  |  |   |   |   |
|    |  | 1<br>Nu înțeleg propoziția în ansamblu, nici cuvintele constitutive. | 2<br>Înțeleg doar câteva cuvinte într-o propoziție, dar nu înțeleg sensul propoziției întregi. | 3<br>Înțeleg doar sensul general al propoziției, deși multe dintre cuvinte nu sunt înțelese. | 4<br>Înțeleg sensul propoziției, deși unele cuvinte nu sunt înțelese. | 5<br>Înțeleg pe deplin propoziția întreagă, deși nu sunt siguri de sensul al unui (două) cuvinte. | 6<br>Înțeleg pe deplin propoziția întreagă și toate cuvintele constitutive. |
| 79 | El viajero estará obligado a abandonar el autobus.   |  |  |  |   |   |   |
| 80 | En caso contrario, el viajero se deberá identificar y tendrá 30 días para hacerlo efectivo.  |  |  |  |   |   |   |
| 81 | En caso contrario, están obligados a pedirte la identificación para tramitar la percepción.  |  |  |  |   |   |   |
| 82 | En caso de emergencia, con el tren parado, accionar la palanca y abrir manualmente la puerta   |  |  |  |   |   |   |
| 83 | En caso de emergencia médica, si no tiene conocimientos de primeros auxilios, busque entre los viajeros personas con dichos conocimientos. |  |  |  |   |   |   |
| 84 | En casa de emergencia para hablar con Centro de Control  |  |  |  |   |   |   |
| 85 | En caso de emergencia romper el cristal y pulsar el botón  |  |  |  |   |   |   |
| 86 | En caso de incendio abrir esta puerta  |  |  |  |   |   |   |
| 87 | En caso de incendio, camine agachado protegiéndose nariz y boca con un pañuelo, en dirección contraria al humo.                            |  |  |  |   |   |   |
| 88 | En caso de incidencia que provoque la detención del autobús, continuar el viaje en la misma línea o en otra                                |  |  |  |   |   |   |

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
|  | de itinerario similar, sin tener que pagar de nuevo |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|

## 2.4. Questionnaire “Word form”

This is the last questionnaire of our investigation to be completed by the informants. As the name suggests, it consists of word forms composing all the texts and statements studied previously. These word forms are presented in the alphabetical order and in their original, i.e. unmodified, form. The word forms corpus has already been studied above, so the number of words included in this questionnaire has already been established. For the present stage the importance is primarily attached to the original word form with no notion of the corresponding part of speech or lemma. The next stage of the results interpretation would be precisely to analyse the forms according to their type, lemmas, parts of speech, structure etc., but at this point this is not to be analysed being the purpose of the next Chapter.

The questionnaire “Word form” represents a very different structure from that of the previous questionnaires since it is not simply presented in the Russian and Romanian languages according to the established groups of informants, or better said translated from one language to the other, but moreover it represents a different and separate questionnaire for each language. All in all, both questionnaires “Word form” in Russian and in Romanian can be analysed in the VOLUME II of the present work in the section Appendix II QUESTIONNAIRES (pp. 200, 262).

As stated above, the present questionnaire deals with the word forms presented in the alphabetical order in the Spanish language. In order to complete the questionnaire the informant is asked to choose the most appropriate translation for them in the corresponding language, be it Russian or Romanian. There are the total number of three options proposed between which they are asked to choose one. All options follow a specific purpose and structure, which will be studied below.

There are different kinds of strategy used to compose the options in the questionnaire. It is important to note that these types are presented in both languages, Russian and Romanian, i.e. both questionnaires have examples of this variety of options. Nevertheless, we must state that there has been used a general strategy

consisting in the fact that of the proposed three options one is correct; another is seemingly transparent but incorrect; and the last one is simply incorrect not being necessarily seemingly transparent, i.e. not representing a similar structure of a word from their native language. However, as stated above, apart from this general strategy there have been different variations of options following different purposes. Let us first consider them in the most general way below, after which we will study the concrete examples from each questionnaire for the corresponding language.

Hence, these are the following types of option-making used in the present questionnaire:

a. Part of speech enquiring

This option is the only one not actually presenting a translation option but rather evaluating the understanding of the functional aspect of the form. This structure is usually used with structural parts of speech, i.e. prepositions and articles, whose meaning is very difficult to derive without context or whose meaning is closely related to linked to them notional parts of speech; or auxiliary verbs, which represent a totally structural unit with no semantic value. Despite this type of questions being presented, it is not going to be taken into account for conclusions, as without a context they do not have much sense. They are manifested in this way merely due to the fact that they are presented in our corpus.

b. Different translation options within the same part of speech and form

This question consists in presenting three different options, all following the main rule “incorrect – transparent and correct – opaque” mentioned above. However, the particularity of this structure is the fact that the options proposed to choose do not only constitute the same part of speech, but moreover the identical grammatical form. Thus, for example, in case of verbs it can be the structure of the third person singular, or the second person plural etc.; for nouns it can be all singular forms; and so on. Thus, the main idea of this option is to focus primarily on the semantic aspect of the structure not confusing the informant by making them choose also the correct form or part of speech.

c. Different translation options within the same part of speech but a different form

This form is very similar to the one described above with the main difference in the aspect considering the form of the word. The options, therefore, apply to the same part of speech. However, the grammatical form is different. It is important to state that this option primarily implies the verb since other parts of speech cannot exhibit the same variety of forms as this one. The main objective of this structure of options consists not so much in the semantic interpretation of the word form, but rather in involving some notion of grammatical understanding, having to pay attention to the original form of the word and seeking some logical explanation of particular prefixes, suffixes and other structural units.

d. Different translation options from different parts of speech

The present option might be considered the most complicated for the informant, or better said the most confusing one, since not only does the informant have to choose the correct semantic option, but they also have to select the correct part of speech and form from all the presented ones. The main difference consists in including the grammatical notion of the word form, apart from its semantic interpretation. The main aim in this case would be to evaluate the capacity of informants to identify the correct option from cross-selected ones based on both the semantic and grammatical aspects of the structure.

e. Identical translation options for different parts of speech

This is the last proposed structure of option-making representing a totally opposite type compared with the first structure. In this case the informant is asked to choose the correct option between three semantically similar structures, but representing different parts of speech or forms. The main target of this structure would be to exclude the semantic aspect from the basis, paying attention to structural and

grammatical aspects and seeking the correct option mainly from the grammatical point of view. The idea is also to analyse the analytical aspect of the informant, evaluation the logical capacity of deducing the meaning based on the structural units, such as prefixes, suffixes etc.

All in all, after having analysed the types of options used in both questionnaires, Russian and Romanian, we will pass to a more detailed analysis of each questionnaire, proposing concrete examples for each case and pointing out some differentiating aspects presented in each language.

Nevertheless, before passing to the next stage of our description, i.e. particular questionnaires study, let us focus on the aspect considering general characteristics. Thus, as well as in case of previous questionnaires, before completing the present questionnaires the informants are asked to read carefully attached the instructions attached to the questionnaire. The description concerning advice and recommendations for completing the form is identical to that of previous questionnaires, i.e. texts and statements. Nonetheless, owing to the structure of the questionnaire being completely different, we will present below the description of the task applied:

Questionnaire includes a list of words in Spanish in different grammatical forms (various forms of the verb conjugations, singular and plural nouns and adjectives, the male and female gender, comparative and superlative adjectives and adverbs, etc.).

Subject words that are part of the questionnaire - information signs of public transport (metro, bus, tram, suburban train) of Barcelona. These information signs include administrative plan information, warning signs, rules of transportation use, the rights and obligations of passengers and so on. Due to this, some words that can have several meanings and can be difficult to be perceived out of context are shown together with syntactically and semantically related words. This is done in order to facilitate selection of the correct translation of the word, taking into account the thematics of the words and the context in which they appear.

For each word there are given three options of translation into Russian, from which you must choose the right one with an "X" in the appropriate box.



In some cases, you are to select the part of speech to which it refers, also marking \_\_\_\_\_ with \_\_\_\_\_ an \_\_\_\_\_ "x".

## 2.4.1 Questionnaire “Word form” Russian

After having analysed the general structure of the present questionnaire, we are to consider each questionnaire separately, since they deal with different languages representing completely different grammatical structures. The first questionnaire to be studied is that of the Russian language.

In the course of this chapter, we are going to analyse in details all the types of options comprising our questionnaire and described above. No wonder these two questionnaires will not represent the same quantity of examples for each structure, since they correspond to completely different language families and different grammatical rules.

### a. Part of speech enquiring

As it has already been stated above, this is the only structure that does not deal directly with the translation, but rather understanding the functional aspect of the structure. For the Russian language this structure is only used in case of structural parts of speech, whose meaning is impossible to derive without context and which do not have meaning, and auxiliary verbs, which represent a structural unit without semantic meaning.

Let us consider the examples of these questions from our questionnaire of the Russian language in their original interpretation such as encountered in the questionnaire to be filled:

|         |  |  |  |
|---------|--|--|--|
| a       | Что это? What is it?<br>а. предлог<br>preposition <input type="checkbox"/>           | б. артикль<br>article <input type="checkbox"/>   | с. существительное<br>noun <input type="checkbox"/>                  |
| estamos | Что это? What is it?<br>а. местоимение<br>pronoun <input type="checkbox"/>           | б. вспомогательный<br>глагол «быть»<br>auxiliary verb «to be»au <input type="checkbox"/> | с. существительное<br>noun <input type="checkbox"/>                  |
| se      | Что это? What is it?<br>а. частица «-ся»<br>particle «-sya» <input type="checkbox"/> | б. глагол «знать»<br>verb «to know» <input type="checkbox"/>                             | с. определенный артикль<br>definite article <input type="checkbox"/> |

|   |  |   |  |
|---|--|---|--|
|   | Что это? What is it?                               |   |  |
| у | а. предлог<br>preposition <input type="checkbox"/> | б. союз<br>conjunction <input type="checkbox"/> | в. артикль<br>article <input type="checkbox"/> |

As we can see in the examples above, there is a question asked at the beginning of the cell, namely “What is this?”. After that there are three options proposed listing three different parts of speech. Despite the fact that between the options proposed we can see a notional part of speech, the correct option is always the structural one and the notional part of speech is listed with the aim to mislead the informant.

Thus, the correct answers in the examples above would be the following (the correct option being marked with an “X”):

|   |   |  |   |
|---|---|--|---|
|   | Что это? What is it?  |  |   |
| а | а. предлог<br>preposition <input checked="" type="checkbox"/> | б. артикль<br>article <input type="checkbox"/> | в. существительное<br>noun <input type="checkbox"/> |

|         |  |   |   |
|---------|--|---|---|
|         | Что это? What is it?                               |   |   |
| estamos | а. местоимение<br>pronoun <input type="checkbox"/> | б. вспомогательный<br>глагол «быть»<br>auxiliary verb «to be» <input checked="" type="checkbox"/> | в. существительное<br>noun <input type="checkbox"/> |

|    |   |  |  |
|----|---|--|--|
|    | Что это? What is it?  |  |  |
| se | а. частица «-ся»<br>particle «-sya» <input checked="" type="checkbox"/> | б. глагол «знать»<br>verb «to know» <input type="checkbox"/> | в. определенный артикль<br>definite article <input type="checkbox"/> |

|   |  |  |  |
|---|--|--|--|
|   | Что это? What is it?                               |  |  |
| у | а. предлог<br>preposition <input type="checkbox"/> | б. союз<br>conjunction <input checked="" type="checkbox"/> | в. артикль<br>article <input type="checkbox"/> |

It is important to state that the correct options vary from prepositions and particles to auxiliary verbs and conjunctions, all being structural parts of speech. Other examples include definite and indefinite articles, combinations of articles and prepositions, comparative forms of adverbs and verbs (implying auxiliary verbs, but for change listed simply as verbs altogether with other options considering nouns and adjectives). In the last case of verbs it is important to note that the objective of this

question is to analyse the ability of informants to distinguish notional and structural parts of speech, precisely simply grammatical structures from those which carry a semantic value. Nonetheless, as already mentioned, it is impossible to study these parts of speech without their context, which is why these types of options are not going to be taken into account for conclusions. They are presented in the questionnaire due to the fact that they appear in our corpus. Hence, there are 22 such questions in total in this questionnaire, together with the last type studied below representing a minor part.

b. Different translation options within the same part of speech and form

This type is probably one of the most common in the Russian questionnaire since it touches many parts of speech, mainly verbs, nouns and adjectives. As stated above, these options are all shown in the same grammatical form with different semantic information. Let us consider some examples from this questionnaire together with the correct answer being marked with an “x”:

|                   |   |  |  |
|-------------------|---|--|--|
| (no se) abalance  | a. (не) балансируйте<br>do not balance <input type="checkbox"/> | b. (не) прыгайте<br>do not jump <input checked="" type="checkbox"/>              | c. (не) садитесь<br>do not sit down <input type="checkbox"/> |
| banda (magnética) | a. полоса<br>line <input checked="" type="checkbox"/>           | b. банда<br>gang <input type="checkbox"/>  | c. группа<br>band <input type="checkbox"/>                   |
| alta              | a. высокая<br>high <input checked="" type="checkbox"/>          | b. длинная<br>long <input type="checkbox"/>                                      | c. громкая<br>loud <input type="checkbox"/>                  |
| imponértela       | a. класть его тебе<br>to put it to you <input type="checkbox"/> | b. взимать его с тебя<br>to charge it to you <input checked="" type="checkbox"/> | c. внушать тебе<br>to inspire you <input type="checkbox"/>   |

We can see, therefore, from these examples that the forms listed in this questionnaire contain many diverse units. In this way, in the first example we can encounter the imperative plural form of verb, besides that presented in the negative form, which is given in brackets in order to present some notion of context for an easier understanding of the form, since without the context it would be too difficult if not impossible to acquire the correct meaning. Other examples listed above contain

singular feminine forms of adjective, singular feminine forms of nouns and infinitives. There is the total number of 94 such questions in our questionnaire, all of which can be analysed in the VOLUME II.

Amongst other forms we can find the following entries from our questionnaire:

- Singular masculine and neuter forms of nouns:

|       |   |   |   |
|-------|---|---|---|
| video | a. ведро<br>bucket <input type="checkbox"/> | b. видео<br>video <input checked="" type="checkbox"/> | c. стекло<br>glass <input type="checkbox"/> |
|-------|---|---|---|

|         |   |  |  |
|---------|---|--|--|
| viajero | a. старик<br>old man <input type="checkbox"/> | b. работник<br>worker <input type="checkbox"/> | c. пассажир<br>passenger <input checked="" type="checkbox"/> |
|---------|---|--|--|

- Masculine plural forms of nouns:

|          |  |  |   |
|----------|--|--|---|
| viajeros | a. пассажиры<br>passengers <input checked="" type="checkbox"/> | b. старики<br>old men <input type="checkbox"/> | c. служащие<br>workers <input type="checkbox"/> |
|----------|--|--|---|

|          |  |  |   |
|----------|--|--|---|
| festivos | a. праздничные дни<br>holidays <input checked="" type="checkbox"/> | b. фестивали<br>festivals <input type="checkbox"/> | c. рабочие дни<br>working days <input type="checkbox"/> |
|----------|--|--|---|

- Third person of the singular and plural forms of verbs:

|         |  |  |   |
|---------|--|--|---|
| dispone | a. распоряжается<br>manages <input type="checkbox"/> | b. ставит<br>puts <input type="checkbox"/> | c. имеет в распоряжении<br>provides <input checked="" type="checkbox"/> |
|---------|--|--|---|

|        |  |  |  |
|--------|--|--|--|
| venden | a. ездят<br>commute <input type="checkbox"/> | b. видят<br>see <input type="checkbox"/> | c. продают<br>sell <input checked="" type="checkbox"/> |
|--------|--|--|--|

- Singular masculine forms of adjectives:

|          |  |  |  |
|----------|--|--|--|
| validado | a. виновный<br>guilty <input type="checkbox"/> | b. инвалидный<br>disabled <input type="checkbox"/> | c. актуализированный<br>up to date <input checked="" type="checkbox"/> |
|----------|--|--|--|

|         |  |   |  |
|---------|--|---|--|
| cerrado | a. серный<br>sulfuric <input type="checkbox"/> | b. закрытый<br>closed <input checked="" type="checkbox"/> | c. открытый<br>open <input type="checkbox"/> |
|---------|--|---|--|

- Plural forms of adjectives:

|          |   |   |   |
|----------|---|---|---|
| sentadas | a. стоячие<br>standing <input type="checkbox"/> | b. чувствительные<br>sensitive <input type="checkbox"/> | c. сидячие<br>sitting <input checked="" type="checkbox"/> |
|----------|---|---|---|

|       |   |   |  |
|-------|---|---|--|
| civil | a. цивильный<br>decent <input type="checkbox"/> | b. гражданский<br>civil <input checked="" type="checkbox"/> | c. городской<br>urban <input type="checkbox"/> |
|-------|---|---|--|

- Pronouns:

|     |   |  |                                      |
|-----|---|--|--------------------------------------|
| sus | a. они<br>they <input type="checkbox"/> | b. свои<br>their <input checked="" type="checkbox"/> | c. он<br>he <input type="checkbox"/> |
|-----|---|--|--------------------------------------|

- Prepositions:

|                       |   |   |   |
|-----------------------|---|---|---|
| sobre (los servicios) | a. о<br>about <input checked="" type="checkbox"/> | b. сверху<br>above <input type="checkbox"/> | c. над<br>over <input type="checkbox"/> |
|-----------------------|---|---|---|

- Masculine singular and plural forms of participles:

|         |   |  |   |
|---------|---|--|---|
| plegado | a. ушедший<br>gone <input type="checkbox"/> | b. сложенный<br>folded <input checked="" type="checkbox"/> | c. плетеный<br>braided <input type="checkbox"/> |
|---------|---|--|---|

|          |  |   |   |
|----------|--|---|---|
| plegados | a. сложенные<br>folded <input checked="" type="checkbox"/> | b. плетеные<br>braided <input type="checkbox"/> | c. ушедшие<br>gone <input type="checkbox"/> |
|----------|--|---|---|

- Negative forms of infinitives:

|           |  |   |   |
|-----------|--|---|---|
| (no) pise | a. не садитесь<br>do not sit down <input type="checkbox"/> | b. не разговаривайте<br>do not speak <input type="checkbox"/> | c. не заходите за<br>do not cross <input checked="" type="checkbox"/> |
|-----------|--|---|---|

- Adverbs:

|                   |  |   |  |
|-------------------|--|---|--|
| insuficientemente | a. достаточно<br>enough <input type="checkbox"/> | b. недостаточно<br>insufficiently <input checked="" type="checkbox"/> | c. суффиксально<br>suffixed <input type="checkbox"/> |
|-------------------|--|---|--|

- Prepositions + nouns:

|          |  |  |   |
|----------|--|--|---|
| (de) ida | a. в один конец<br>one way <input checked="" type="checkbox"/> | b. с йодом<br>with iodine <input type="checkbox"/> | c. о еде<br>about food <input type="checkbox"/> |
|----------|--|--|---|

- Conjunctions:

|     |   |  |  |
|-----|---|--|--|
| que | a. когда<br>when <input type="checkbox"/> | b. как<br>how <input type="checkbox"/> | c. что<br>what <input checked="" type="checkbox"/> |
|-----|---|--|--|

- Imperative forms of verbs:

|      |   |  |  |
|------|---|--|--|
| baje | a. наденьте бахилы<br>wear shoe covers <input type="checkbox"/> | b. выйдите<br>exit <input checked="" type="checkbox"/> | c. зайдите<br>enter <input type="checkbox"/> |
|------|---|--|--|

c. Different translation options within the same part of speech but a different form

As we have already stated in the introduction to this chapter, this type of options is very similar to the previous one. The difference consists in the fact that the forms proposed refer to the same part of speech, but different forms. Thus, plural forms of nouns of different genders are a perfect example for this case. Other cases can include various forms of verbs, be it third person singular or plural, for instance. The same is true about infinitives, since they can occur in the negative or positive form. All in all, we can see that all the words refer to the same part of speech with a slight different considering their concrete form, be it plural or singular forms, masculine, feminine or neuter nouns or adjectives, noun declinations, verbs conjugations and so on. There are in total 214 such questions in our dictionary, which represents a higher number than the previous option. All these questions appear in VOLUME II.

Below there are the examples of all types of occurrences from our Russian questionnaire:

- Different forms of the infinitive (reflexive and non-reflexive, positive and negative):

|           |   |   |   |
|-----------|---|---|---|
| abandonar | a. покидать (выходить)<br>to exit <input checked="" type="checkbox"/> | b. бросать<br>to leave <input type="checkbox"/> | c. отказываться<br>to reject <input type="checkbox"/> |
|-----------|---|---|---|

|       |  |  |  |
|-------|--|--|--|
| ceder | a. уступить<br>to give way <input checked="" type="checkbox"/> | b. сесть<br>to gray <input type="checkbox"/> | c. останавливаться<br>to stop <input type="checkbox"/> |
|-------|--|--|--|

|           |  |   |   |
|-----------|--|---|---|
| comunicar | a. связываться<br>to communicate <input checked="" type="checkbox"/> | b. задействовать<br>to use <input type="checkbox"/> | c. действовать<br>to act <input type="checkbox"/> |
|-----------|--|---|---|

- Different forms of the verb (imperative, third person singular or plural, infinitive positive or negative, reflexive and non-reflexive infinitives etc.):

|          |   |   |   |
|----------|---|---|---|
| abandone | a. бросать<br>to leave <input type="checkbox"/> | b. покиньте<br>exit <input checked="" type="checkbox"/> | c. отказывается<br>rejects <input type="checkbox"/> |
|----------|---|---|---|

|               |   |  |   |
|---------------|---|--|---|
| corresponderá | a. отправит письмо<br>will send a letter <input type="checkbox"/> | b. соответствует<br>corresponds <input type="checkbox"/> | c. будет соответствовать<br>will correspond <input checked="" type="checkbox"/> |
|---------------|---|--|---|

|                |   |  |  |
|----------------|---|--|--|
| (no se) separe | a. отойдите<br>keep away <input type="checkbox"/> | b. не отделяйтесь<br>do not separate <input checked="" type="checkbox"/> | c. не садитесь<br>do not sit down <input type="checkbox"/> |
|----------------|---|--|--|

|       |  |  |   |
|-------|--|--|---|
| avise | a. посмотрите<br>look <input type="checkbox"/> | b. сделать визу<br>to make visa <input type="checkbox"/> | c. предупредите<br>warn <input checked="" type="checkbox"/> |
|-------|--|--|---|

- Different forms of the noun (combinations of plural and singular forms, or only singular forms of different genders, or plural forms of different genders):

|        |   |   |  |
|--------|---|---|--|
| abonos | a. удобрение<br>fertilizer <input type="checkbox"/> | b. удостоверения<br>ID cards <input type="checkbox"/> | c. абонементы<br>subscriptions <input checked="" type="checkbox"/> |
|--------|---|---|--|

|        |   |  |   |
|--------|---|--|---|
| acceso | a. доступ<br>access <input checked="" type="checkbox"/> | b. акцидент<br>accident <input type="checkbox"/> | c. проблема<br>problem <input type="checkbox"/> |
|--------|---|--|---|

|          |   |   |   |
|----------|---|---|---|
| carácter | a. характер<br>personality <input type="checkbox"/> | b. характерная черта<br>feature <input checked="" type="checkbox"/> | c. харизматичность<br>charisma <input type="checkbox"/> |
|----------|---|---|---|

|         |   |  |   |
|---------|---|--|---|
| régimen | a. режимы<br>modes <input type="checkbox"/> | b. регион<br>region <input type="checkbox"/> | c. нормы<br>norms <input checked="" type="checkbox"/> |
|---------|---|--|---|

- Different forms of the pronoun (masculine, feminine or neuter; subject, possessive, interrogative, demonstrative, attributive, relative):

|      |                                      |  |  |
|------|--------------------------------------|--|--|
| ello | a. он<br>he <input type="checkbox"/> | b. она<br>she <input type="checkbox"/> | c. это<br>it <input checked="" type="checkbox"/> |
|------|--------------------------------------|--|--|

|     |   |   |  |
|-----|---|---|--|
| que | a. который/ ая/ ое/ ые<br>which <input checked="" type="checkbox"/> | b. тот/ те/ та<br>that <input type="checkbox"/> | c. он/ оно/ она/ они<br>he/ it/ she/ they <input type="checkbox"/> |
|-----|---|---|--|

|           |   |  |  |
|-----------|---|--|--|
| cualquier | a. любой<br>any <input checked="" type="checkbox"/> | b. который<br>which <input type="checkbox"/> | c. какие<br>which <input type="checkbox"/> |
|-----------|---|--|--|

As we can see from the examples above, all our encounters deal with the same parts of speech, namely verb (and infinitive), noun and pronoun. We have no examples of adjectives here due to the fact that singular adjectives only represent the previous type of questions and plural adjectives are indistinguishable in their gender. Furthermore, we can definitely state that the vast majority of cases in our questionnaire concern nouns in their multiple forms.



d. Different translation options from different parts of speech

This is the third type of questions in our word form questionnaire and we can definitely state that it represents the majority of all encounters with the total number of 583 examples. This fact comes as no surprise to us due to the fact that it can convey so many sub-types and sub-categories including a wide variety of all possible parts of speech and their forms. Nevertheless, we are going to consider below the most common types of option combinations in order to understand better the specifications of this type of questions. In addition, considering the same type of combination there might be different forms of the original word given in Spanish. Thus, for example, in the case of a hypothetical combination of verbs and nouns, the original Spanish word can be either a noun or a verb and in many cases the correct option vary. Although there is a set of combinations allowing many different options and sub-combinations, grammatical categories are inherent to the word form, i.e. there are no ambiguous options presented.

Let us now pass to the study of these cases below, structurally dividing our analysis into two parts according to the type of parts of speech involved. Thus, by notional parts of speech we will refer to those parts of speech which perform certain functions in a sentence and which have bright and distinct lexical meaning (nouns, adjectives, adverbs, verbs, participles, gerunds, pronouns). By structural parts of speech we will understand those parts of speech which represent linking words and whose lexical meaning is weak since they have obligatory combinability.

*Notional parts of speech*

In the present work we will consider first the combinations of notional parts of speech, i.e. parts of speech performing certain functions in the sentence, with other forms, be they notional or structural. In case of each combination we will propose the full list of all variations with corresponding examples of each type and group. In order to avoid the repetition of identical forms and combinations, in case of occurrence of the same combination in different groups, we will list one in the first group with no reference to it further. Thus, in further sections we will only refer to new combinations from our questionnaire with no mentioning of previously mentioned types of combinations.

- **Combinations with nouns**

This is the first group of combinations considering all possible variations of combinations with nouns and other parts of speech. We will analyse each group separately proposing different examples from our questionnaire

- Combination of verbs, nouns and adjectives

Considering the diversity of these parts of speech we can state that this combination is common in our questionnaire since it corresponds to the notional parts of speech composing our questionnaire:

|          |   |  |   |
|----------|---|--|---|
| azar     | a. голубой<br>blue <input type="checkbox"/>           | b. бросать<br>to leave <input type="checkbox"/>                    | c. азарт<br>chance <input checked="" type="checkbox"/>            |
| comporta | a. комфортный<br>comfortable <input type="checkbox"/> | b. влечет за собой<br>involves <input checked="" type="checkbox"/> | c. компаньон<br>companion <input type="checkbox"/>                |
| volcar   | a. вулканический<br>volcanic <input type="checkbox"/> | b. вулкан<br>volcano <input type="checkbox"/>                      | c. опрокинуть<br>to overthrow <input checked="" type="checkbox"/> |

Within the same combination we can include the case of the presentation of *nouns with adjectives and/or particles*, with no verbs, as follows:

|         |  |  |   |
|---------|--|--|---|
| azul    | a. азарт<br>chance <input type="checkbox"/>                    | b. голубой<br>blue <input checked="" type="checkbox"/> | c. алый<br>scarlet <input type="checkbox"/>   |
| bienes  | a. имущество<br>belongings <input checked="" type="checkbox"/> | b. хороший<br>good <input type="checkbox"/>            | c. имеющий<br>having <input type="checkbox"/> |
| cabinas | a. кабины<br>cabins <input checked="" type="checkbox"/>        | b. кабели<br>cables <input type="checkbox"/>           | c. кабинные<br>cabin <input type="checkbox"/> |

Another varying combination considering this type is that of *nouns and verbs*, with no presentation of adjectives or particles. Let us see the examples below:

|        |   |  |   |
|--------|---|--|---|
| camine | a. ходите<br>walk <input checked="" type="checkbox"/>       | b. комитет<br>committee <input type="checkbox"/> | c. бегите<br>run <input type="checkbox"/> |
| coge   | a. садитесь<br>sit down <input checked="" type="checkbox"/> | b. конец<br>end <input type="checkbox"/>         | c. код<br>code <input type="checkbox"/>   |

- Combination of nouns and adverbs

This combination is less common than the previously mentioned ones.

Nonetheless, we can encounter several examples of this case as well:

|       |   |  |  |
|-------|---|--|--|
| ahora | a. время<br>time <input type="checkbox"/> | b. сейчас<br>now <input checked="" type="checkbox"/> | c. экономия<br>saving <input type="checkbox"/> |
|-------|---|--|--|

|        |   |  |   |
|--------|---|--|---|
| verano | a. лето<br>summer <input checked="" type="checkbox"/> | b. вранье<br>lies <input type="checkbox"/> | c. рано<br>early <input type="checkbox"/> |
|--------|---|--|---|

|       |   |  |   |
|-------|---|--|---|
| según | a. продолжение<br>sequel <input type="checkbox"/> | b. завершение<br>ending <input type="checkbox"/> | c. согласно<br>according to <input checked="" type="checkbox"/> |
|-------|---|--|---|

The variation of this combination would be the case of the presentation of *an adverb, a noun and a pronouns*, as we can see in the example below:

|     |   |   |  |
|-----|---|---|--|
| así | a. ось<br>axis <input type="checkbox"/> | b. тут<br>here <input type="checkbox"/> | c. так<br>so <input checked="" type="checkbox"/> |
|-----|---|---|--|

Another variation of this combination is the following one: *noun, verb and adverb* as we can see in the following example:

|          |   |  |   |
|----------|---|--|---|
| facilite | a. облегчайте<br>facilitate <input checked="" type="checkbox"/> | b. легкость<br>ease <input type="checkbox"/> | c. легко<br>easily <input type="checkbox"/> |
|----------|---|--|---|

- Combination of nouns and conjunctions

This is another type of combinations with nouns, at this time referring to a combination with a structural part of speech, namely conjunction. This is quite a rare combination in our questionnaire. Let us consider the example below:

|    |   |  |   |
|----|---|--|---|
| si | a. система<br>system <input type="checkbox"/> | b. сила<br>strength <input type="checkbox"/> | c. если<br>if <input checked="" type="checkbox"/> |
|----|---|--|---|

- **Combinations with verbs (including the infinitive)**

This is another group of combinations related with the use of verbs (and/or infinitives) and other parts of speech. We include the form of infinitive in this category due to the fact that in the Russian language the infinitive proves to be the indefinite form of the verb, i.e. it is considered to be a form of the verb. On

the whole, we will study here different variations of this type proposing various examples as follows.

- Combination of verbs and adjectives/participles

This is the variation of the first combination considering verbs, nouns and adjectives listed and studied in the previous section referring to combinations with nouns. Let us consider it below:

|         |  |  |   |
|---------|--|--|---|
| cierren | a. горный<br>mountain <input type="checkbox"/> | b. серьезные<br>serious <input type="checkbox"/> | c. закрываются<br>close <input checked="" type="checkbox"/> |
|---------|--|--|---|

|            |  |  |  |
|------------|--|--|--|
| facilitará | a. легкий<br>easy <input type="checkbox"/> | b. предоставит<br>will provide <input checked="" type="checkbox"/> | c. исцелит<br>will heal <input type="checkbox"/> |
|------------|--|--|--|

|               |  |   |  |
|---------------|--|---|--|
| familiarícese | a. ознакомьтесь<br>familiarize <input checked="" type="checkbox"/> | b. постройте семью<br>build a family <input type="checkbox"/> | c. семейный<br>family <input type="checkbox"/> |
|---------------|--|---|--|

- Combination of verbs and adverbs

This is another type of combinations with verbs, precisely of verbs and adverbs as we can see in the example below:

|               |   |  |   |
|---------------|---|--|---|
| (por) escrito | a. устно<br>orally <input type="checkbox"/> | b. писать<br>to write <input type="checkbox"/> | c. письменно<br>written <input checked="" type="checkbox"/> |
|---------------|---|--|---|

- ***Combinations with adjectives and/or participles***

Concerning notional parts of speech, this is the third type of combinations. Nevertheless, there are many other combinations with notional as well as structural parts of speech, which we will study below. It is important to note that we not only consider the adjective here, but also participles, which are structurally derivatives from verbs. Despite that, we consider these two forms within the same category due to the similarity in their functional and semantic aspects. In consequence, as in case of previously studied combinations, we will propose here the list of all possible options and variations encountered in our questionnaire.

- Combination of adjectives and participles

Structurally and semantically these two forms can be similar and even almost undistinguishable. Nonetheless, following strictly the rules of the Russian grammar we can draw a clear distinction between these. Thus, for example, the main differentiating characteristics of participles in Russian is the existence of particular suffixes, which ensure the belonging to this particular part of speech. On the other hand, another particular feature is the fact that participles are always derived from verbs, thus their root form must always be a verbal form. Let us analyse the examples of this combination as follows:

|           |  |  |  |
|-----------|--|--|--|
| acercando | a. стальной<br>steely <input type="checkbox"/> | b. приближающийся<br>approaching <input checked="" type="checkbox"/> | c. действующий<br>valid <input type="checkbox"/> |
|-----------|--|--|--|

|          |  |  |   |
|----------|--|--|---|
| acústica | a. звуковой<br>sound <input checked="" type="checkbox"/> | b. акустический<br>acoustic <input type="checkbox"/> | c. слышимый<br>audible <input type="checkbox"/> |
|----------|--|--|---|

- Combination of adjectives/participles and adverbs

This is another variation of combinations with adjectives, namely of those with adverbs. Considering adjectives, it is important to point out that this combination is not as common as the previously mentioned one of adjectives and participles, but that, nonetheless, we can encounter several examples of this as we will see below:

|            |  |   |   |
|------------|--|---|---|
| únicamente | a. уникальный<br>unique <input type="checkbox"/> | b. первый<br>first <input type="checkbox"/> | c. исключительно<br>exclusively <input checked="" type="checkbox"/> |
|------------|--|---|---|

|             |  |  |   |
|-------------|--|--|---|
| facilitados | a. предоставленные<br>provided <input checked="" type="checkbox"/> | b. легкие<br>easy <input type="checkbox"/> | c. легко<br>easily <input type="checkbox"/> |
|-------------|--|--|---|

A variation of this type is the combination of the following parts of speech: *adjective, verb and adverb*, representing an uncommon combination in our questionnaire as we can see in the example below:

|          |  |  |   |
|----------|--|--|---|
| facilita | a. целительный<br>healing <input type="checkbox"/> | b. облегчит<br>will facilitate <input checked="" type="checkbox"/> | c. легко<br>easily <input type="checkbox"/> |
|----------|--|--|---|

- **Combinations with adverbs**

This is the fourth group of combinations within the present category, i.e. of notional parts of speech. Let us consider the variations of combinations with adverbs and other parts of speech below.

- Combination of adverbs and gerunds

This case is similar to the case of adjectives and participles as these two parts of speech can respond the same question «Как?» (“How?”), thus, performing in a similar functional and semantic way, as we can see in the examples:

|            |   |   |  |
|------------|---|---|--|
| adjuntando | a. прилагая<br>applying <input checked="" type="checkbox"/> | b. адъюнктивно<br>adjunctive <input type="checkbox"/> | c. пересматривая<br>reviewing <input type="checkbox"/> |
|------------|---|---|--|

|          |   |  |   |
|----------|---|--|---|
| agachado | a. агитируя<br>campaigning <input type="checkbox"/> | b. наклонившись<br>leaning <input checked="" type="checkbox"/> | c. молча<br>silently <input type="checkbox"/> |
|----------|---|--|---|

- **Combinations with gerunds**

There are all only two type of encounters of gerunds in our questionnaire, in combination with adverbs and verbs (namely infinitives). Despite the fact that gerund is considered to be a derivative form from verb, due to its functional and semantic aspect we consider its combinations separately. Furthermore, it is important to state that this form is not very frequent in our questionnaire, so there are only few examples of this combination. Let us consider it as follows:

|          |  |  |  |
|----------|--|--|--|
| enviando | a. завидуя<br>jealous <input type="checkbox"/> | b. отправив<br>having sent <input checked="" type="checkbox"/> | c. получать<br>to receive <input type="checkbox"/> |
|----------|--|--|--|

|         |  |  |  |
|---------|--|--|--|
| estando | a. находясь<br>being <input checked="" type="checkbox"/> | b. стандарт<br>standard <input type="checkbox"/> | c. иметь<br>to have <input type="checkbox"/> |
|---------|--|--|--|

- **Combinations with pronouns**

Due to the repetitive and limited aspect in the use of this part of speech in our questionnaire, its frequency and variability is considerably lower

compared to other notional part of speech. Let us study the examples as follows.

- Combination of pronouns and adverbs

Taking into account the low frequency of pronouns and adverbs, this type of questions and specifically this combination does not occur as often as others:

|       |   |  |  |
|-------|---|--|--|
| aquel | a. здесь<br>here <input type="checkbox"/> | b. тот<br>that <input checked="" type="checkbox"/> | c. этот<br>this <input type="checkbox"/> |
|-------|---|--|--|

|     |   |  |                                      |
|-----|---|--|--------------------------------------|
| aun | a. еще<br>still <input checked="" type="checkbox"/> | b. уже<br>already <input type="checkbox"/> | c. он<br>he <input type="checkbox"/> |
|-----|---|--|--------------------------------------|

|      |                                       |  |  |
|------|---------------------------------------|--|--|
| como | a. так<br>so <input type="checkbox"/> | b. как<br>as <input checked="" type="checkbox"/> | c. какой<br>which <input type="checkbox"/> |
|------|---------------------------------------|--|--|

The variation of this combination is the situation when we can find the following parts of speech together: *pronouns, adverbs and conjunctions*:

|         |  |  |   |
|---------|--|--|---|
| también | a. хорошо<br>well <input type="checkbox"/> | b. также<br>also <input checked="" type="checkbox"/> | c. таковой<br>such <input type="checkbox"/> |
|---------|--|--|---|

- Combination of pronouns and nouns

This is another group of combinations with pronouns encountered in our questionnaire. Let us consider the examples as follows:

|      |   |  |  |
|------|---|--|--|
| todo | a. тот<br>that <input type="checkbox"/> | b. всё<br>everything <input checked="" type="checkbox"/> | c. торт<br>cake <input type="checkbox"/> |
|------|---|--|--|

|    |   |  |   |
|----|---|--|---|
| su | a. суп<br>soup <input type="checkbox"/> | b. ваш/ ваша/ ваше<br>your <input checked="" type="checkbox"/> | c. он/ она/ они<br>he/ she/ they <input type="checkbox"/> |
|----|---|--|---|

The variation of this combination would be that of *pronouns* with two other parts of speech, namely nouns and verbs. There are only few examples of this combination:

|     |  |   |  |
|-----|--|---|--|
| vía | a. путь<br>way <input checked="" type="checkbox"/> | b. ездит<br>commutes <input type="checkbox"/> | c. вея<br>blowing <input type="checkbox"/> |
|-----|--|---|--|

|       |   |  |   |
|-------|---|--|---|
| todas | a. все<br>all <input checked="" type="checkbox"/> | b. торты<br>cakes <input type="checkbox"/> | c. трогаешь<br>touch <input type="checkbox"/> |
|-------|---|--|---|





### Structural parts of speech

We will consider in this section structural parts of speech, namely those parts of speech expressing relations between words or sentences or emphasizing the meaning of words or sentences, i.e. those parts of speech which never perform an independent function in the sentence and on the contrary play a structural or functional role in the sentence.

- **Combinations with prepositions**

Due to the rare aspect of the occurrence of preposition, this kind of combinations is not so common as others. Nevertheless, we can consider several examples of this type considering different variations of combinations with various parts of speech as well.

- Combination of prepositions and nouns as we can see below:

|       |   |   |  |
|-------|---|---|--|
| con   | a. о<br>about <input type="checkbox"/>                          | b. контакт<br>contact <input type="checkbox"/>    | c. с<br>with <input checked="" type="checkbox"/> |
| entre | a. между<br>between <input checked="" type="checkbox"/>         | b. вход<br>entrance <input type="checkbox"/>      | c. выход<br>exit <input type="checkbox"/>        |
| salvo | a. за исключением<br>except <input checked="" type="checkbox"/> | b. спасение<br>salvation <input type="checkbox"/> | c. дикий<br>wild <input type="checkbox"/>        |
| fuera | a. вне<br>beyond <input checked="" type="checkbox"/>            | b. огонь<br>fire <input type="checkbox"/>         | c. фура<br>truck <input type="checkbox"/>        |

Another case found in our questionnaire is the use of prepositions together with nouns to form the same option. Thus, it is impossible to delimitate the two parts of speech since they occur in combination with each other. Let us consider this example as follows:

|                      |  |  |  |
|----------------------|--|--|--|
| (en los)<br>términos | a. термины<br>terms <input type="checkbox"/> | b. в соответствии с условиями<br>in accordance with the conditions <input checked="" type="checkbox"/> | c. в данном термине<br>in such a term <input type="checkbox"/> |
|----------------------|--|--|--|

- Combination of prepositions and adjective and/or particles:

|          |               |           |                |
|----------|---------------|-----------|----------------|
| continuo | a. постоянный | b. вместе | c. контекстный |
|----------|---------------|-----------|----------------|

|  |   |                                   |                                     |
|--|---|-----------------------------------|-------------------------------------|
|  | permanent <input checked="" type="checkbox"/> | together <input type="checkbox"/> | contextual <input type="checkbox"/> |
|--|---|-----------------------------------|-------------------------------------|

|           |   |  |   |
|-----------|---|--|---|
| contiguas | a. вместе together <input type="checkbox"/> | b. длинные long <input type="checkbox"/> | c. прилегающие adjacent <input checked="" type="checkbox"/> |
|-----------|---|--|---|

Here we can see the examples of this combinations of a notional part of speech with a structural one on the example of adjectives and particles together with prepositions. Due to the low frequency of prepositions in our questionnaire this combination is quite uncommon to encounter.

- Combination of prepositions with pronouns, what we can see as follows:

|    |   |                                     |                                   |
|----|---|-------------------------------------|-----------------------------------|
| en | a. в in <input checked="" type="checkbox"/> | b. от from <input type="checkbox"/> | c. он he <input type="checkbox"/> |
|----|---|-------------------------------------|-----------------------------------|

We can see above the example of another combination with prepositions, in this case altogether with pronouns. It is important to note that the original form of the word in Spanish is the preposition.

- ***Combinations with conjunctions***

This is the last combination of this section and the last combination considering structural parts of speech as well. Due to the rare frequency of this part of speech in our questionnaire this combination is not common. However, there is a variation of this combination with another part of speech, what we are to consider below.

- Combination of conjunctions and prepositions

This is the combination of the only representatives of structural parts of speech in our questionnaire. Let us consider it below:

|   |                                  |   |                                   |
|---|----------------------------------|---|-----------------------------------|
| u | a. у at <input type="checkbox"/> | b. или от <input checked="" type="checkbox"/> | c. и and <input type="checkbox"/> |
|---|----------------------------------|---|-----------------------------------|

- Combination of conjunctions and nouns

This is another combination with conjunctions, namely with nouns. Let us consider the example as follows:

|      |           |       |            |
|------|-----------|-------|------------|
| pero | a. собака | b. но | c. пёрство |
|------|-----------|-------|------------|

|  |                              |   |                                  |
|--|------------------------------|---|----------------------------------|
|  | dog <input type="checkbox"/> | but <input checked="" type="checkbox"/> | peerage <input type="checkbox"/> |
|--|------------------------------|---|----------------------------------|

The variation of the previously mentioned two types of combinations with conjunctions is the combination of *conjunctions, prepositions and nouns* as we can see in the example below:

|     |  |   |  |
|-----|--|---|--|
| sin | а. сын<br>son <input type="checkbox"/> | б. без<br>without <input checked="" type="checkbox"/> | с. если<br>if <input type="checkbox"/> |
|-----|--|---|--|

- Combination of conjunctions and particles

This is the last group of combinations with conjunctions manifesting the use of two structural parts of speech, the present one and particles. Let us consider it below:

|    |  |                                       |                                       |
|----|--|---------------------------------------|---------------------------------------|
| no | а. не<br>not <input checked="" type="checkbox"/> | б. но<br>but <input type="checkbox"/> | с. ни<br>nor <input type="checkbox"/> |
|----|--|---------------------------------------|---------------------------------------|

Thus, we considered all the types of combinations with different parts of speech encountered in our questionnaire. As already stated above, this is by far the biggest type of questions in our questionnaire and has a lot of variations and different sub-types and sub-combinations. After having analysed it, the fourth and the largest type of questions in our questionnaire we are to pass to the last one, particularly that involving different parts of speech, as well as in the present case, but with the same semantic notion.

e. Identical translation options for different parts of speech

This is the last type of questions in our questionnaire and is definitely in the minority as well together with the first type of options considering parts of speech enquiring. It deals with such cases when all three options structurally and semantically refer to the same notion, but are expressed by means of different forms and parts of speech. For example, this could concern the translation options including nouns, adjective and verbs in their majority. Thus, the informant is asked to choose the most appropriate for them grammatical form since there is no choice between different meanings due to the fact that all the words deal with the same semantic scope. Hence, these three options in their majority include words with the same basis

root. In some particular cases there have been encounters of structurally different words but expressing the same meaning.

Let us consider the concrete examples from our questionnaire:

- The first group of examples will refer to the cases when all the options have the same root form. On the other hand, they may represent totally different forms and part of speech:

|           |  |   |   |
|-----------|--|---|---|
| contraria | a. противоположная<br>opposite <input checked="" type="checkbox"/> | b. против<br>against <input type="checkbox"/> | c. противник<br>opponent <input type="checkbox"/> |
|-----------|--|---|---|

This group includes an adjective, a noun and a preposition.

|            |   |   |  |
|------------|---|---|--|
| controlado | a. контроль<br>control <input type="checkbox"/> | b. под контролем<br>under control <input checked="" type="checkbox"/> | c. контролировать<br>to control <input type="checkbox"/> |
|------------|---|---|--|

The group above is similar to the previous one, but it has some differences. It includes forms related with nouns, verbs and a combination with a noun and a preposition.

|       |   |  |   |
|-------|---|--|---|
| euros | a. европейский<br>European <input type="checkbox"/> | b. европейцы<br>Europeans <input type="checkbox"/> | c. евро<br>euro <input checked="" type="checkbox"/> |
|-------|---|--|---|

|            |  |  |   |
|------------|--|--|---|
| evacuación | a. эвакуатор<br>evacuator <input type="checkbox"/> | b. эвакуация<br>evacuation <input checked="" type="checkbox"/> | c. эвакуационный<br>evacuation <input type="checkbox"/> |
|------------|--|--|---|

|              |   |  |  |
|--------------|---|--|--|
| ferroviarias | a. железнодорожные<br>railway <input checked="" type="checkbox"/> | b. железная<br>iron <input type="checkbox"/> | c. железо<br>iron <input type="checkbox"/> |
|--------------|---|--|--|

These combinations from above include forms of nouns and adjectives.

|        |   |  |  |
|--------|---|--|--|
| fumará | a. будет курить<br>will smoke <input checked="" type="checkbox"/> | b. курение<br>smoking <input type="checkbox"/> | c. курить<br>to smoke <input type="checkbox"/> |
|--------|---|--|--|

|        |   |  |   |
|--------|---|--|---|
| fútbol | a. футболист<br>footballer <input type="checkbox"/> | b. футбол<br>football <input type="checkbox"/> | c. играть в футбол<br>to play football <input type="checkbox"/> |
|--------|---|--|---|

These two combinations manifest the forms of verbs and nouns.

|           |   |   |  |
|-----------|---|---|--|
| funcional | a. функция<br>function <input type="checkbox"/> | b. функциональный<br>functional <input checked="" type="checkbox"/> | с. функционировать<br>to function <input type="checkbox"/> |
|-----------|---|---|--|

This example above shows the combination of a noun, an adjective and a verb.

Thus, we could have seen that although the examples above belong to the same group, particularly to that of options represented by different parts of speech and conveying the same semantic value, there are lots of sub-types owing to the variety of parts of speech involved.

- The second group of examples show the cases when the three options have the same semantic field, but are not in all three cases represented with the words with the same root form:

|             |   |   |   |
|-------------|---|---|---|
| identificar | a. идентификатор<br>identifier <input type="checkbox"/> | b. идентификация<br>identification <input type="checkbox"/> | с. установить личность<br>to identify <input checked="" type="checkbox"/> |
|-------------|---|---|---|

|            |   |  |  |
|------------|---|--|--|
| monumentos | a. памятники<br>monuments <input checked="" type="checkbox"/> | b. монументальный<br>monumental <input type="checkbox"/> | с. монумент<br>monument <input type="checkbox"/> |
|------------|---|--|--|

|             |  |  |  |
|-------------|--|--|--|
| unipersonal | a. единоличный<br>sole <input checked="" type="checkbox"/> | b. персональный<br>personal <input type="checkbox"/> | с. один человек<br>one person <input type="checkbox"/> |
|-------------|--|--|--|

- The third group represents only one example. This questions is studied separately owing to the fact that there is a whole word in common rather than merely a root form:

|                   |   |  |   |
|-------------------|---|--|---|
| (perro) lazarillo | a. собака-поводырь<br>guide-dog <input checked="" type="checkbox"/> | b. злая собака<br>angry dog <input type="checkbox"/> | с. служебная собака<br>war-dog <input type="checkbox"/> |
|-------------------|---|--|---|

Thus, the majority of these cases from our Russian questionnaire are related with the situation when the options have the same root form. Apart from that, we can distinguish a wide variety of forms and parts of speech, among which there are nouns, adjectives and verbs, i.e. notional parts of speech, and in addition we can find prepositions, particles and diverse combinations of prepositions with nouns, verbs with nouns, numerals with nouns and verbs with prepositions and with nouns. Considering the total number of these example in our questionnaire we can state that there are 59 questions of this type. All these question types are highlighted and represented together with the correct answers in the VOLUME II in the Appendix

section considering Questionnaires, namely questionnaire “word form” in the Russian language.

## 2.4.2 Questionnaire “Word form” Romanian

This is the last questionnaire to be analysed in this Chapter. Despite the fact that it is very similar to that of the Russian language, nevertheless, we must consider it separately since it represents different grammatical structures and rules belonging to a different language, i.e. Romanian.

As well as in the case of the Russian questionnaire, in the course of the analysis of this we will study structure by structure all the proposed options listed in the introductory part to this section.

### a. Part of speech enquiring

As well as in the case of the Russian word form questionnaire this type of questions is the only one not dealing directly with translation options. Instead, the informants are to answer the question referring to the part of speech the original word belongs to. It is important to state as well that this type of questions mainly touches upon structural parts of speech, i.e. those which play only functional role in the sentence with no semantic load.

As far as the number of such questions is concerned, we can note that the Romanian word form questionnaire contains the same quantity of such questions as the Russian questionnaire since they represent an identical structure of the original Spanish words and, taking into account that this type of questions deals mainly with structural parts of speech, their number is limited. However, the options proposed in each case might be different from those in the Russian questionnaire, being designed in this way in order not to simplify the task for the bilingual group of informants, who are to complete both questionnaires.

Let us consider below the examples of these questions from our Romanian word form questionnaire presented in their original interpretation, i.e. exactly as encountered in the questionnaire:

|   |  |  |   |
|---|--|--|---|
| a | Ce-i asta? What is it?                         |  |   |
|   | a. articol<br>article <input type="checkbox"/> | b. substantiv<br>noun <input type="checkbox"/> | c. prepoziție<br>preposition <input type="checkbox"/> |

|         |   |  |   |
|---------|---|--|---|
| estamos | Ce-i asta? What is it?                              |  |   |
|         | a. infinitiv<br>infinitive <input type="checkbox"/> | b. substantiv<br>noun <input type="checkbox"/> | c. verb auxiliar<br>auxiliary verb <input type="checkbox"/> |

|    |  |   |   |
|----|--|---|---|
| se | Ce-i asta? What is it?                   |   |   |
|    | a. verb<br>verb <input type="checkbox"/> | b. particulă<br>particle <input type="checkbox"/> | c. prepoziție<br>preposition <input type="checkbox"/> |

|   |   |  |   |
|---|---|--|---|
| y | Ce-i asta? What is it?                                |  |   |
|   | a. conjuncție<br>conjunction <input type="checkbox"/> | b. articol<br>article <input type="checkbox"/> | c. prepoziție<br>preposition <input type="checkbox"/> |

As we can see from the examples above, the questions are not identical to those from the Russian questionnaire. There are general two variations of these questions to refer to this type. In one case, the options are simply different. In another, they are identical, but given in a different order.

Below we can see these questions together with the correct option marked with an “X”:

|   |  |  |  |
|---|--|--|--|
| a | Ce-i asta? What is it?                         |  |  |
|   | a. articol<br>article <input type="checkbox"/> | b. substantiv<br>noun <input type="checkbox"/> | c. prepoziție<br>preposition <input checked="" type="checkbox"/> |

|         |   |  |  |
|---------|---|--|--|
| estamos | Ce-i asta? What is it?                              |  |  |
|         | a. infinitiv<br>infinitive <input type="checkbox"/> | b. substantiv<br>noun <input type="checkbox"/> | c. verb auxiliar<br>auxiliary verb <input checked="" type="checkbox"/> |

|    |  |  |   |
|----|--|--|---|
| se | Ce-i asta? What is it?                   |  |   |
|    | a. verb<br>verb <input type="checkbox"/> | b. particulă<br>particle <input checked="" type="checkbox"/> | c. prepoziție<br>preposition <input type="checkbox"/> |

|   |  |  |   |
|---|--|--|---|
| y | Ce-i asta? What is it?   |  |   |
|   | a. conjuncție<br>conjunction <input checked="" type="checkbox"/> | b. articol<br>article <input type="checkbox"/> | c. prepoziție<br>preposition <input type="checkbox"/> |



There are in total 22 such questions in our Romanian word form questionnaire, being the number identical to that of the Russian language, as it has already been stated above.

Below we are to see the remaining question types all representing translation-giving method in which the informants are asked to choose the correct translation from the three proposed, the same structure and system as in the Russian questionnaire with a slight difference concerning the number of these types of questions.

b. Different translation options within the same part of speech and form

Regarding this type of questions, it is important to note that it is the most infrequent one after the first type of questions considering parts of speech enquiring with the total number of 33 entries throughout the whole questionnaire. This number is very different from that of the previous questionnaire, where the total number of this type of questions is three times bigger. It can be explained by the fact that the majority of questions belong to a different group of questions owing to the structural similarity of forms between the Spanish and the Romanian languages.

Nonetheless, having encountered few examples of this type of questions, let us consider below the typical examples of those in order to analyse the type of words and the parts of speech forming the examples of this type. As already stated above, we are going to propose the examples altogether with the correct option so that we can note straight away the option which was supposed to be chosen by the informants:

- Combinations of verbs (infinitives and imperative forms):

|                  |   |  |   |
|------------------|---|--|---|
| (no se) abalance | a. nu v-a aruncați<br>do not jump <input checked="" type="checkbox"/> | b. nu v-a balansați<br>do not balance <input type="checkbox"/> | c. nu v-a așezați<br>do not sit down <input type="checkbox"/> |
|------------------|---|--|---|

|           |  |  |  |
|-----------|--|--|--|
| abandonar | a. a arunca<br>to throw <input type="checkbox"/> | b. a lăsa<br>to leave <input type="checkbox"/> | c. a părăsi<br>to exit <input checked="" type="checkbox"/> |
|-----------|--|--|--|

- Combinations of nouns (singular or plural forms in masculine, feminine or neuter):

|         |                  |           |            |
|---------|------------------|-----------|------------|
| acuerdo | a. acompaniament | b. coardă | c. consens |
|---------|------------------|-----------|------------|

|  |  |                               |   |
|--|--|-------------------------------|---|
|  | accompaniment <input type="checkbox"/> | rope <input type="checkbox"/> | consensus <input checked="" type="checkbox"/> |
|--|--|-------------------------------|---|

|         |   |   |  |
|---------|---|---|--|
| agentes | a. agenții<br>agents <input type="checkbox"/> | b. muncitori<br>workers <input checked="" type="checkbox"/> | c. pasageri<br>passengers <input type="checkbox"/> |
|---------|---|---|--|

- Combinations of prepositions:

|      |  |  |   |
|------|--|--|---|
| ante | a. dinaintea<br>beforehand <input checked="" type="checkbox"/> | b. înainte<br>ahead <input type="checkbox"/> | c. după<br>after <input type="checkbox"/> |
|------|--|--|---|

- Combinations of pronouns:

|       |   |   |  |
|-------|---|---|--|
| mismo | a. acel<br>that <input checked="" type="checkbox"/> | b. aceea<br>that <input type="checkbox"/> | c. aceiași<br>those <input type="checkbox"/> |
|-------|---|---|--|

- Combinations of conjunctions:

|   |                                       |  |  |
|---|---------------------------------------|--|--|
| u | a. și<br>and <input type="checkbox"/> | b. dar<br>but <input type="checkbox"/> | c. sau<br>or <input checked="" type="checkbox"/> |
|---|---------------------------------------|--|--|

The examples above show all parts of speech encountered in our questionnaire to refer to this type of questions. Thus, we can see that the majority of forms belong to the noun, be it singular or plural forms. Apart from that we can find the examples of some verbal forms, particularly in their majority infinitive and imperative forms. Referring to the notional parts of speech we also found an example of the pronoun, mainly its demonstrative form. Nonetheless, there have not been any encounters of adjectives in our questionnaire. This is mainly due to the fact that adjectives vary a lot in the Romanian language according to not only number, i.e. singular or plural, but also gender, i.e. masculine, feminine or neuter. Hence, seemingly identical form can actually refer to various original structures, what does not allow us induce them into the same category. On the other hand, besides the notional parts of speech we located some examples of structural parts of speech as well, namely prepositions and conjunctions.

- c. Different translation options within the same part of speech but a different form

This type of questions is much more frequent than the previous two types of questions together representing the total number of 135 entries. Nonetheless, it does not constitute the most common type of questions leaving this criterion to the following two types of questions doubtlessly amounting to the vast majority of cases.

Let us consider below the most typical examples of this type of questions considering apart different parts of speech, be it notional or structural, on condition that such exists:

- Different forms of the noun (these include masculine, feminine and neuter forms as well as singular and plural resulting in a big variety of possible combinations):

|            |  |  |  |
|------------|--|--|--|
| residencia | a. locul de reședință<br>residence <input checked="" type="checkbox"/> | b. reziduu<br>residue <input type="checkbox"/> | c. rezistența<br>resistance <input type="checkbox"/> |
|------------|--|--|--|

|            |  |  |   |
|------------|--|--|---|
| reglamento | a. norme<br>norms <input type="checkbox"/> | b. norma<br>norm <input checked="" type="checkbox"/> | c. regiune<br>region <input type="checkbox"/> |
|------------|--|--|---|

|         |   |  |  |
|---------|---|--|--|
| peligro | a. pelagră<br>pellagra <input type="checkbox"/> | b. obstacol<br>obstacle <input type="checkbox"/> | c. pericol<br>danger <input checked="" type="checkbox"/> |
|---------|---|--|--|

|               |  |   |   |
|---------------|--|---|---|
| instrucciones | a. indicator<br>indicator <input type="checkbox"/> | b. indicație<br>indication <input type="checkbox"/> | c. indicații<br>indications <input checked="" type="checkbox"/> |
|---------------|--|---|---|

As we can see in the examples above, apart from the combinations of different genders of the noun we can also see combinations of singular and plural forms within the same gender or implying forms in different genders at the same time as well. All in all, these represent the typical combinations to refer to noun forms.

- Different forms of the verb:

|       |   |  |  |
|-------|---|--|--|
| toque | a. atingeți-vă<br>press <input checked="" type="checkbox"/> | b. a atinge<br>to press <input type="checkbox"/> | c. a toca<br>to touch <input type="checkbox"/> |
|-------|---|--|--|

|          |  |   |  |
|----------|--|---|--|
| descubre | a. descărca<br>download <input type="checkbox"/> | b. se descopera<br>discover <input checked="" type="checkbox"/> | c. a descuia<br>to unlock <input type="checkbox"/> |
|----------|--|---|--|

|       |   |  |   |
|-------|---|--|---|
| dejen | a. v-or trebui<br>will have to <input type="checkbox"/> | b. lăsași<br>leave <input checked="" type="checkbox"/> | c. va debuta<br>will debut <input type="checkbox"/> |
|-------|---|--|---|

|      |   |  |  |
|------|---|--|--|
| debe | a. debloca<br>unlock <input type="checkbox"/> | b. trebuie<br>must <input checked="" type="checkbox"/> | c. a debuta<br>to debut <input type="checkbox"/> |
|------|---|--|--|

|          |   |   |   |
|----------|---|---|---|
| agárrese | a. nu fumați<br>do not smoke <input type="checkbox"/> | b. aplecați-vă<br>lean <input type="checkbox"/> | c. agățați-vă<br>hold <input checked="" type="checkbox"/> |
|----------|---|---|---|

The combinations with different forms of the verb within the same part of speech is not as common as the combinations with the noun. However, we can notice a variety of forms, amongst which the typical cases are those including infinitives, imperative forms in singular and plural.

- Different forms of the adjective:

|        |  |  |   |
|--------|--|--|---|
| nuevas | a. normal<br>normal <input type="checkbox"/> | b. nou<br>new <input type="checkbox"/> | c. noi<br>new <input checked="" type="checkbox"/> |
|--------|--|--|---|

|            |  |  |  |
|------------|--|--|--|
| especiales | a. particular<br>particular <input type="checkbox"/> | b. picante<br>spicy <input type="checkbox"/> | c. particulare<br>particular <input checked="" type="checkbox"/> |
|------------|--|--|--|

|          |  |  |  |
|----------|--|--|--|
| anterior | a. anteră<br>anther <input type="checkbox"/> | b. precedent<br>previous <input checked="" type="checkbox"/> | c. interior<br>interior <input type="checkbox"/> |
|----------|--|--|--|

|      |   |  |  |
|------|---|--|--|
| alta | a. altă<br>another <input type="checkbox"/> | b. lung<br>long <input type="checkbox"/> | c. înalt<br>high <input checked="" type="checkbox"/> |
|------|---|--|--|

The situation with the combinations with adjectives in their different forms is similar to that of the verb since it does not represent the most common case in our questionnaire. Nonetheless, there are different examples showing the combinations of singular and plural forms; masculine, feminine or neuter.

All in all, we can definitely state that the vast majority of encounters of this type in our questionnaire applies to the noun, representing few examples of verbal and adjectival forms. This can be explained mainly statistically with a high range of encounters of the noun forms in our questionnaire. Moreover, this is due to the variety of possible forms referring to this notional part of speech.

d. Different translation options from different parts of speech

As well as in the case of the word forms Russian questionnaire, the present type of questions is the most common one with the total number of 489 entries. Compared to the Russian questionnaire, this number is a lot lower. However, this can be explained by the fact that the following question types, considering identical translation options for different parts of speech, represents a lot higher number of entries. Thus, this is compensated by the reduction of the number in the present question type.

Similarly to the Russian questionnaire, we are here to consider the huge variety of options presented in this type structurally dividing our analysis according to the various parts of speech, starting with the notional parts of speech with subsequent structural ones. In all cases we are to present the examples from the existing questionnaire with some notes concerning the frequency of such entries in the questionnaire. Let us study these examples as follows:

**Notional parts of speech**

• ***Combinations with nouns***

Referring to notional parts of speech we can definitely point out the high frequency of options containing noun forms in combination with other parts of speech. Not surprisingly, amongst the most common combinations along the whole questionnaire is that of nouns together with other notional parts of speech, e.g. verbs and adjectives. Here we are to consider each such type of combinations separately in order to analyse more in details the specifications of each type.

- Combinations of nouns and verbs:

|        |   |  |  |
|--------|---|--|--|
| abonos | a. abonez<br>subscribe <input type="checkbox"/> | b. abonamente<br>subscriptions <input checked="" type="checkbox"/> | c. bonuri<br>vouchers <input type="checkbox"/> |
|--------|---|--|--|

|        |   |  |  |
|--------|---|--|--|
| camine | a. comunitate<br>community <input type="checkbox"/> | b. camioane<br>trucks <input type="checkbox"/> | c. mergeți<br>walk <input checked="" type="checkbox"/> |
|--------|---|--|--|

|           |  |  |  |
|-----------|--|--|--|
| depositar | a. a depune<br>to submit <input checked="" type="checkbox"/> | b. depozit<br>deposit <input type="checkbox"/> | c. deportare<br>deportation <input type="checkbox"/> |
|-----------|--|--|--|

As we can see above, there are diverse forms of nouns presented in their combination with verbal forms, among which we can distinguish personal verbal forms, e.g. first, second or third persons in singular or plural, in addition to imperative and infinitive forms. It is important to state that this combination altogether with the following one is one of the most frequent in our questionnaire.

- Combinations of nouns and adjectives/participles:

|              |  |  |  |
|--------------|--|--|--|
| acceso       | a. accept<br>accept <input type="checkbox"/>                           | b. accesibil<br>accessible <input type="checkbox"/>  | c. acces<br>access <input checked="" type="checkbox"/> |
| acreditación | a. certificarea<br>certification <input checked="" type="checkbox"/>   | b. încredințat<br>convinced <input type="checkbox"/> | c. permis<br>permit <input type="checkbox"/>           |
| adecuados    | a. corespunzători<br>corresponding <input checked="" type="checkbox"/> | b. adecvat<br>appropriate <input type="checkbox"/>   | c. coardă<br>rope <input type="checkbox"/>             |

When we consider this combination, we must note that we put together the forms of adjectives and participles. It is true that structurally speaking participles are derived from verbs and are a part of verbal forms, but on the other hand their functional aspect is very different. Furthermore, the functional aspect of participles in these cases is quite similar to that of adjectives, which led us to including them under the same category. To refer to nouns, as well as in the previous case, we can distinguish a wide range of possible forms encountered.

- Combinations of nouns, adjectives/participles and verbs:

|          |   |   |   |
|----------|---|---|---|
| accesos  | a. accesibile<br>accessible <input type="checkbox"/>      | b. accesiu<br>accession <input checked="" type="checkbox"/> | c. acceptați<br>accept <input type="checkbox"/>           |
| apaga    | a. stinge<br>turn off <input checked="" type="checkbox"/> | b. stinsă<br>off <input type="checkbox"/>                   | c. aparat<br>apparatus <input type="checkbox"/>           |
| cometido | a. a comite<br>to commit <input type="checkbox"/>         | b. cometă<br>comet <input type="checkbox"/>                 | c. comis<br>committed <input checked="" type="checkbox"/> |

This is the combination that implies the previous two combinations being set together. Thus, we can note a wide variety of noun, adjective and verb forms and, therefore, a lot of possible variations.

- **Combinations with verbs (including infinitives)**

This is the second notional part of speech to be considered in its combination with other parts of speech to be presented in our questions. It is crucial to state here that we include in this type of combinations the form of infinitive, being the indefinite form of the verb. Moreover, we are only to study below the newly introduced combinations of our questionnaire with the previously mentioned ones to be already specified and, hence, not required for further analysis. Let us consider the variations with their examples as follows:

- Combinations of verbs and adjectives/participles:

|            |   |   |   |
|------------|---|---|---|
| (se) abren | a. se deschid<br>are open <input checked="" type="checkbox"/> | b. abreviat<br>abbreviated <input type="checkbox"/> | c. abordat<br>approached <input type="checkbox"/>                     |
| adecuado   | a. a acorda<br>to grant <input type="checkbox"/>              | b. adecvat<br>adequate <input type="checkbox"/>     | c. corespunzător<br>corresponding <input checked="" type="checkbox"/> |

This is one of the most common combinations to refer to notional parts of speech. As well as in the case of nouns and their combinations to adjectives and participles, we are to state that we consider participles to be functionally identical units to adjectives. Owing to this fact we consider them together with no specified difference. Talking about verbs, we might point out a wide variety of possible forms encountered in our questionnaire, e.g. personal verbal forms, including reflexive ones, infinitives and imperative forms, as well as in the case of the previously mentioned nouns and their combinations to other parts of speech. This variety of verbal forms presented is preserved throughout the course of the present questionnaire, what we will be able to witness further.

- Combinations of verbs and adverbs:

|       |  |   |  |
|-------|--|---|--|
| desea | a. deseară<br>evening <input type="checkbox"/> | b. doriți<br>want <input checked="" type="checkbox"/> | c. deseori<br>often <input type="checkbox"/> |
|-------|--|---|--|

This is the last combination of this sections including the combination of verbs and adverbs, which, rather surprisingly, appears to be quite infrequent in our questionnaire.



Despite the presence of only two combinations in the section, we are to encounter more combinations of verbs below considering other parts of speech and their combinations.

- ***Combinations with adjectives and/or participles***

This is the third type of combinations considering notional parts of speech. We set together the forms of adjectives and participles due to their functional similarity. Nevertheless, in some specific occasions some distinctions will be drawn with notes below. If we study the frequency of the present type of combinations, this is a very common one in our questionnaire altogether with the combinations of nouns and verbs with other parts of speech. Let us analyse below the combinations in detail:

- Combinations of adjectives and past participles:

Although in the majority of cases we considered adjectives and participles together due to their similar functional aspect, here we are obliged to separate these two parts of speech due to the fact that their particular use is quite different with the past participle playing a big role in forming a past tense in the Romanian language. Thus, let us consider below this case:

|          |  |  |   |
|----------|--|--|---|
| acústica | a. auzit<br>hearing <input type="checkbox"/> | b. sonor<br>sounding <input checked="" type="checkbox"/> | c. acustic<br>acoustic <input type="checkbox"/> |
|----------|--|--|---|

However, this case is rather singular since it represents a specific use of the past participle in the Romanian language. In the vast majority of cases encountered in our questionnaire the use of adjectives and participles is quite similar. Thus, if we set together these two parts of speech, it means that their functional and semantic aspects are identical. In case this is not so, we will specify the information of each particular situation.

- Combinations of adjectives and adverbs:

|           |  |   |   |
|-----------|--|---|---|
| aditional | a. adică<br>that is <input type="checkbox"/> | b. adinioară<br>former <input type="checkbox"/> | c. suplimentar<br>extra <input checked="" type="checkbox"/> |
|-----------|--|---|---|

|        |  |  |  |
|--------|--|--|--|
| anejas | a. departe<br>far <input type="checkbox"/> | b. anevoiros<br>arduous <input type="checkbox"/> | c. anexate<br>attached <input checked="" type="checkbox"/> |
|--------|--|--|--|

Here we can see the example of another combination of notional parts of speech, i.e. adjectives and adverbs. It is important to state that due to the occasional similar appearance of forms of those two parts of speech it is not always easy to distinguish them. In these situations, we rely on the original Spanish form. E.g. in case of the adverbial forms being marked as the correct option.

- Combinations of adjectives and gerunds:

|            |  |   |   |
|------------|--|---|---|
| adjuntando | a. judecător<br>judge <input type="checkbox"/> | b. anexând<br>enclosing <input checked="" type="checkbox"/> | c. adjectiv<br>adjective <input type="checkbox"/> |
|------------|--|---|---|

We can see above another example of a combination with adjective. Unlike the previously mentioned ones, this combination is not common in our questionnaire and has actually only few encounters. On the other hand, there is a number of encounters of combinations with gerunds, which we will study below, from which some include the combination of adjective and gerund together with a third part of speech presenting in this way a sort of triple combinations with three different parts of speech presented.

- ***Combinations with adverbs***

This is another combination to refer to notional parts of speech. It is important to state that combinations with adverbs are quite frequent in our questionnaire, although not as frequent as with the previously mentioned parts of speech. As well as in the cases above, we will consider each variation separately presenting existing in our questionnaire examples of each type:

- Combinations of adverbs and nouns:

|       |  |   |  |
|-------|--|---|--|
| ahora | a. acum<br>now <input checked="" type="checkbox"/> | b. ora<br>hour <input type="checkbox"/> | c. timpul<br>time <input type="checkbox"/> |
|-------|--|---|--|

|        |  |  |   |
|--------|--|--|---|
| alarma | a. alarmă<br>alarm <input checked="" type="checkbox"/> | b. deșteptător<br>alarm clock <input type="checkbox"/> | c. alături<br>near <input type="checkbox"/> |
|--------|--|--|---|

|     |  |  |   |
|-----|--|--|---|
| así | a. așa<br>so <input checked="" type="checkbox"/> | b. aici<br>here <input type="checkbox"/> | c. axă<br>axis <input type="checkbox"/> |
|-----|--|--|---|

In the examples above we can see some questions where the possible options include nouns and adverbial forms. Among all combinations with the adverb, this type appears to be quite frequent in our questionnaire. Among the noun forms we can differentiate singular and plurals forms in masculine, feminine or neuter.

- Combinations of adverbs, nouns and adjectives/participles:

|           |  |  |  |
|-----------|--|--|--|
| contiguas | a. împreună<br>together <input type="checkbox"/> | b. continente<br>continents <input type="checkbox"/> | c. învecinate<br>adjoining <input checked="" type="checkbox"/> |
|-----------|--|--|--|

|               |  |  |  |
|---------------|--|--|--|
| correctamente | a. corectă<br>correct <input type="checkbox"/> | b. corect<br>correctly <input checked="" type="checkbox"/> | c. infailibilitate<br>infallibility <input type="checkbox"/> |
|---------------|--|--|--|

Above we can see the example of a combination where there are options presented of three different parts of speech. These in their turn include only notional parts of speech we occur to be the most frequent in our questionnaire. As in many other cases mentioned above, we consider here adjectives and participles as one variations due to their functional similarity.

- Combinations of adverbs, verbs and adjectives/participles:

|           |   |  |   |
|-----------|---|--|---|
| fielmente | a. necondiționat<br>unconditionally <input checked="" type="checkbox"/> | b. fierbinte<br>hot <input type="checkbox"/> | c. a fierbe<br>to boil <input type="checkbox"/> |
|-----------|---|--|---|

|            |  |  |   |
|------------|--|--|---|
| legalmente | a. legitimă<br>legitimate <input type="checkbox"/> | b. a lega<br>to tie <input type="checkbox"/> | c. legal<br>legally <input checked="" type="checkbox"/> |
|------------|--|--|---|

Here we can see two examples of another combination which also includes only forms from notional parts of speech. Apart from the fact that we consider together adjectives and participles, we can state that in case of verbal forms we can note the use of the infinitive, rather than personal verbal forms or the imperative.

- Combinations of adverbs, nouns and verbs:

|         |  |  |   |
|---------|--|--|---|
| alterar | a. alterare<br>alteration <input type="checkbox"/> | b. a modifica<br>to change <input checked="" type="checkbox"/> | c. altfel<br>otherwise <input type="checkbox"/> |
|---------|--|--|---|

|        |   |   |   |
|--------|---|---|---|
| correr | a. corectare<br>correction <input type="checkbox"/> | b. a fugi<br>to run <input checked="" type="checkbox"/> | c. corect<br>correctly <input type="checkbox"/> |
|--------|---|---|---|

|       |   |  |  |
|-------|---|--|--|
| dicha | a. astfel<br>such <input checked="" type="checkbox"/> | b. dicta<br>dicta <input type="checkbox"/> | c. date<br>data <input type="checkbox"/> |
|-------|---|--|--|

This is the last triple combination with the adverb encountered in our questionnaire containing notional parts of speech as well. Considering all combinations with adverbs, this might appear to be one of the most frequently encountered ones.

All in all, we might state that there is no doubt that combinations with adverbs are not as common as, for example, combinations with nouns, verbs or adjectives. Nonetheless, among all parts of speech, be it notional or structural, this type of combinations definitely stands right behind those parts of speech mentioned above. Considering the infrequent aspect of adverbial forms occurrences in our questionnaire, this situation is not of a great surprise.

- ***Combinations with pronouns***

This type of combinations is another one referring to notional parts of speech. It represents all possible situations when pronouns have been given as options to choose along with other parts of speech, notional or structural. Thus, we will see below examples of double and triple combinations, i.e. those when there are two or three different parts of speech presented. Hence, let us consider these examples as follows:

- Combinations of pronouns and nouns:

|           |   |   |   |
|-----------|---|---|---|
| accidente | a. acces<br>access <input type="checkbox"/> | b. accident<br>accident <input checked="" type="checkbox"/> | c. aceasta<br>this <input type="checkbox"/> |
|-----------|---|---|---|

|      |   |  |   |
|------|---|--|---|
| cada | a. fiecare<br>every <input checked="" type="checkbox"/> | b. cadă<br>bath <input type="checkbox"/> | c. cadou<br>gift <input type="checkbox"/> |
|------|---|--|---|

|      |  |  |   |
|------|--|--|---|
| cual | a. cal<br>horse <input type="checkbox"/> | b. care<br>which <input checked="" type="checkbox"/> | c. cuarț<br>quartz <input type="checkbox"/> |
|------|--|--|---|

In the options above we can see the examples of combinations with nouns and pronouns, which seems to be the most frequent in this type of combinations, i.e. with pronouns. On the other hand, we can state the use of a variety of forms of nouns and different type of pronouns as well, for example pronominal, demonstrative, relative and so on. We can also indicate that the original Spanish word in its turn can be either pronoun or noun, which shows us that the diversity of variations is quite high.

- Combinations of pronouns and verbs:

|      |  |  |   |
|------|--|--|---|
| está | a. este<br>is <input type="checkbox"/> | b. se află<br>there is <input checked="" type="checkbox"/> | c. acest<br>this <input type="checkbox"/> |
|------|--|--|---|

|       |   |  |  |
|-------|---|--|--|
| estos | a. acest<br>this <input type="checkbox"/> | b. acești<br>these <input checked="" type="checkbox"/> | c. este<br>is <input type="checkbox"/> |
|-------|---|--|--|

|       |  |  |   |
|-------|--|--|---|
| éstos | a. acești<br>these <input checked="" type="checkbox"/> | b. este<br>is <input type="checkbox"/> | c. acest<br>this <input type="checkbox"/> |
|-------|--|--|---|

Here we can see the use of pronouns and verbs to form the options to choose in our questionnaire. Talking about pronouns, we can note the demonstrative type of them, while considering verbs, we might state the use of personal verbal forms, particularly third person singular. In this cases we can not emphasize the variety of options since, on the contrary, they seem quite typical and limited.

- Combinations of pronouns and adverbs:

|       |  |   |   |
|-------|--|---|---|
| aquel | a. aici<br>here <input type="checkbox"/> | b. aceasta<br>that <input type="checkbox"/> | c. acel<br>that <input checked="" type="checkbox"/> |
|-------|--|---|---|

|      |  |   |  |
|------|--|---|--|
| aquí | a. acolo<br>there <input type="checkbox"/> | b. aici<br>here <input checked="" type="checkbox"/> | c. acel<br>that <input type="checkbox"/> |
|------|--|---|--|

This is the last type of double combinations with pronouns, i.e. combinations with two different parts of speech presented. In the examples above we can

see the questions where the options include pronouns and adverbs. As well as in the previous case considering verbal forms in their combination with pronouns, here we can state that the cases proposed in our questionnaire are quite limited due to the infrequent aspect of encounters of pronouns in general in addition to the lack of diversity of options.

- Combinations of pronouns, verbs and adverbs:

|      |  |  |  |
|------|--|--|--|
| éste | a. acest<br>this <input checked="" type="checkbox"/> | b. este<br>is <input type="checkbox"/> | c. azi<br>today <input type="checkbox"/> |
|------|--|--|--|

Here we can see the first example of a triple combination with pronouns. We can note that in the majority of cases the combinations vary along the notional parts of speech, as in the example above. However, as we will see below, some combinations include also structural parts of speech. Talking particularly of the present combination, we can only show one entry since it is quite an infrequent type of combinations in our questionnaire.

- Combinations of pronouns, nouns and adverbs:

|       |  |  |  |
|-------|--|--|--|
| acera | a. aseară<br>last night <input type="checkbox"/> | b. acel<br>that <input type="checkbox"/> | c. trotuar<br>sidewalk <input checked="" type="checkbox"/> |
|-------|--|--|--|

The example above shows another case of a triple combination of pronouns with two other notional parts of speech. As well as in the case of the previous type of combinations with pronouns, this one is the only representative of the given combination encountered in our word form questionnaire.

- Combinations of pronouns, nouns and adjectives/participles:

|        |  |  |   |
|--------|--|--|---|
| caídos | a. fiecare<br>every <input type="checkbox"/> | b. cadouri<br>gifts <input type="checkbox"/> | c. căzute<br>fallen <input checked="" type="checkbox"/> |
|--------|--|--|---|

|       |   |  |   |
|-------|---|--|---|
| misma | a. mișcare<br>motion <input type="checkbox"/> | b. aceia<br>that <input checked="" type="checkbox"/> | c. mică<br>small <input type="checkbox"/> |
|-------|---|--|---|

The two examples above show the last type of a triple combination with pronouns and other notional parts of speech. We can state that this combination represents a more common type than the previous two

combinations with pronouns. As well as in former cases, we consider here adjectives together with participle, what we can note above, in their diverse forms, singular or plural, masculine or feminine.

- Combinations of pronouns, prepositions and conjunctions:

|     |  |  |                                       |
|-----|--|--|---------------------------------------|
| que | a. ce<br>which <input checked="" type="checkbox"/> | b. cu<br>with <input type="checkbox"/> | c. și<br>and <input type="checkbox"/> |
|-----|--|--|---------------------------------------|

The example above shows us the only combination of a pronoun with structural parts of speech, namely prepositions and conjunctions. Also, this example is unique of its kind due to the limited frequency of such encounters in our questionnaire. In general, we can state that all combinations with pronouns are quite rare and infrequent in our word form questionnaire.

- ***Combinations with gerunds***

Considering combinations with notional parts of speech, this is the last representative of this kind. Although, structurally speaking, gerunds are derived from verbs and we could consider this kind as a variation of combinations with verbs, this is not the case due to the main difference in their functional aspect, which plays the biggest role in determining the group they belong to. Thus, in the examples below we will only see the use of gerunds in triple combinations, i.e. of three different parts of speech, all of which belong to the notional parts of speech type. Let us consider in details the examples below:

- Combinations of gerunds, nouns and verbs:

|          |   |  |   |
|----------|---|--|---|
| enviando | a. invidie<br>envy <input type="checkbox"/> | b. a expedia<br>to send <input type="checkbox"/> | c. expediind<br>sending <input checked="" type="checkbox"/> |
|----------|---|--|---|

|         |  |   |  |
|---------|--|---|--|
| estando | a. stare<br>state <input type="checkbox"/> | b. aflândușe<br>being <input checked="" type="checkbox"/> | c. este<br>is <input type="checkbox"/> |
|---------|--|---|--|

|          |  |  |   |
|----------|--|--|---|
| haciendo | a. făcând<br>by <input type="checkbox"/> | b. haciendă<br>hacienda <input type="checkbox"/> | c. a face<br>to make <input type="checkbox"/> |
|----------|--|--|---|

The examples above show us the first variation of combinations with gerund together with nouns and verbs. According to the number of given examples we can state that considering all combinations with gerunds, which by themselves are quite limited, this type of combinations is the most common one. It includes a variety of forms from each part of speech, including reflexive forms of gerunds, personal verbal forms and the infinitive, and various gender of noun forms.

- Combinations of gerunds, adjectives and pronouns:

|           |  |   |   |
|-----------|--|---|---|
| acercando | a. apropiinduse<br>approaching <input checked="" type="checkbox"/> | b. funcional<br>functional <input type="checkbox"/> | c. acest<br>this <input type="checkbox"/> |
|-----------|--|---|---|

This example shows us the last type of combinations with gerunds encountered in our word form questionnaire and, as the result, the last of all encountered combinations of notional parts of speech. The example above is the only representative of its kind, what confirms the infrequent aspect of encounters with gerunds.

### **Structural parts of speech**

- ***Combinations with prepositions***

Considering structural parts of speech we only have two representatives of this kind, prepositions and conjunctions. In the present section we will deal with the combinations of prepositions and other parts of speech, most of which appear to be notional. All in all, we must note that combinations with prepositions are not frequent in our questionnaire since the majority of words in the Spanish language belong to notional parts of speech. Nevertheless, we can encounter some entries with prepositions, most of which have as the original Spanish form the preposition as well. Apart from that, there are some particular variations of combinations of this type, what will be specified further in the corresponding section. Thus, let us start the analysis of given forms as follows:



- Combinations of prepositions, adjectives and adverbs:

|       |   |  |  |
|-------|---|--|--|
| desde | a. de<br>from <input checked="" type="checkbox"/> | b. des<br>often <input type="checkbox"/> | c. deseară<br>tonight <input type="checkbox"/> |
|-------|---|--|--|

The example above shows us the only case of the given triple combination of prepositions and two other parts of speech, i.e. adjectives and verbs. This combination is unique of its kind since there are no other similar examples in our questionnaire. It is important to state that most of our combinations with prepositions are presented in this unique way, what reasserts the infrequent aspect of the given part of speech and its combinations with other parts of speech.

- Combinations of prepositions, nouns and adverbs:

|     |   |   |                                       |
|-----|---|---|---------------------------------------|
| con | a. con<br>cone <input type="checkbox"/> | b. cu<br>with <input checked="" type="checkbox"/> | c. cum<br>as <input type="checkbox"/> |
|-----|---|---|---------------------------------------|

Here we can see another representative of one more triple combination with prepositions and other parts of speech, also notional ones. As in the case of previous combination with prepositions, this example is unique of its kind and has only one entry in our questionnaire, which is of no surprise since it has already been stated above the rare aspect of encounters of combinations with prepositions.

- Combinations with prepositions, conjunctions and prepositions with pronouns:

|     |   |                                       |  |
|-----|---|---------------------------------------|--|
| sin | a. pe sine<br>itself <input type="checkbox"/> | b. și<br>and <input type="checkbox"/> | c. fără<br>without <input checked="" type="checkbox"/> |
|-----|---|---------------------------------------|--|

The example above shows another entry found in our questionnaire to refer to combinations with prepositions. Unlike the previously mentioned ones, this combination manifests not only notional parts of speech, but also structural ones on the example of prepositions and conjunctions. Moreover, the form of prepositions in one option is joined with that of a pronoun forming together a single unit to be chosen. Hence, we can state that this is the only type of

combinations with prepositions where all the options include a structural part of speech, rather than notional one.

- Combinations of nouns and/or prepositions:

|    |  |   |  |
|----|--|---|--|
| en | a. emu<br>emu <input type="checkbox"/> | b. în<br>in <input checked="" type="checkbox"/> | c. enciclopedia<br>encyclopedia <input type="checkbox"/> |
|----|--|---|--|

|       |  |  |   |
|-------|--|--|---|
| hasta | a. haşmă<br>shallot <input type="checkbox"/> | b. până<br>until <input checked="" type="checkbox"/> | c. baston<br>baton <input type="checkbox"/> |
|-------|--|--|---|

|          |  |   |  |
|----------|--|---|--|
| mediante | a. mediator<br>mediator <input type="checkbox"/> | b. prin<br>by <input checked="" type="checkbox"/> | c. jumătate<br>half <input type="checkbox"/> |
|----------|--|---|--|

The examples above all represent combinations of prepositions and nouns in their multiple forms. This type of combinations is quite frequent as we can see from the number of entries and has different variations as well, what will be stated below as follows:

- As variation of the combination of prepositions and nouns we can find that when the noun is presented altogether with a prepositions since the whole structure has a specific meaning in the sentence. Thus, we are to consider this combination here referring to combinations with prepositions:

|       |  |   |  |
|-------|--|---|--|
| andén | a. peron<br>platform <input checked="" type="checkbox"/> | b. pe jos<br>afoot <input type="checkbox"/> | c. şină<br>rail <input type="checkbox"/> |
|-------|--|---|--|

- As another variation of this combination of nouns and prepositions we can also find that of nouns and/or prepositions and verbs, as we can see below:

|         |  |  |  |
|---------|--|--|--|
| durante | a. pe durata<br>during <input checked="" type="checkbox"/> | b. durată<br>time <input type="checkbox"/> | c. a durea<br>to hurt <input type="checkbox"/> |
|---------|--|--|--|

- One more variation of this combination is the use of a noun together with a preposition with other parts of speech given as second and third options, as we can see in the multiple examples below:

|        |  |  |  |
|--------|--|--|--|
| espera | a. aşteptaţi<br>wait <input checked="" type="checkbox"/> | b. de rezervă<br>backup <input type="checkbox"/> | c. speranţă<br>hope <input type="checkbox"/> |
|--------|--|--|--|

|         |  |   |  |
|---------|--|---|--|
| encalle | a. închis<br>closed <input type="checkbox"/> | b. eşuează<br>fails <input checked="" type="checkbox"/> | c. pe strada<br>on the street <input type="checkbox"/> |
|---------|--|---|--|

|         |  |  |  |
|---------|--|--|--|
| entrada | a. întrare<br>entrance <input checked="" type="checkbox"/> | b. pe strada<br>on the street <input type="checkbox"/> | c. între<br>between <input type="checkbox"/> |
|---------|--|--|--|

|           |  |  |  |
|-----------|--|--|--|
| encuentre | a. pe strada<br>on the street <input type="checkbox"/> | b. întâlnire<br>meeting <input type="checkbox"/> | c. se află<br>there is <input checked="" type="checkbox"/> |
|-----------|--|--|--|

Thus, in all the examples above we can see the same use of a noun in combination with a preposition. Apart from that we can also note the forms of the verb and past participle, nouns and prepositions.

- Combinations of nouns and prepositions with participles:

|          |  |  |  |
|----------|--|--|--|
| atendido | a. atenție<br>attention <input type="checkbox"/> | b. de servit<br>attended <input checked="" type="checkbox"/> | c. atenționare<br>serving <input type="checkbox"/> |
|----------|--|--|--|

The example above shows the last type of combinations with prepositions. In this case this kind could be also considered rather a variation since it does not manifest the use of a mere preposition, but its combination with another part of speech, namely participles. All in all this combination of preposition and participle has a single meaning what induces us to include it in the section of combinations with prepositions, rather than other parts of speech. On the other side, this variation is quite similar to the previously mentioned variations of combinations of prepositions and nouns, hence, the present combinations forms this section as well.

- ***Combinations with conjunctions***

The combinations with conjunctions are the last combinations encountered in our questionnaire to refer to this type of questions, i.e. involving various forms of different parts of speech. Furthermore, not rather surprisingly, this is the last combination considering the section of structural parts of speech as well. All in all, we must state the rare aspect of encounters of combinations with conjunctions in our questionnaire due to the infrequency of the original Spanish word in the form of conjunction. As we will see below, the options presented in the form of conjunction are only given in cases when the original Spanish word form is a conjunction as well. Thus, in all our examples below,

independently of the other parts of speech presented, the original Spanish form and, subsequently, the correct form is always a conjunction, besides one specific case. Let us consider below the existing types of such combinations with the corresponding examples for each particular case:

- Combinations of conjunctions and adverbs:

|           |  |  |   |
|-----------|--|--|---|
| ni ... ni | a. dar<br>but <input type="checkbox"/> | b. și...și<br>and...and <input type="checkbox"/> | c. nici...nici<br>neither...nor <input checked="" type="checkbox"/> |
|-----------|--|--|---|

|    |                                       |  |   |
|----|---------------------------------------|--|---|
| no | a. și<br>and <input type="checkbox"/> | b. nu<br>not <input checked="" type="checkbox"/> | c. nici<br>neither <input type="checkbox"/> |
|----|---------------------------------------|--|---|

The two examples above represent the first type of combinations with conjunctions. As stated above, these combinations are of a rare aspect and only have few encounters in our questionnaire.

- Combinations of conjunctions and nouns:

|        |  |  |   |
|--------|--|--|---|
| perros | a. dar<br>but <input type="checkbox"/> | b. câini<br>dogs <input checked="" type="checkbox"/> | c. peron<br>platform <input type="checkbox"/> |
|--------|--|--|---|

|    |                                       |   |  |
|----|---------------------------------------|---|--|
| si | a. și<br>and <input type="checkbox"/> | b. dacă<br>if <input checked="" type="checkbox"/> | c. ori<br>hours <input type="checkbox"/> |
|----|---------------------------------------|---|--|

Considering all combinations with conjunctions, this one manifests a variety of forms of nouns together with conjunctions, as we can see from the examples given above. Moreover, the first example represents a very special case for this section since its original Spanish word is a noun, rather than a conjunction.

- Combinations of conjunctions, pronouns and verbs:

|        |  |   |  |
|--------|--|---|--|
| cuando | a. calcula<br>calculate <input type="checkbox"/> | b. când<br>when <input checked="" type="checkbox"/> | c. fiecare<br>every <input type="checkbox"/> |
|--------|--|---|--|

This example shows us the last type of combinations with conjunctions and at the same time the only triple combination with conjunctions encountered in our questionnaire. As in case of many other combinations listed above, this

example is unique of its kind since there are no other identical entries encountered in our questionnaire.

After having analysed the variety of combinations belonging to this type of questions, i.e. with different forms and different parts of speech, there is one more type of question to be studied below. As already stated above, the present type of questions represents the most frequent one due to its multiple variations and possible combinations. Nonetheless, the following type of questions also represents a very large group of entries in our questionnaire, as we are about to note below.

As the conclusion for this section we can point out that the combinations studied above manifest a wide range of forms, among which we can note not only notional parts of speech, but also structural ones. This is of great importance for the stage of results presentation and interpretations, the task to be completed in the following Chapter, since it helps us to analyse the understanding capacity of informants not only on the basis of notional and, therefore, most common parts of speech, but also structural ones, whose semantic aspect is not always obvious without a context presented.

e. Identical translation options for different parts of speech

This type of questions represents the biggest difference of this word form questionnaire from the Russian one since its total number of entries exceeds the Russian equivalent by more than 5 times. This fact must be definitely explained by the fact that both languages, Spanish and Romanian, belong to the same language family, i.e. Romance. Due to this fact many forms might have a structurally similar translation equivalent, what can simplify the task of choosing the correct translation option. Hence, the best option here is to make the informant determine the correct option from the forms presented in each case by means of simply differentiating various structural criteria of forms rather than their semantic value. This option, therefore, shows us with a higher level of certainty the ability of the informant to understand the given form starting from its inhere functional aspect, mainly differentiating parts of speech and, moreover, different forms within the same part of speech as well.

Thus, we can state here that the total number of the entries of this type reach the number of 293, manifesting a wide variety of different forms and parts of speech. Let us consider below the main types of entries of this type found in our Romanian word form questionnaire:

**Triple combinations, i.e. of three different parts of speech**

These combinations refer to cases when all three options proposed for the informant represent a form belonging to a different part of speech. Thus, these combinations are triple, as stated in the heading, meaning the three options being diverse. It is important to state that the majority of cases include forms from notional parts of speech, mainly involving nouns, adjectives, verbs and their derivatives.

Let us consider below in details the chief types of these combinations:

- Combinations of nouns, adjectives and verbs:

|          |   |   |   |
|----------|---|---|---|
| adaptado | a. adaptat<br>adapted <input checked="" type="checkbox"/> | b. adaptarea<br>adaptation <input type="checkbox"/> | c. adaptabile<br>versatile <input type="checkbox"/> |
|----------|---|---|---|

|         |   |  |   |
|---------|---|--|---|
| central | a. central<br>central <input checked="" type="checkbox"/> | b. centru<br>centre <input type="checkbox"/> | c. a centraliza<br>to centralize <input type="checkbox"/> |
|---------|---|--|---|

|         |   |   |   |
|---------|---|---|---|
| dispone | a. disponibilitate<br>availability <input type="checkbox"/> | b. disponibil<br>available <input type="checkbox"/> | c. dispune<br>has <input checked="" type="checkbox"/> |
|---------|---|---|---|

Amongst all triple combinations encountered in our questionnaire this is the most common one since it includes the three essential parts of speech: nouns, adjectives and verbs. Hence, the majority of examples of triple combinations belong to this particular kind, as we might have seen above.

- Combinations of nouns, verbs and gerunds:

|            |   |  |   |
|------------|---|--|---|
| circulando | a. a circula<br>to circulate <input type="checkbox"/> | b. circulație<br>movement <input type="checkbox"/> | c. circulând<br>running <input checked="" type="checkbox"/> |
|------------|---|--|---|

This combination is not as common as the previous one and in some way it can be considered its derivative, since the gerund form is structurally formed

from the verb. Nonetheless, since its functional aspect is quite different from that of the verb we must consider this part of speech apart.

- Combinations of nouns, verbs and prepositions:

|        |   |  |  |
|--------|---|--|--|
| entrar | a. întrare<br>entrance <input type="checkbox"/> | b. între<br>between <input type="checkbox"/> | c. a intra<br>to enter <input checked="" type="checkbox"/> |
|--------|---|--|--|

Here we can see another triple combination consisting of two notional parts of speech, i.e. the noun and the verb, and a structural part of speech, i.e. the preposition. It is quite an uncommon combination in our questionnaire due to the rare aspect of prepositions encounter.

- Combinations of nouns, adjectives and prepositions:

|           |  |   |   |
|-----------|--|---|---|
| contraria | a. contrast<br>contrast <input type="checkbox"/> | b. contra<br>against <input type="checkbox"/> | c. contrară<br>opposite <input checked="" type="checkbox"/> |
|-----------|--|---|---|

This combination is quite similar to the previous one since it also consists of two notional parts of speech and one structural, with the only different that instead of the verb we have the adjective. As well as in the former case, this combinations is quite uncommon in our word form questionnaire.

- Combinations of verbs, gerunds and participles:

|         |   |  |   |
|---------|---|--|---|
| includo | a. a include<br>to include <input type="checkbox"/> | b. incluzând<br>including <input type="checkbox"/> | c. inclus<br>included <input checked="" type="checkbox"/> |
|---------|---|--|---|

Here we can see the last combination of this type, i.e. triple, involving three different parts of speech, verbs, gerunds and participles. On the one hand this could be considered a single combination due to the fact that both gerunds and participles are derivatives from the verb. On the other hand and more importantly, these parts of speech play very different structural and semantic roles in the sentence, what lead to the conclusion that we must consider them apart, as we have done above.

**Double combinations, i.e. of two different parts of speech**

Unlike the previous type, these combinations refer to cases when the three options proposed include forms from two different parts of speech, being called, therefore, double, i.e. involving two parts of speech. It is important to state here that of the three options, one form belongs to one part of speech, while other two forms to another, leading, hence, to a wide range of possible variations and interpretations of combinations.

Let us consider below the type of this combination encountered in our questionnaire:

- Combinations of nouns and adjectives/participles:

|           |   |   |  |
|-----------|---|---|--|
| aplicable | a. aplicatiile<br>applications <input type="checkbox"/> | b. aplicare<br>application <input type="checkbox"/> | c. aplicabil<br>applicable <input checked="" type="checkbox"/> |
|-----------|---|---|--|

|        |   |  |  |
|--------|---|--|--|
| atento | a. atent<br>attentive <input checked="" type="checkbox"/> | b. atenție<br>attention <input type="checkbox"/> | c. atenționare<br>caution <input type="checkbox"/> |
|--------|---|--|--|

|             |   |  |   |
|-------------|---|--|---|
| autorizadas | a. autorizate<br>authorized <input checked="" type="checkbox"/> | b. autorizație<br>authorization <input type="checkbox"/> | c. autorizat<br>approved <input type="checkbox"/> |
|-------------|---|--|---|

In this combination we consider together adjectives and participles since their functional aspect in the sentence is quite similar, although participles are structurally derived from verbs. This double combination is quite common in our questionnaire since it combined two of the most common notional parts of speech in our corpus.

- Combinations of adjectives/participles and verbs:

|         |  |  |   |
|---------|--|--|---|
| cerrada | a. închisă<br>closed <input checked="" type="checkbox"/> | b. închis<br>closed <input type="checkbox"/> | c. a închide<br>to close <input type="checkbox"/> |
|---------|--|--|---|

|           |  |  |   |
|-----------|--|--|---|
| continuar | a. continuu<br>continuous <input type="checkbox"/> | b. a continua<br>to continue <input checked="" type="checkbox"/> | c. continuă<br>continues <input type="checkbox"/> |
|-----------|--|--|---|

|             |   |  |   |
|-------------|---|--|---|
| disponibles | a. disponibile<br>available <input checked="" type="checkbox"/> | b. dispune<br>has <input type="checkbox"/> | c. disponibil<br>available <input type="checkbox"/> |
|-------------|---|--|---|



Similarly to the previously mentioned combination, this one is also one of the most common ones since it combines other essential notional parts of speech in our questionnaire, as we might have seen above.

- Combinations of nouns and verbs:

|          |   |  |   |
|----------|---|--|---|
| abonos   | a. abonez<br>subscribe <input type="checkbox"/>             | b. abonamente<br>subscriptions <input checked="" type="checkbox"/> | c. bonuri<br>vouchers <input type="checkbox"/>  |
| acciones | a. acțiune<br>actions <input checked="" type="checkbox"/>   | b. acționari<br>act <input type="checkbox"/>                       | c. acționez<br>act <input type="checkbox"/>     |
| causar   | a. a cauza<br>to cause <input checked="" type="checkbox"/>  | b. cauze<br>causes <input type="checkbox"/>                        | c. cauzăți<br>cause <input type="checkbox"/>    |
| cierre   | a. închidere<br>closing <input checked="" type="checkbox"/> | b. a închide<br>to close <input type="checkbox"/>                  | c. se închide<br>close <input type="checkbox"/> |

To refer to double combinations, this is the last one encountered in our questionnaire. As we might have noted, it also consists of two notional parts of speech.

All in all, we can come to the conclusion that double combinations only apply to notional parts of speech, particularly nouns, adjectives and verbs and their derivatives. Quite a similar situation occurs in case of single combinations, as we will see further.

### **Single combinations, i.e. of the same part of speech**

This is the last option representing the least common type of combinations of this nature encountered in our questionnaire. It refers to cases when all three options proposed belong to the same part of speech. Nonetheless, the variety of possible forms, including structural and functional criteria, or merely semantic value make this type quite useful for the questionnaire since despite the apparent simplicity of option-selection, the task is on the contrary more complicated than in cases when the three options vary greatly from each other.

Let us consider now the main types of such entries in our questionnaire:

- Combinations of nouns:

|         |   |   |  |
|---------|---|---|--|
| cabinas | a. cabină<br>cabin <input type="checkbox"/> | b. cabine<br>cabins <input checked="" type="checkbox"/> | c. de cabină<br>cabin <input type="checkbox"/> |
|---------|---|---|--|

|        |   |   |  |
|--------|---|---|--|
| código | a. codi<br>codes <input type="checkbox"/> | b. codificare<br>to codify <input type="checkbox"/> | c. cod<br>code <input checked="" type="checkbox"/> |
|--------|---|---|--|

|       |   |  |   |
|-------|---|--|---|
| curso | a. cursă<br>race <input type="checkbox"/> | b. cursuri<br>courses <input type="checkbox"/> | c. curs<br>course <input checked="" type="checkbox"/> |
|-------|---|--|---|

|               |  |   |  |
|---------------|--|---|--|
| disposiciones | a. dispoziții<br>disposition <input checked="" type="checkbox"/> | b. dispoziție<br>disposition <input type="checkbox"/> | c. dispozitiv<br>device <input type="checkbox"/> |
|---------------|--|---|--|

As we can see in the first example presented above, there are some minor variations of this combination involving the use of the noun with a preposition. Nonetheless owing to all other option belonging to the same part of speech, namely the noun, we considered this case to be of the same type, rather than belonging to, say so, double combinations. Talking about the forms presented, we can see that there is a variety of cases, including different numbers, singular or plural, and genders, masculine, feminine and neuter, in all their possible combinations and variations.

- Combinations of verbs:

|     |   |  |   |
|-----|---|--|---|
| dan | a. das<br>(you) give <input type="checkbox"/> | b. da<br>(he) gives <input type="checkbox"/> | c. dau<br>(they) give <input checked="" type="checkbox"/> |
|-----|---|--|---|

|       |  |  |   |
|-------|--|--|---|
| hacer | a. a face<br>to do <input checked="" type="checkbox"/> | b. faci<br>(you) do <input type="checkbox"/> | c. fac<br>(I) do <input type="checkbox"/> |
|-------|--|--|---|

|       |   |   |  |
|-------|---|---|--|
| hazle | a. fă-i<br>do <input checked="" type="checkbox"/> | b. face<br>(he) does <input type="checkbox"/> | c. faceți<br>(you) do <input type="checkbox"/> |
|-------|---|---|--|

|        |   |  |  |
|--------|---|--|--|
| llevar | a. are<br>(he) has <input type="checkbox"/> | b. a avea<br>to have <input checked="" type="checkbox"/> | c. am<br>(I) have <input type="checkbox"/> |
|--------|---|--|--|

To refer to the verbal combinations, we must primarily point out the use of different conjugational forms of the verb, for example first, second and third

persons in singular or plural. Among other forms we might encounter the imperative form, be it singular or plural, as well as the form of the infinitive, being the indefinite verbal form. In some rare occasions, we can note in the third example, there is the combination of the verb with contracted to it object pronoun, all together being considered a variation of the same combination due to other forms representing the same part of speech.

- Combinations of adjectives/participles:

|              |   |   |   |
|--------------|---|---|---|
| buen         | a. bun<br>good (m) <input checked="" type="checkbox"/>          | b. bune<br>good (pl) <input type="checkbox"/>       | c. bună<br>good (f) <input type="checkbox"/>                |
| ferroviarios | a. ferate<br>railways <input type="checkbox"/>                  | b. feroviar<br>railway <input type="checkbox"/>     | c. feroviare<br>railway <input checked="" type="checkbox"/> |
| incorrecta   | a. incorectă<br>incorrect <input checked="" type="checkbox"/>   | b. corectă<br>correct <input type="checkbox"/>      | c. corect<br>correctly <input type="checkbox"/>             |
| obligados    | a. obligați<br>obliged (pl) <input checked="" type="checkbox"/> | b. obligat<br>obliged (sg) <input type="checkbox"/> | c. obligatoriu<br>compulsory <input type="checkbox"/>       |

As mentioned above, this combination is the last one encountered in our questionnaire of this type, i.e. single combinations. As well as in the case of nouns, the variation of combinations apply to diverse adjectival forms including singular or plural forms, masculine, feminine or neuter.

After having analysed all existing questionnaires (texts, statements and word forms) in both languages (Russian and Romanian), the next stage of the present investigation is the presentation and interpretation of obtained during our experiments results, what we are to study and analyse in details in the following Chapter. However, it is important to emphasize the importance of the present Chapter for our investigation due to the fact that it will be of great help for us in analysing our informants' results considering all the great variety of types of questions existing altogether with different combinations involving a variety of parts of speech, among which we can not only notice the notional ones but also structural.

# Chapter V. RESULTS PRESENTATION AND INTERPRETATION

## 1. Questionnaire “Text”

After having conducted the experimental research previously established for the present investigation, we are going to present the obtained data and interpret them according to the characterization settings created at the stage of corpus formation.

Thus, we are going to consider firstly the results obtained for the questionnaire “Text” to refer to all three groups of informants having participated in the study in question:

- Russian monolinguals
- Romanian monolinguals
- Russian-Romanian bilinguals

It is important to note here that not all the informants composing our research sample had the same questionnaire completion system due to two different languages presented and two types of individuals involved: monolingual and bilingual. Hence, Russian and Romanian monolinguals were to complete the questionnaires corresponding to their native language, i.e. in the Russian and Romanian languages respectively, whilst the Russian-Romanian bilingual individuals were due to complete the questionnaires presented in both languages, therefore, having doubled the number of questionnaires involved. Of course, as we have already stated above, this is primarily due to the fact that such individuals represent native-like capacities in both languages. Hence, we are obliged to test their understanding degree from the perspective of both languages implied in order to compare the obtained results and see whether there are any differences in respect to one language or another.

It is important to state that the main structure of results presentation for all three groups of informants is identical, changing only their interpretations and proposing both languages data for the bilingual group of informants.

## 1.1 Russian monolinguals

The first group of informants, who we are going to consider and whose results we are going to analyse, is that comprising Russian monolingual individuals. Before passing to the actual presentation of obtained data for this sample group, it is important to remember the sub-divisions occurred within the group and some specifications we mentioned previously in the study, which are going to be revealed now.

Thus, the Russian monolingual sample group consisted of 5 individuals presented, being structurally and formally divided into two groups according to their age segmentation: with the first group ranging from 20 to 30 years old and manifesting two representatives of this, whilst the second presenting the interval between 35 and 50 years old with three informants respectively. Hence, not only would it be interesting and important to reveal the grade of understanding capacity for each group of informants on the whole, but, moreover, to analyse some possible distinctions occurred within the same group, including the distinction possibly influenced by the fact of belonging to a specific age group, among others.

In order to present the obtained data with its further interpretation, we are primarily going to present the tables corresponding to the results comparative arrangement created for both age groups, as well as followed by other informants sample groups results presentation and interpretation sections below.

Thus, let us consider firstly the results comparative arrangement data obtained for the first group of Russian monolingual informants, presenting them fragmentally and, therefore, analysing them subsequently in order to conduct a more thorough study and results interpretation.

Before passing to the table data presentation, let us point out some structural characteristics of it. Hence, as it has already been stated above, there are 32 texts presented for this questionnaire. These will be divided into 3 sections of 10 texts and the last section with the remaining 2 texts respectively. We are going to analyse the results obtained for each section for a more compact and clear data interpretation. After having presented all sections of texts, we are going to manifest the statistical

data to refer to the percentage of total correct answers as well as the percentage of texts whose questions were answers completely correctly.

Consequently, let us pass below to the presentation of results with their subsequent interpretation.

### **Results comparative arrangement**

*Questionnaire "Text", The Russian language, 1<sup>st</sup> group (aged 20-30)*

|         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | c | c | b | b | a | c | a | a | c | a  | c | a | c | b |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| TXRUS11 | a | b | c | c | a | c | b | b | b | b  | a | c | a | a | c | c | c | c | a | b | a | b | b | b | a | c | b |   |   |   |
| TXRUS12 | c | b | c | b | b | c | a | a | a | a  | c | c | a | a | c | c | c | c | b | c | b | c | a | a | c | a | c | a | c | b |

**Table 1**

We can see from this fragment of our table of results created for the questionnaire "Text" that despite the fact that our informants of the first sample group belong to the same class of Russian monolingual individuals, their answers differ significantly from each other. The second informant marked correctly almost all the answers for the first question besides the questions 8 and 9. Let us remember that the first question considers the type of message presented. Between the options there are the following kinds: description, instructing, informing, prohibition, explanation, warning etc. Hence, the only two mistakes committed by the second informant refer to different kinds of message: description and instructing. The first informant, on the contrary, got correctly only the questions 5, 6, 8 and 10 comprising the following message types: instructing, description and warning.

To refer to the second question, i.e. corresponding to the addressee of the given message, the situation is slightly different. Thus, despite the fact that the first three texts represent identical structure of the message to refer to the description of existing tickets, only the first informant chose the correct answer in the corresponding question for the second text. Considering other questions, both informants chose the answers correctly in questions 5, 6, 7 and 10.

Finally, a similar situation is presented for the third question, i.e. referring to the aims and tasks of the given message, manifesting a variety of correctly chosen options presented with no particular seeming connection between the answers. For

example, to refer to the structurally identical first three questions, both informants coincided in the third question for the second text, whilst none of them got correctly the same question for the first text. At the same time, both informants got correctly the questions 4, 5 and 10.

To refer to the type of texts presented, we can state that all of them involve the same codification tag, i.e. EExJ, besides the questions 6, 7 and 9, which involve the type EFDJ. Thus, all these texts are written, formal and refer to the administrative information sector. The only difference concerns the modality of the texts presented, ranging from the normativity type to description respectively.

|         | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | a  | c  | a  | c  | c  | b  | a  | a  | b  | c  | b | a | b | c | b | c | a | a | a |   |   |   |   |   |   |   |   |   |   |   |
| TXRUS11 | b  | c  | a  | a  | b  | a  | a  | c  | c  | c  | c | c | a | b | a | a | b | b | a | c | c | a | b | a | b | a | b |   |   |   |
| TXRUS12 | b  | a  | a  | c  | c  | b  | a  | a  | a  | c  | b | a | b | c | b | c | a | b | c | c | a | a | c | c | b | b | c | a | a | a |

Table 2

In this second section of our table of results we can see that there is one text where both informants coincided correctly in their option choosing, i.e. the text number 18 referring to the financial penalization in case of travelling without ticket. Thus, both informants chose correctly the type of the present message consisting of a combination of informing and warning kinds. Apart from that, both informants guessed correctly that the present message is addressed to the passengers of the given means of transport and that it refers to the transmission of information about the existing fine and its possible reduction in case of an immediate payment.

To refer to the remaining texts presented, we must note that the texts 12-17 all represent identical structures as well, referring to the presentation of different types of tickets, similarly to the texts 1-3. Despite this situation, both our informants chose different options for each text, not always getting the answer correct and not always coinciding in their option choosing.

Talking about the two remaining texts, 19 and 20, we must state that these consider administrative and legal data addressed to the passengers of the given means of transport. Both texts are quite extensive, what might have caused some trouble in the process of understanding the context and choosing the correct answer to presented questions. Nevertheless, the second informant obtained correct answers to all the

questions for the text 20, while none of the informants showed successful results for the text 19.

Considering the type of texts involved in this section, we must note that all of them correspond to the same type, i.e. EFExJ, which is referring to the normativity of the information presented.

|         | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |   |   |   |   |   |   |   |   |
|---------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|
|         | b  | a  | b  | a  | b  | b  | a  | c  | b  | c  | a | c | a | b | b | c | c |   |
| TXRUS11 | c  | a  | c  | a  | b  | b  | a  | a  | a  | a  | b | b | a | c | a | a | c | c |
| TXRUS12 | b  | a  | b  | a  | b  | b  | a  | c  | b  | c  | a | c | a | b | b | a | a | c |

Table 3

Regarding this pre-last section presented, we must state straight away that the texts 23-30 all represent the same similar structure already described above referring to the descriptions of existing types of tickets. There might be a question risen at this point considering the way there can be three different types of information giving all related to the same basic structure: tickets description. The answer to this question must be found in the fact that, as it has already been stated above multiple times, we consider the public writings of different means of transport, rather than one. Thus, the ticket description presented at a bus station is not exactly the same as the tram station, or RENFE station. Of course, the main idea, as well as the general structure, is very similar, if not identical. Nonetheless, the visual presentation of these is distinct, as we can see in our corpus and questionnaires manifested in the Appendix section at the end of the present work.

Thus, considering this aspect, we can, however, note that in two of these texts, namely 26 and 29, both informants chose all the answers correctly, adding to this the text 22, which does not belong to this group of texts referring to the tickets description, but which, nonetheless, manifested all the chosen options correct.

Considering separately the answers of the second informant, we can note that all the answers chosen at this section proved to be correct, thus, resulting in 100% correctness of all the responses.

Referring to the first informant, we can note that besides these three texts mentioned above, there were no other completely correct sets of questions presented of a particular text. However, 6 of 10 first questions referring to the type of message were answered correctly, with the same number of correct answers proposed for the



second question, i.e. considering the addressee, and 5 correct answers given for the third question, i.e. referring to the tasks and aims of the message, resulting, therefore in 50% successful result.

|         | 31 |   |   | 32 |   |   |
|---------|----|---|---|----|---|---|
|         | a  | a | b | a  | b | a |
| TXRUS11 | a  | b | b | b  | c | b |
| TXRUS12 | a  | a | b | b  | b | a |

**Table 4**

This section represents last two texts with the corresponding questions for the first group of our Russian monolingual informants. As we can see straight away, the second informant answered correctly all the questions to the text 31, while none of the informants chose all the options correctly referring to the text 32. It is important to note that the text 31 also implies the ticket description type of message giving, what can explain the 100% correct choice of options by the second informant.

Finally, considering the statistical aspect of the presented results, we have obtained the following data for each of our informants of this group:

TXRUS11:

**44,79% correct answers (43 correct answers) | 18,75% correct texts (6 texts)**

TXRUS12:

**85,42% correct answers (82 correct answers) | 68,75% correct texts (22 texts)**

As we can see from the presented results, the second informant showed almost twice better results than the first informant to refer to the general number of correct answers, and almost 4 times higher results considering the total number of texts with correct answers to all the sets of questions presented. At first it can strike as particularly surprising and even at times implausible. Nonetheless, if we consider the personal data questionnaires completed by each of the informants, we can note significant differences between them to refer to other language knowledge. Thus, while the first informant, apart from their mother tongue, presents additional knowledge of the English and French languages, the second informant can be easily considered a polyglot, presenting the linguistic background in 5 different foreign languages, among which there are French and Italian. All in all, as we will reassure

further in other questionnaires results interpretations, we can see that the linguistic background undoubtedly does play a very big role in the understanding of other languages, even those which were never studied and which the informant had no contact with.

### **Results comparative arrangement**

*Questionnaire "Text", The Russian language, 2<sup>nd</sup> group (aged 35-50)*

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
|  | c | c | b | b | a | c | a | a | c | a  |
|  | a | c | a | a | c | c | b | b | c | b  |
|  | a | a | b | a | a | b | c | a | b | b  |
|  | c | a | b | c | a | b | c | a | b | c  |
|  | a | c | b | a | b | c | a | b | c | a  |
|  | c | a | c | a | a | c | c | c | c | b  |
|  | a | a | c | c | c | c | c | b | a | c  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | c | b  |
|  | a | c | c | a | a | a | c | c | c | c  |
|  | c | c | c | b | c | c | c | b | a | b  |
|  | c | a | b | c | a | b | c | a | b | c  |
|  | c | c | c | c | c | c | c | b | c | c  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | c | c | b | b | a | c | a | b | c | a  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a | c | c | c | b | c | a  |
|  | c | c | b | b | a | c | a | a | b | a  |
|  | a | c | a | a | c | c | c | b | a | b  |
|  | a | c | a | a |   |   |   |   |   |    |

not seemingly cause any trouble either to refer to the correct option choosing with the exception of questions 3, 8, 9 and 10, which were not always answered right. Finally, the last question appeared to cause more trouble for the informants with the 6th question not manifesting any correct result in none of the informants involved.

|         | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | a  | c  | a  | c  | c  | b  | a  | a  | b  | c  | b | a | c | b | a | c | c | c | b | c | a | a | a |   |
| TXRUS21 | c  | c  | b  | b  | b  | b  | c  | c  | c  | b  | b | b | c | c | c | a | a | a | c | c | c | c | c | c |
| TXRUS22 | a  | c  | c  | c  | c  | b  | a  | a  | b  | c  | b | a | b | c | b | c | a | b | a | a | a | a | c | c |
| TXRUS23 | a  | c  | c  | b  | c  | b  | a  | a  | c  | c  | b | b | b | c | b | c | a | b | c | a | b | a | b | b |

Table 6

In this table we can see that there are no sets of questions for the same text answered correctly by all the informants. Nonetheless, sets of questions for texts 12, 13, 14, 15, 16, 18, 19 and 20 were answered completely correctly by the second informant. At the same time, sets 15 and 16 were answered correctly by the third informant.

At the same time, we can note that the first question considering the type of message caused more trouble compared to the first set of texts. Thus, none of the first questions was answered correctly by all the three informants. The second question showed better results to refer to being answered right by all our informants. For example, second questions for texts 11, 14, 15, 16 and 19 showed perfect results from all the informants. On the other hand, the third question referring to the tasks and aim of the present message also showed quite good results with the texts 12 and 19 having 100% correct score.

Besides that, it is important to note here that, as we have already pointed out in reference to the results of the first age group, questions 12-17 represent similar structures due to the fact that they all consider the descriptions of a specific type of ticket passengers can obtain at the station. Thus, emphasizing this fact, it would be logical to expect similar results in all these sets of questions, as long as the informants were able to perceive the similarity aspect involved in all the texts described. Consequently, in fact, the second informant showed 100% correct results in respect to all these texts with identical structure. Nevertheless, other two informants did not get as far with only the third informants manifesting 100% correct answers to the sets of questions for the texts 15 and 16.

|         | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | b  | a  | b  | a  | b  | b  | a  | c  | b  | c  | a | c | a | b | b | c | c |   |   |   |   |   |   |   |   |   |   |   |   |   |
| TXRUS21 | b  | b  | b  | c  | c  | c  | c  | c  | c  | a  | a | a | c | c | c | a | a | a | c | c | c |   |   |   |   |   |   |   |   |   |
| TXRUS22 | b  | a  | b  | c  | c  | a  | a  | a  | b  | c  | a | c | a | b | b | a | a | a | b | b | c | b | c | a | c | a | b | b | c | c |
| TXRUS23 | c  | a  | b  | a  | c  | b  | a  | b  | c  | c  | c | a | a | c | a | b | a | a | b | b | b | b | c | b | c | a | c | b | c | c |

Table 7

The results of the present segment go in close correlation to the results of the previous fragments. Thus, we can note immediately that none of the sets of questions were perfectly answered by all the informants. Hence, the first informant, for example, did not obtain any 100% correct results referring to all the questions proposed for the same text. On the other hand, the second and third informants gave quite high scores with the first informant manifesting 8 100% correct sets of questions out of 10 in total, whilst the third informant, having given only one completely correct set of questions to refer to the last text, i.e. 30, manifested many correctly answered questions in a separate manner.

To refer to this set of questions it is also important to remember that the texts 23-30 all represent identical structure, also referring to the description of existing types of tickets. But, as in case of the previous texts of this type and in case of the situation with the first age group, there did not seem to be any correlation in the answers with this fact. It would be logical to think that, perhaps, the informants did not perceive the similarly identical structures of all these texts and, thus, gave completely different answers to all of them. Undoubtedly, there were many correct answers as well, but at the same time, all the answers considered different options and did not show any connection. For example, the first question, referring to the general type of message proposed, in all the cases referred to the description kind. Nevertheless, in some cases the correct option was chosen, whilst in other it was not. The same situation occurred with the second and third questions as well.

Thus, we can state here that none of the first questions was answered 100% correctly by all the informants at the same time, whereas 5 of the second questions gave totally correct answers by all the three informants simultaneously, i.e. to texts number 26, 28, 29 and 30. Considering the third question proposed, it gave the result of 3 absolutely correct answers by all the informants at the same time, referring to texts 21, 26 and 30.

|         | 31 |   |   | 32 |   |   |
|---------|----|---|---|----|---|---|
|         | a  | a | b | a  | b | a |
| TXRUS21 | b  | b | b | c  | c | c |
| TXRUS22 | a  | a | b | a  | b | a |
| TXRUS23 | a  | a | c | b  | b | a |

**Table 8**

Referring to this last set of texts consisting of only two examples we can state straight away that the second informant gave all the answers correct referring to both sets of question, while the first informant got right only the answer to the third question to the text 31. The third informant, on the contrary, guessed correctly 4 answers all referring to the second question for both texts, while, in addition, the first question to text 31 and the third question to text 32.

Finally, after having analysed all the answers given for all the sets of question for existing 32 texts in Spanish, we can propose the following statistics to refer to each of the informants in a separate manner:

TXRUS21:

**41,66% correct answers (40 correct answers) | 3,12% correct texts (1 text)**

TXRUS22:

**85,42% correct answers (82 correct answers out of 96) | 71,87% correct texts (23 texts)**

TXRUS23:

**68,75% correct answers (66 correct answers) | 25% correct texts (8 texts)**

We can note from these results, as well as from the results proposed by the first age group, that the obtained data have quite a disperse character, since the total percentage of correct answers ranges from 41 to 85 %. This is an unexpected result, being undoubtedly influenced by the informants' language background. At the same time, it is important to mention that the conditions and the emotional state, which the informants suffered at the moment of completing the questionnaire, are also significant. In the final section to this part we are going to compare these results with those obtained for other two groups of informants. Thus, let us pass to the next stage.

## 1.2 Romanian monolinguals

This is the second group of informants we are going to consider within the section of results obtained for the questionnaire “Text”. Before passing to the description of this sub-section and the very results presentation and interpretation, let us remember some details referring to Romanian monolinguals.

Thus, this sample group consists of two representatives, structurally divided into 2 groups according to their age range. The first age group with the age range from 20 to 30 years old consists of one representative, whilst the second age group, ranging from 35 to 50 years old, also shows one informant. The informants composing this sample group are all native Romanian speakers residing in Romania.

Considering the structure of the present sub-section, we can state that it will be similar to the previously studied sub-section referring to Russian monolinguals group of informants, i.e. we are going to divide our analysis into 2 parts according to the data obtained for each age group demonstrating one representative consequently.

As well as in the case of previous sub-sections, we are going to analyse the obtained results in the form of a table, being divided into 4 parts for our more comfortable data analysis and interpretation. Each of these 4 parts representing consecutive sections of our table of results will be followed by a detailed analysis of obtained answers with their possible interpretation and explanation.

At the end of the present sub-section we are going to present some statistical data to refer to both informants representing this sample group with subsequent comparison of obtained by this group results with those proposed by two other sample groups, i.e. Russian monolingual and Russian-Romanian bilinguals. Thus, we would have to count the average score for each age group separately as well as the entire sample group so as to compare it to the same results obtained for Russian monolinguals and Russian-Romanian bilinguals all to refer to the same questionnaire “Texts”.

Thus, below to the description of obtained results for the first age group composing our Romanian monolingual sample in completion of the questionnaire “Text”.

## Results comparative arrangement

*Questionnaire "Text"; The Romanian language, 1<sup>st</sup> group (aged 20-30)*

|         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | b | c | a | a | c | c | c | a | b | b  | a | c | b | b | a | b | c | a | c | c | a | b | c |   |   |
| TXROM11 | a | a | b | b | c | b | c | b | b | c  | b | a | c | b | b | a | b | b | c | c | b | a | b | c | b |

**Table 9**

We can see above the first set of texts composing our table of results obtained for the first age group of Romanian monolingual sample of informants. By simply glimpsing the presented data we can note straight away that this informant only got completely correct one set of questions, namely to the text 5, while in all other sets of questions there were some correct answers presented as well, although not all.

To begin with, let us remember one more time that the first three questions, as well as some questions found in the following sections of our table of results, represent the same structure and, thus, task and aims referring generally to the description of a specific type of transport ticket. Thus, observing the first three questions above, we can note that none of them obtained completely correct results. Moreover, we cannot follow any specific tendency possibly used in completing these questions. For example, all the three questions gave different results in reference to different texts. This fact can make us come to the conclusion that the informant did not notice any similarity aspect in the form of these three texts presented. Nonetheless, due to the fact that these are the very first texts in our questionnaire out of the total number 32 entries, this situation might be explained by the fact that the informant has not got used to the experience of completing the questionnaire and, therefore, was confused choosing the correct option for each question in the set. Hence, it would particularly interesting to observe the tendency or its possible existence in reference to other texts of this type, which will analyse as follows.

Coming back to the analysis of the sets of questions presented above, we must go on to the description of the results obtained for each question separately. Thus, in reference to the first question we can see that only 3 questions were answered correctly all dealing with completely different types of messages: description, instructing and warning.

As regards the second question referring to the message addressee we can state that the results are much better, revealing the total number of 6 correct answers.

Finally, in relation to the third and last question representing our sets we can note that 3 of the questions were answered correctly.

|         | 11    | 12    | 13    | 14    | 15    | 16    | 17    | 18    | 19    | 20    |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|         | c a b | c b c | c a a | b a c | c b c | c b a | b c b | b b b | a a c | b c a |
| TXROM11 | a a c | a b b | b a c | a b a | a c c | b b b | b b a | b b a | b c b | a a c |

Table 10

Regarding the second set of questions presented above we can primarily note that none of the entire sets of presented questions were answered correctly by the first age group informant. We must remember here that the texts 12-17 all represent similar structure, as well as the previously mentioned texts 1-3. Thus, their correct completion, as well as the incorrect one, can be explained by the informant having noticed the similarity aspect involved in the structure of each text. Nonetheless, regarding the given answers, we can see that they all have a disperse character in all three questions; what leads us to the conclusion that the similarity aspect was perceived or distinguished.

Let us consider the results obtained for each question apart. Thus, regarding the first question we can see that the informant got the answers correct only in 2 cases, namely in relation to the texts 17 and 18, which both represent completely different structures and, therefore, types of texts.

Considering the answers obtained for the second question we can note that there were much higher scores presented with total number of 5 correct answers presented for texts 11, 12, 13, 16 and 18. As we can see, all these texts have different structures and different addressee scope.

Finally, analysing the third and last of the questions proposed, we can state that only the answer to the question 15 appeared to be correct.

All in all, after having analysed the second set of questions presented we can definitely note that the selection process represents rather a chaotic nature since the answers given have no or little relation to each other and do not manifest any possible tendency involved.



Nonetheless, before making any conclusions on this subject, let us pass to the analysis of the third group of texts together with questions for them below.

|         | 21    | 22    | 23    | 24    | 25    | 26    | 27    | 28    | 29    | 30    |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|         | c b c | b a a | a c a | b b c | c a c | c b c | a a b | a c c | c c a | a b c |
| TXROM11 | a a b | b b c | b c c | b c c | c c a | c b b | b a b | a b a | a c c | a a b |

Table 11

The third set of questions does not show any particularly new results in reference to the completion nature appeared in this table of results. Thus, we can see straight away that none of the entire sets of questions presented were answered 100% correctly. It would interesting here to note once again that in this fragment we also have some texts referring to a specific ticket type, namely texts 23-30. However, the tendency occurred with the previous texts of this nature and questions to them appeared here too, i.e. there was no similarity aspect notion taken into account in the process of completion of these questions.

Let us consider the answers given for each question separately. Thus, as regards the first question, i.e. the one considering the message type, we can note that 6 of the questions were answered correctly, of which 5 represent the same structure of texts just mentioned above.

Referring to the second question, i.e. analysing the addressee of the given message, we can note that 4 of the questions were answered correctly. Once again, of these 4 correctly answered questions all of them represent the same addressee due to the fact that the texts they are attached to have the same structure, which we have already mentioned above multiple times.

Finally, the last question considering tasks and aims of the message in question shows that only 2 of the questions proposed were answered correctly, all referring to the texts-ticket descriptions.

Analysing the general tendency in the correctness grade of obtained results, we can state here, as well as we have already stated in the case of previous informants groups, that the last question represented biggest difficulties in choosing the correct answer. This can be easily explained by the fact that in order to guess the answer correctly the informant must understand the general context of the text, which is not

always so clear and easy, especially in case of very long texts, as it happened with texts 19, 20 and 21 of the previous and present sections.

|         | 31 |   |   | 32 |   |   |
|---------|----|---|---|----|---|---|
|         | b  | b | a | b  | a | c |
| TXROM11 | a  | b | b | a  | b | b |

**Table 12**

Lastly, we can see above the last two texts with the corresponding to them sets of questions in reference to the first age group of Romanian monolingual group. Studying the obtained data presented above we can state right away that there is only one correctly answered question, namely the second question referring to the text 31. Let us remember that this text also represents the ticket description type mentioned above. Nonetheless, none of the remaining two questions got correct answers. In case of the text 32 we can see that there were no correct answers given either.

Thus, after having analysed the obtained results for this age group of Romanian monolingual informants we can present the following statistical data for its subsequent use in the following section in reference to comparison to the results of other groups of informants:

TXROM11:

**34,37% correct answers (33 correct answers) | 3,12% correct texts (1 text)**

As we can see above, the obtained results for the informant in question have quite low scores. In fact, this is the lowest score so far regarding all our groups of informants studied above and all the age groups involved. No doubt these results are quite unexpected and even surprising, since there might have been some supposition considering the fact that Romanian monolinguals and Russian-Romanian bilinguals might have presented similarly ranked data due to the fact that both of them represent the native use of the Romanian language, which, as it is well known, forms part of the Romance language family altogether with the Spanish language.

Nonetheless, before making any further conclusions, let us pass to the analysis of the results obtained for the second age group as follows.

## Results comparative arrangement

*Questionnaire "Text", The Romanian language, 2<sup>nd</sup> group (aged 20-30)*

|         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | b | c | a | a | c | c | c | c | a | b  | b | a | c | b | b | a | b | c | a | c | c | a | b | c |   |   |   |   |   |
| TXROM21 | b | c | a | a | c | c | c | a | b | b  | c | b | b | a | a | b | b | c | b | a | b | a | a | b | b | b | a | b | b |

**Table 13**

Considering the first set of questions presented above for the second age group of Romanian monolingual informants, we can note that the results are much better in comparison with those obtained for the previous age group. Thus, 3 of the 10 presented sets of questions were answered entirely correctly. Interestingly enough, all these three sets of questions correspond to the text of the same structure representing descriptions of specific ticket types. The sets of questions in reference to other texts were only partially answered correctly, as we will see below.

Consequently, in order to conduct a more detailed analysis, we are going to follow the same pattern used in the descriptions of the previous segments of different tables of results obtained for different informants groups, namely considering the answers given for each question apart.

Thus, considering the first question, which, as we remember well, corresponds to the understanding of the general type of message, we can state that the informant in question obtained correct results for 6 questions out of the total number of 10 presented.

As regards the second question proposed, i.e. the one considering the addressee of the given message, we can note that the results are even higher with the total number of 7 correct responses.

Finally, in relation to the last question presented, i.e. the one corresponding to tasks and aims of the given text, we can state that the obtained results are slightly lower with the total number of correct entries equal to 4, 3 of which correspond to the first three questions, hence, having identical answers.

So, as we can see from the first results obtained for this informant, we can state that the score is quite high. Moreover, we might have noticed that the fact that the first three sets of questions were entirely answered correctly can lead to the conclusion that the present informant not only noticed the similarity aspect implied in

these texts, but also applied it in the process of selecting the correct answer to the questions presented.

Nevertheless, before making more general conclusion on this object, we must consider all other sections below as follows.

|         | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | c  | a  | b  | c  | b  | c  | c  | a  | a  | b  | a | c | c | b | c | c | b | a | b | c | b | b | b | a | a | c | b | c | a |   |
| TXROM21 | b  | a  | a  | c  | b  | b  | c  | a  | a  | b  | a | c | c | b | c | c | b | a | b | c | b | c | b | c | b | a | a | b | b | a |

Table 14

The second fragment of our table of results proposed for the second age group to refer to the Romanian monolingual informants sample reveal quite good results as well. We can notice straight away that the number of correctly answered entire sets of questions is higher in comparison to the previous segment. Particularly, we can state that there are 5 such correctly answered sets in total. Surprisingly enough, all of them represent the texts of the same structural type in reference to the description of existing kinds of tickets. Nonetheless, the first set of questions of this type, i.e. that referring to the text 12, did not obtain entirely correct score with the last question being answered incorrectly.

Let us pass below to the analysis of the results obtained for each question separately. Thus, as regards the first question evaluation the general message type proposed, we can see that 7 of the questions were answered correctly with 6 of them all representing the same type, i.e. description, and only the last question for the text number 20 referred to the informing message type.

In relation to the second question proposed, i.e. the one evaluation the understanding of the message addressee, we can note that almost all of them got correct answers with the exception of the last text number 20. This could be explained by the fact that this text has a very big size, what could have led to the confusion of the informant at the moment of selecting the correct answer. On the other hand, the text number 19 also represents a very long structure, but, despite that, the second question to it was answered correctly.

Finally, we have to consider the results obtained for the third question presented in reference to tasks and aims of the message in question. Hence we can note here that the results are slightly lower than in respect to the previous two

questions with the total number of correct score equal to 6, of which 5 correspond to the texts with the same structure and the 6<sup>th</sup> refers to a complex text concerning some legal and administrative information.

Nevertheless, we still have to consider another set of questions proposed in our table of results, which we will analyse as follows below.

|         | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|         | c  | b  | c  | b  | a  | a  | a  | c  | a  | b  | b | c | c | a | c | c | c | a | a | b | c |   |   |   |   |   |   |   |   |
| TXROM21 | c  | b  | b  | b  | b  | b  | a  | c  | a  | b  | b | c | c | a | c | c | b | c | a | a | b | a | c | c | c | a | a | b | c |

Table 15

Regarding this third fragment of our table of results we can see that the present informant showed similarly good results compared to the previously studied segments. Thus, 8 of the presented 10 sets of questions were answered completely correctly. Interestingly, all of them correspond to the same type of texts referring to the description of existing kinds of ticket and their use. This fact is very curious to point out since it shows that there is high level of probability that this informant was able to perceive the similarity aspect implied in these texts and, thus, use it in the correct selection of options.

Let us consider now the results obtained for each question in a separate way. Hence, considering the first question of the three presented, we can state that all the answers proposed by this informant proved to be correct.

In relation to the second question proposed, we can see that the obtained results are quite high as well with the total number of 9 correctly answered questions.

Finally, in reference to the third of the questions presented, we can note that only 8 questions corresponding to the same ticket-type texts were responded correctly, while the other two options were not chosen correctly.

All in all, the results obtained so far are of great interest for us since they are the only ones up to this moment where we would clearly see the existing tendency in selecting the correct option in reference to these texts representing the same structure in reference to the description of existing types of ticket. On the other hand, due to the fact that there were other correct answered questions presented as well, we cannot state anything with 100% grade of certainty since there can always be a coincidence aspect involved.

|         | 31       |          |          | 32       |          |          |
|---------|----------|----------|----------|----------|----------|----------|
|         | <b>b</b> | <b>b</b> | <b>a</b> | <b>b</b> | <b>a</b> | <b>c</b> |
| TXROM21 | b        | b        | a        | b        | c        | b        |

Table 16

Lastly, we have the last two texts to be analysed with the corresponding to them sets of questions. Thus, regarding the first of the two sets presented above, we can see that the informant chose correctly all the answers to all the three question for text 31, which, as we have already mentioned many times before, represents the same structure as the texts 23-30 corresponding to a ticket type description. Considering the second set of questions, i.e. to text 32, we can see that of all the three questions only the first one was answered correctly.

Thus, after having analysed all the answers given by the second age group for the Romanian questionnaire “Text” in reference to the Romanian monolingual sample group, let us propose below some statistical data, which will be used in the next section in the process of comparison of obtained results to those of other two informants groups:

TXROM21:

**72,92% correct answers (70 correct answers) | 53,12% correct texts (17 texts)**

As we might have already predicted from the description and analysis of the obtained results in reference to each segment of our table of results, the informant in question showed very high score, especially comparing to the previous age group of Romanian monolingual sample group. Definitely, it has to do with the notion of transparency, since Romanian and Spanish languages belong to the same language group.

After having considered the results obtained for corresponding groups of monolingual individual taking part in our experimental research, i.e. Russian monolinguals and Romanian monolinguals, we are to pass to the analysis of results obtained by the Russian-Romanian bilingual group of informants with their subsequent comparison to those obtained and presented above.

### **1.3 Russian-Romanian bilinguals**

The third and last group of informants, whose results we are going to consider below, refers to the Russian-Romanian bilinguals. These individuals are residing in the country of Moldova, whose official language is considered to be Romanian. But, at the same time, those informants come from Russian-speaking families or present a parent with the Russian mother tongues, thus, leading to the communication within their house in the Russian language, while the communication outside their house is mostly conducted in Romanian or in both languages depending on circumstances.

As well as in case of the Russian monolingual sample group, this will be systematically divided into two separate groups according to the age of the informants at the moment of completing the questionnaires. Thus, the first age group refers to the interval between 20 and 30 years, whilst the ages of the representatives of the second age group range from 35 to 50 years old.

The main difference of this general group of sample, as opposed to the Russian and Romanian monolingual sample groups, consists in the fact that in order to conduct the experiment correctly, the informants had to complete both questionnaires given in both languages, i.e. Russian and Romanian, rather than just one, as in case of monolingual informants groups. Due to this fact, we are going to consider below the results obtained for both questionnaires completed by the same sample age groups.

Despite this particularity, on the whole, the structure of results presentation and interpretation in this section will be similar to that of the previously studies Russian monolingual group. Nevertheless, for each age group we are going to present the results obtained in both languages, Russian and Romanian, subsequently. The general structure will consist of the first age group results being presented for the Russian language with their subsequent interpretation, followed by the obtained data for the Romanian language to refer to the same age group. Further, the results will be presented in an identical way to refer to the second age group of informants, also presenting first the Russian and then the Romanian language results.

It is also important to state that the questions and the options proposed for each text and its set of questions is identical to the Russian one, manifesting merely

the literal translation from one language to another. Nonetheless, it is very important to state that the order of the options is by no means identical to the Russian questionnaire “Texts” and that according to the instructions presented before the completing of each questionnaire, these must have been filled in separately in a successive way, rather than parallel to each other. Thus, taking into account the different time of completing the questionnaires and different option order involved, the obtained results are due to be quite independent and not related to each other in any case.

Thus, after having determined the central key issues referring to the completing of this questionnaire by Russian-Romanian bilinguals let us pass to the very analysis of obtained results as follows.

### **Results comparative arrangement**

*Questionnaire “Text”, The Russian language, 1<sup>st</sup> group (aged 20-30)*

|                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                 | c | c | b | b | a | c | a | c | a | a  | c | c | a | a | c | c | b | b | c | b | a | a | b | a | b | c | a | c | b |
| TX1RUS<br>ROM11 | c | c | b | b | a | c | a | c | a | a  | c | c | c | a | b | c | b | a | b | b | a | a | b | a | a | b | a | c | b |
| TX1RUS<br>ROM12 | a | c | b | c | a | c | b | c | a | a  | c | c | c | b | b | c | b | a | a | a | a | b | c | a | a | c | a | c | b |

**Table 17**

As we can see from the segment of the table of results presented above, although the answers vary from one informant to another, we can definitely note that many of the answers given are correct. Thus, the first informant shows 7 correctly answered sets of questions to a text, while the second informant comes with the result of 6 correctly answered sets of questions. It is important to note here that by a set of questions we refer to all the three questions asked to refer to the same text.

Analysing in details each question apart, we can state the following. To refer to the first question, i.e. the one considering the type of the given message, we can see that the first informant chose correctly all the answers to this first question. The second informant, on the other hand, chose correctly 7 questions for texts from 4 to 10 respectively. Interestingly, the first three questions were not chosen correctly, although they represent structurally similar texts considering the description of a



ticket, as it has already been stated above in the analysis of the Russian monolinguals group results.

The second question showed completely different results, as all the informants got the answers correct with the exception of the first informant in the question for the text 9. Nonetheless, this fact is very interesting since it shows that in the majority of cases, the addressee of the given messages was clear for the informants, despite the fact that they might not understand completely the carried information.

Finally, the last question also showed quite high results with the total correct score for all the texts with the exception of 6, 8 and 9. The last question is considered to be the most difficult one to choose, whereas also the most important, since it refers to the tasks and aim of the message, i.e. it questions the contextual information implied in the message in question. Thus, scoring high results in this type of questions shows us that the informant understood the majority of text proposed to them or was able to bring the essential information together coming from the word or notions that were clear to them.

|                 | 11    | 12    | 13    | 14    | 15    | 16    | 17    | 18    | 19    | 20    |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                 | a c a | c c b | a a b | c b a | b c b | c a b | c e a | a c c | c b c | a a a |
| TX1RUS<br>ROM11 | b c c | a b a | a a c | a b c | b c b | a a a | a a a | a a a | a a b | a c b |
| TX1RUS<br>ROM12 | a c c | c c b | a a b | c b a | b c b | c a b | c c a | a c b | a b c | a a a |

Table 18

The second segment of our table of results does not show as bright data as the first one. Considering the results obtained for the first informant, we can state that there is only one absolutely correct set of questions, i.e. the one for the text 15, whereas all other sets manifested partially correct results, but not in total. The second informant gives very high scores with the total number of correctly answered sets of questions equal to number 7. It is important to state that all these answers, with the exception of the last text 20, all refer to the same type of texts describing a type of ticket involved. It shows that this informant was able to perceive the similarity aspect implied in all these texts and deduce correctly not only the general type of message, but also the addressee and, more importantly, the task and aim of the carried message.

Thus, analysing in a separate way the questions, we can state that the first question received correct answers by both informants at the same time in 4 cases out

of 10 presented. The second question shows a bit better results with the total common time of correctly answered questions equal to 5. The last question received the correct answers by both informants at the same time only in 2 cases of 10 proposed.

|              | 21    | 22    | 23    | 24    | 25    | 26    | 27    | 28    | 29    | 30    |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|              | b a b | a b b | a c b | c a c | a b b | a a a | b b c | b c a | c a b | b c c |
| TX1RUS ROM11 | a b c | a b b | a b b | c c b | a c b | a a a | b b a | b c a | c a a | b c c |
| TX1RUS ROM12 | b a b | a b b | a c b | c a c | a b b | a a a | b b c | b c a | c a b | b c c |

Table 19

The fragment of our table of results shows similar data to the previous one. Thus, we can note that the second informant chose correctly all the questions in all the sets of questions proposed for the texts 21-30. The first informant did not give as high results as the second one. Nonetheless, they scored correctly 4 sets of questions referring to texts 22, 26, 28 and 30.

Referring to the analysis of each question separately, we must note straight away that the first informant gave almost 100% correct results in the first question for all the texts of this group with the exception of the text 21, where the answer was chosen incorrectly. The second informant gave correct results in all the texts considering the first question.

Considering the second question we cannot indicate the same level of correct score for the first informant, since there were only 6 correct answers presented. As it has already been pointed out above, the second informant got all the answers correct.

Finally, analysing the answers given to the third questions, we can note that the first informant answered correctly also 6 questions out of 10 to refer to the texts 22, 23, 25, 26, 28 and 29. It is quite interesting to point out since, as we have already mentioned, the texts 23-30 have similar structure since they refer to the same type of texts describing existing ticket types and particularities of the use of each one of them. Thus, since the first informant did not get all the answers correct, we can assume that the similarity aspect was not noticed or simply not taken into account due to the distinction in the factual information included in each text presented.

We still have two more question sets to consider below, the first of which, i.e. the text 31, also refers to the description of a ticket type. Thus, it represents identical structure to the previous texts mentioned.

|             | 31 |   |   | 32 |   |   |
|-------------|----|---|---|----|---|---|
|             | a  | a | b | a  | b | a |
| TX1RUSROM11 | a  | a | a | a  | a | a |
| TX1RUSROM12 | a  | a | b | a  | a | a |

**Table 20**

As we can see in these data, the second informant gave all correct results for the first set of questions referring to the text 31, while for the second text presented, i.e. 32, none of the informants presented all the answers correct. Both informants failed in the second question considering the addressee of the message, having chosen the option of passengers willing to buy a ticket instead of passengers having bought a ticket. To refer to the text 31 the first informant failed the third question referring to the task and aims of the message.

Finally, after having analysed all the answers given for all the texts for our first age group of Russian-Romanian informants, we can present some statistical information for each of the informants separately:

TX1RUSROM11:

**65,62% correct answers (63 correct answers) | 37,5% correct texts (12 texts)**

TX1RUSROM12:

**91,66% correct answers (88 correct answers) | 75% correct texts (24 texts)**

As we can see from the results above, both informants got quite high scores with the second informant manifesting almost excellent results above 90%. All in all, it is clear that the average of the results obtained for this group will be much higher than that for the same age group considering Russian monolinguals. This aspect will be studied and analysed at the end of this section after having considered also the results for the second age group of Russian-Romanian bilinguals and both age groups for Romanian monolinguals respectively.

Now we are going to pass to the analysis of results obtained for the same age group to refer to the Romanian language.

## Results comparative arrangement

*Questionnaire "Text"; The Romanian language, 1<sup>st</sup> group (aged 20-30)*

|                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                 | b | c | a | a | c | c | c | a | b | b  | a | c | b | b | a | a | c | c | a | b | c |   |   |   |   |   |   |   |   |   |
| TX2RUS<br>ROM11 | a | c | b | b | a | c | c | c | c | b  | b | c | c | b | b | a | b | b | c | b | a | b | b | a | a | c | b | a | b | c |
| TX2RUS<br>ROM12 | b | c | a | a | c | c | c | c | a | c  | b | b | a | b | a | a | b | c | c | c | b | c | b | b | a | c | c | a | b | c |

**Table 21**

Analysing the answers given for the first set of questions for the Romanian questionnaire "Text", we can primarily notice that the second informant gave all the answers correct for the first 3 texts, which all represent similar structures due to the fact that they all describe existing types of transport tickets. On the other hand, the first informant did not answer correctly to the whole sets of questions for texts 1-3, giving instead separate right options. In reference to other texts presented, we can say that the second informant also gave 100% correct answers to all the questions proposed for texts 6, 9 and 10, whilst the first informant gave such high results only in reference to two texts presented, 5 and 10 respectively.

All in all, after having determined some general idea on the subject of correctness of given results, let us pass to the analysis of each question separately, studying the correctness of those in reference to both our informants.

Thus, considering the answers given for the first questions presented, we can state that the first informant answered correctly to 6 questions in total out of 10 presented, whilst the second informant manifested 7 correct answers.

Observing the answers given for the second question, i.e. the one evaluating the understanding of the addressee of the given message, we can see that the first informant gave 8 correct answers and the second informant presented correct options to all the texts implied.

Finally, in respect to the third and last question, referring to the task and aims of the texts presented, we can state that the first informant only gave 4 correct answers, whilst the second informant answered correctly to 7 questions in total. Surprisingly enough, none of the informants of this group answered correctly the third question to text 4 referring to the informing on consequences of inadequate use of the mechanic stairs stopping mechanism.

|              | 11    | 12    | 13    | 14    | 15    | 16    | 17    | 18    | 19    | 20    |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|              | c a b | c b c | c a a | b a c | c b c | c b a | b c b | b b b | a a c | b c a |
| TX2RUS ROM11 | c a a | c b b | c a a | b a a | c b c | c b a | b c b | b b c | b a b | b c b |
| TX2RUS ROM12 | c a c | c b a | c a a | b a c | c b c | c b a | b c b | b b b | a b c | a a a |

Table 22

Before starting the analysis of answers given by the first age group of Russian-Romanian informants to refer to the second set of texts proposed in the Romanian questionnaire “Text”, let us remember that in this section the texts 12-17 all represent a similar structure considering the description of existing types of tickets. Thus, it would be interesting to see whether the informants perceived correctly not only the general idea of these texts, but also the similarity involved in their structure.

Consequently, we must note that both informants coincided correctly in choosing the options for 4 sets of questions to refer to texts 13, 15, 16 and 17 respectively. These are the texts of the type just mentioned above. Nonetheless, we can see that the set of questions to texts 12 and 14 were not answered completely correctly by both informants at the same. In fact, the sets of questions to text 12 were not answered correctly on the whole by any of the informants, while the second informant got correct score to the complete set of questions in reference to text 14, thus, having failed only the text 12.

Let us now pass to the analysis of answers given for each question separately. Thus, referring to the first question, we can see that the first informant guessed correctly all the answers with the exception of text 19. At the same time, the second informant gave correct answers to all the questions except the question 20. This can be explained by the fact that both last texts are very voluminous and might cause some confusion in understanding their specific type simply due to the fact that there is so much text to read, that the informants might get stuck in choosing the correct message type.

In reference to the second question proposed, we can note that the first informant scored all the answers correctly presenting 100% result of this segment, whilst the second informant gave correct answers to all the questions besides the texts 19 and 20. We have already discussed above the possible reasons for this situation.

Finally, analysing the answers given to the third and last question, we can see that the first informant answered correctly to 4 questions out of 10 in total, while the second informant presented 8 correct results including the last two texts. Surprisingly, none of the informants answered correctly the third questions to texts 11 and 12.

|                 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|
|                 | c  | b  | c  | b  | a  | a  | a  | c  | a  | b  | b | c | c | a | c | c | c | a | a | b | c |   |
| TX2RUS<br>ROM11 | c  | b  | b  | b  | a  | b  | a  | c  | a  | b  | b | c | c | a | c | c | b | c | a | a | b | c |
| TX2RUS<br>ROM12 | c  | b  | c  | b  | a  | b  | a  | c  | a  | b  | b | c | c | a | c | c | b | c | a | a | b | c |

Table 23

This is the third set of texts presented in our Romanian questionnaire manifesting the obtained data for the first age group of our Russian-Romanian bilinguals.

In reference to this fragment let us state the following. Primarily, as we might well remember, texts 23-30 all represent the same structure and similar context referring to the description of different types of transport tickets. Secondly, coming from this fact it is particularly intriguing to state that both our informants gave 100% correct scores for all the questions to these texts. Thus, we can assume that they not only understood correctly the general context of these texts, but also, perhaps, perceived correctly the fact that all these texts were similar in their structure, aims and general context.

Referring to other texts and their questions presented, we can state right away that the second informant answered correctly all the questions to all the texts of this group. At the same time, the first informant made mistakes only in sets to texts 21 and 22. In both these sets the last question, i.e. the one analysing the tasks and aims of the given message, was not answered correctly.

The results obtained for this fragment of our table of results is quite interesting and at the same time surprising, especially in reference to the data obtained for the texts describing existing types of transport ticket.

Nonetheless, we will have 2 more sets of questions to analyse to refer to texts 31 and 32, of which the first one also represents this type of text just mentioned above. Thus, it would be quite interesting to analyse the results obtained also specifically for this text.

|             | 31       |          |          | 32       |          |          |
|-------------|----------|----------|----------|----------|----------|----------|
|             | <b>b</b> | <b>b</b> | <b>a</b> | <b>b</b> | <b>a</b> | <b>c</b> |
| TX2RUSROM11 | b        | b        | a        | a        | a        | a        |
| TX2RUSROM12 | b        | b        | b        | b        | a        | a        |

**Table 24**

Thus, we can see in this last set of questions presented for text 31 and 32 that the first informant answered correctly to all the questions for text 31, i.e. the one referring to the description of a ticket type. The second informant, nonetheless, committed a mistake in the last question referring to aims and tasks of the given message. This can be explained by the fact that although this text also describes a specific type of ticket, the structure of the text is slightly different from the previous texts due to the fact that this type of ticket is more specific and requires more explanations.

Considering the questions to text 32, we can see that only the second question was answered correctly by both informants presented, while the second informant also answered correctly to the first question to this text and both informants chose wrongly the answers to the last question.

Thus, after having analysed all the questions to all the texts presented in our questionnaire, let us propose the following statistical data to refer to each of the informants separately:

TX2RUSROM11:

**76% correct answers (73 correct answers) | 46,87% correct texts (15 texts)**

TX2RUSROM12:

**84,37% correct answers (81 correct answers) | 65,62% correct texts (21 texts)**

We can note here that the scores obtained by both informants are quite high in reference to both total number of correct answers and number of texts and their sets of questions answered entirely correctly. Despite the fact that in the Russian questionnaire the first informant showed lower results and the second informant higher results compared to the present Romanian questionnaire, we must state the average result for both questionnaire is very similar: 78,64% and 80,18% respectively.

## Results comparative arrangement

*Questionnaire "Text"; The Russian language, 2<sup>nd</sup> group (aged 35-50)*

|                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                 | c | c | b | b | a | c | a | c | a | a  | c | c | a | a | c | c | c | b | b | c | b | a | a | b | a | b | c | a | c | b |   |
| TX1RUS<br>ROM21 | c | c | c | b | a | a | a | a | a | a  | c | c | a | a | a | b | c | b | b | c | b | a | a | a | a | a | a | a | a | a | a |
| TX1RUS<br>ROM22 | c | c | b | b | a | c | a | c | a | b  | c | a | a | a | a | c | c | c | c | c | b | a | a | b | a | a | b | a | c | a |   |

Table 25

This is the first set of texts we are going to analyse in reference to the second age group presented by our Russian-Romanian bilinguals. As well as in case of the previous age group, we are primarily going to consider the results obtained for the Russian questionnaire and then pass to the analysis of the data manifested in the Romanian questionnaire "Text" by the same age group of informants and the same individuals representing this group.

Thus, considering this first set of texts and their questions, we can note right away that the second informant scored 100% correctly in reference to the first three questions. Let us remember that these three questions all represent the same structure, describing existing types of tickets. Thus, the fact that the second informant answered correctly to all the questions to these three texts can identify the fact that not only was the general context perceived in the right way, but also, the similarity aspect was noticed and, thus, characterized by means of selecting a correct answer. The first informant, nonetheless, did not present all the answers correctly, but instead, got the correct answers in a more disperse way. Considering the remaining texts and their questions, we can see that the first informant answered correctly to two sets of questions to texts 4 and 7, whilst the second informant, apart from the correctly answered first three sets of questions, gave one more correctly answered set of questions to text 8.

Regarding the presented questions separately, we can note that, on the whole, the first question was answered correctly in all cases with the exception of text 4 by the second informant and texts 6 and 7 by the first informant.



The second questions manifested the following results. All of them were answered correctly by the first informant, whilst the second informant committed mistakes in the second question to texts 3 and 10.

Finally, analysing the results obtained for the third and last question, we can see that the first informant only gave 4 correct answers, while the second informant also presented 4 correctly answered third questions. According to this data, we can definitely state that the third question, evaluating the understanding of tasks and aims of given messages, represented the biggest difficulties for this group of informants in reference to the first set of texts.

|                 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                 | a  | c  | a  | c  | c  | b  | a  | a  | b  | c  | b | a | b | c | b | c | a | b | c | c | a | c | c | c | a | b | a | a | c | b |
| TX1RUS<br>ROM21 | a  | c  | b  | b  | c  | b  | a  | a  | c  | b  | c | c | c | c | b | c | a | b | c | c | a | c | c | c | a | b | a | a | c | b |
| TX1RUS<br>ROM22 | c  | c  | b  | b  | c  | c  | a  | a  | a  | c  | b | a | b | c | b | c | a | b | c | c | a | c | c | b | c | b | a | a | a | a |

Table 26

Passing to the analysis of the second fragment of our table of results obtained for the second age group in Romanian questionnaire “Text”, we can see that both informants gave 100% correct answers to the sets of questions for texts 16 and 17. Let us remember that in this list of texts the numbers 12-17 all represent the same structure expressing the descriptions of different ticket types. Hence, in reference to other texts presented of this type, the answers did not appear to be totally correct showing various data depending on the question analysed.

Thus, considering the first question proposed, i.e. the one analysing the general type of message presented, we can see that the first informant scored 5 correct answers, while the second informant answered correctly 7 questions out of the total number of 10 questions.

In reference to the second question presented, i.e. the one evaluating the understanding of the addressee of the present message, we can see that both informants guessed correctly the answers to questions 11, 12, 13, 15, 16, 17, 18 and 19 representing quite a high grade of understanding of this question options.

To refer to the third and last question, i.e. the one manifesting tasks and aims of the message in question, we can note that both informants answered correctly to questions 15-17. At the same time, we can see that the first informant also guessed

correctly the answers to questions 12 and 18, whilst the second informant presented correct answers to questions 14 and 20.

All in all, despite the fact that most of these texts represent a similar structure and, thus, similar tasks and aims presented, we have not observed any tendency of similarity aspect use, since all the answers obtained are quite disperse and of different kinds.

|                 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                 | b  | a  | b  | a  | b  | b  | a  | c  | b  | c  | a | c | a | b | b | c | c |   |   |   |   |   |   |   |   |   |   |   |   |   |
| TX1RUS<br>ROM21 | b  | a  | a  | a  | c  | c  | a  | c  | b  | c  | a | b | a | c | c | a | b | c | a | c | b | a | b |   |   |   |   |   |   |   |
| TX1RUS<br>ROM22 | b  | a  | c  | a  | c  | c  | a  | c  | b  | c  | a | c | a | b | b | a | a | a | b | b | c | b | c | a | c | a | b | b | c | c |

Table 27

This is the third fragment of our table of results we are going to analyse here. Before starting our study, let us also remember that the texts 23-30 all represent the same structure previously described above multiple types. Thus, it is quite interesting to see whether the informants scored the answers to these texts correctly and whether they perceived the similarity aspect involved in these texts.

Hence, generally speaking about the obtained results to refer to this segment of our table of results, we can see that both informants answered correctly to the whole set of questions for texts 23 and 28, while in other texts and their questions the answers given did not coincide completely by both informants at the same time.

Concerning the questions involved in a separate way, we can see that the both our informants answered correctly to the first question, involving the understanding of the presented message type.

To refer to the second question, we can see that both informants answered correctly at the same time to 6 questions out of 10 presented. Apart from that, we can note that the first informant made mistakes only in questions 22, 25, 26 and 30, whilst the second informant answered correctly to all questions with the exception of question 22. Surprisingly, though, none of the informants answered correctly question 22, referring to passengers willing to change the means of transport.

Finally, talking about the third and last question, we can see that both informants answered correctly at the same time to two questions, i.e. 23 and 28. On the other hand, none of the informants chose the correct option for questions 21 and

22. Considering the answers of the first informant, we can state that there were 2 correct answers presented, whilst referring to the second informant there were 8 correct answers in total.

|             | 31 |   |   | 32 |   |   |
|-------------|----|---|---|----|---|---|
|             | a  | a | b | a  | b | a |
| TX1RUSROM21 | a  | a | c | a  | a | a |
| TX1RUSROM22 | a  | a | b | a  | a | b |

**Table 28**

Finally, we have two more sets of questions to consider referring to texts 31 and 32. Thus, we can see that the second informant answered correctly to the whole set for text 32, while having got correct only the first question for text 32. The first informant, at the same time, made a mistake in the third question for text 31 and the second question for text 32, having answered correctly to all other questions considered. It is important to remember here that the text 31, as well as texts 23-30, all have the same structure and similar tasks and aims referring to the description of an existing ticket type passengers can obtain.

Thus, after having considered in details all the questions to the existing texts, we can pass to the presentation of some statistical information to refer to the number of correct answers on the whole and correct sets of questions in particular to refer to each of the informants in a separate way:

TX1RUSROM21:

**62,5% correct answers (60 correct answers) | 18,75% correct texts (6 text)**

TX1RUSROM22:

**80,21% correct answers (77 correct answers) | 53,12% correct texts (17 texts)**

We can see from these data that, first of all, both informants showed quite high results in the total number of correctly answered questions. To refer to the number of correctly answered whole sets of questions, i.e. to entire texts, the results are quite different with only 6 entire sets of questions to texts in total being answered correctly by the first informant and 17 set of questions to texts on the whole being responded by the second informant.

Let us now pass to the study of obtained results for the same age group to refer to Romanian questionnaire “Text” as follows.

**Results comparative arrangement**

*Questionnaire “Text”, The Romanian language, 2<sup>nd</sup> group (aged 20-30)*

|              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|
|              | b | c | a | a | c | c | c | c | a | b  | b | a | c | b | b | a | b | a | c | c | a | b | c |
| TX2RUS ROM21 | b | a | a | a | c | c | c | b | b | c  | b | b | b | b | a | c | b | a | c | b | b | b | a |
| TX2RUS ROM22 | b | c | a | a | c | c | c | c | a | c  | b | c | b | b | b | a | b | a | b | c | b | b | a |

Table 29

Considering the first set of questions for the first 10 texts we can highlight quite good results. Thus, despite the fact that both informants gave correct answers for the whole set of questions only referring to text 2, we can note that many of the answers given by both informants were correctly chosen. In this respect, we can say that the first informant gave 13 correct answers in total, whilst the second informant reached the number of 21 correctly answered question out of the total number of 30.

After having proposed the general idea on the correctness of answers given for this first set of questions, let us pass to the study of the correctness degree in respect to each question separately.

Thus, analyzing the answers given for the first question, i.e. the one referring to the general type of the given message, we can say that the first 3 questions were answered correctly by all the informants of this group. As we have already mentioned above, the first three questions represent the same type of message and a similar structure referring to the description of an existing ticket type. Hence, the fact that both informants made the correct choice in choosing the message type of these texts can indicate that, firstly, they perceived correctly the general context involved in each text and, secondly, they might have also perceived the similarity aspect applied in this case of texts. Referring to other texts, we can state that the first informant chose the answer correctly only in reference to the tenth text, whilst the second informant gave correct answers to 4 more questions for texts number 6, 8, 9 and 10.

To refer to the second question, the first informant manifested higher score with the total number of correctly answered questions equal to 7 with only one

question of the first three answered correctly. The second informant, on the contrary, chose correctly all the options proposed, thus, showing 100% score.

In reference to the last question proposed, we can state that the first informant only gave correct answers to the first 2 questions, while the second informant answered correctly 5 questions out of 10 proposed. Coming from this fact, we can definitely state that the last question represented the biggest trouble in the process of choosing the correct option compared to the first two questions.

|                 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                 | c  | a  | b  | c  | b  | c  | c  | a  | a  | b  | a | c | c | b | c | c | b | a | b | c | b | b | b | a | a | c | b | c | a |   |
| TX2RUS<br>ROM21 | c  | a  | b  | a  | c  | c  | c  | a  | a  | c  | a | a | c | b | c | c | b | a | b | c | b | b | b | a | a | c | b | c | a |   |
| TX2RUS<br>ROM22 | a  | a  | c  | c  | b  | c  | c  | a  | a  | b  | a | c | c | b | c | c | b | a | b | c | b | b | b | c | a | a | a | a | c | c |

**Table 30**

The second fragment of our table of results proposed for the second age group to refer to the Romanian language gave quite interesting results. First of all, it is important to mention again that the texts 12-17 all represent a similar structure describing a ticket type. So, we can note straight away that the second informant gave correct answer to the whole set of questions exactly for the texts 12-17. This indicates that the similarity aspect has been perceived with a high level of probability and, moreover, the texts given have been understood correctly. The first informant, however, also manifested good results with the correct number of answers sets equal to 8 out of 10, of which only the set of the text 12 was not answered completely correctly. This fact can be explained by the fact that this was the first text of the series of similarly structured text and the informant, perhaps, did not perceive straight away the correct context involved in the text. Later on, nevertheless, all texts were answered correctly, which means that further texts were understood correctly.

Analysing separately each question, we can note that the first informant answered correctly to 8 such questions out of 10, while the second informant showed the correct results also in 8 questions out of 10 proposed. The correctly given results, however, coincide only in 6 cases.

Considering the answers given for the second question, we can note that the second informant again chose the correct options to refer to all the 10 texts proposed.

At the same time, the first informant answered correctly 9 questions failing only in the question for the text 12.

Finally, the answers given for the third and last question give us the result of 9 correct answers for the first informant and 6 correct results given by the second informant, what shows us once again that the first informant manifested higher scores in reference to the third question, i.e. the tasks and aims of the given messages were understood better by the first informant to refer to this set of texts proposed.

|                 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|
|                 | c  | b  | c  | b  | a  | a  | a  | c  | a  | b  | b | c | c | a | c | c | a | a | b | c |   |   |
| TX2RUS<br>ROM21 | c  | a  | a  | c  | b  | c  | a  | c  | a  | b  | b | c | c | a | c | c | b | c | a | a | b | c |
| TX2RUS<br>ROM22 | c  | b  | b  | b  | a  | a  | a  | c  | a  | b  | b | c | c | a | c | c | b | c | a | a | b | c |

**Table 31**

Analysing the third segment of our table of results proposed here, we can state right away that both informants answered all the questions for texts with the similar structure describing the existing ticket types correctly. This fact is very interesting to note since it indicates that not only did the understood the main context of the texts in question, but also they probably noted the similarity aspect involved in each of these texts. Apart from these texts, the second informant gave completely correctly answered options in reference to the text 22 as well.

Studying the answers given for each question separately, we can note the following. In reference to the first question, i.e. evaluating the understanding of the implied message type, all the informants gave correct answers with the exception of the second informant referring to the question for text 22.

The second question, nonetheless, manifested similar results with the first informant failing the second question for text 21, whilst the second informant answered incorrectly the second question for text 22.

Considering the last question proposed, i.e. the one referring to the understanding of task and aims of the message in question, we can say that both informants showed very good results, especially in these similarly structured texts about ticket types. The third question for text 21, however, was not answered correctly by any of the informants, while only the second informant answered the question for text 22 correctly.

All in all, we have seen very high scores so far manifested by both informants of this age group. There remain two more texts to be analysed, after which we will show the general statistical data considering correct results given by each of the informants separately.

|             | 31       |          |          | 32       |          |          |
|-------------|----------|----------|----------|----------|----------|----------|
|             | <b>b</b> | <b>b</b> | <b>a</b> | <b>b</b> | <b>a</b> | <b>c</b> |
| TX2RUSROM21 | b        | a        | c        | a        | b        | a        |
| TX2RUSROM22 | b        | b        | a        | b        | c        | a        |

**Table 32**

As we can see from this last segment of our table of results, the second informant answered correctly to all the questions proposed for the text 31, which is of the same type as previously studied texts 23-30. The first informant did not get right the whole sets of questions for these last texts.

The first question was answered completely correctly by the second informant and gave only one correct result for the first informant. The second question was answered correctly by the second informant only in one case, i.e. in reference to the text 31, while the first informant did not manifest right answers for this question. And, finally, the third question was answered correctly only by the second informant one again and only in reference to the text 31 too.

Thus, after having analysed all the answers given by the second age group for the Romanian questionnaire “Text”, let us manifest some statistical data immediately:

TX2RUSROM21:

**67,71% correct answers (65 correct answers) | 53,12% correct texts (17 texts)**

TX2RUSROM22:

**82,3% correct answers (79 correct answers) | 59,37% correct texts (19 texts)**

First of all, we can see that our informants showed quite high results for this questionnaire. Secondly, we can note that these results and those results obtained for the Russian questionnaire “Text” by the same age group are very similar in their total number of correct answers. Thus, considering the average percentage obtained for both groups we can state the following numbers: 71,35% and 75% respectively.

All in all, in the following section we are going to compare all the results obtained for all the three groups of informants with their sub-divided age groups and

corresponding

languages.



## 1.4 General results comparison

After having observed all the answers given by all the three groups of informants with the subsequent sub-division into two categories each according to the age intervals presented, we are going to propose here a comparative analysis of all the results obtained in the course of our experimental research in relation to the questionnaire “Text”.

Thus, let us firstly consider the statistical data in reference to each of the informants representing different age groups in various informant samples:

### **Russian monolinguals**

#### *1<sup>st</sup> age group. The Russian language.*

TXRUS11:

**44,79% correct answers (43 correct answers) | 18,75% correct texts (6 texts)**

TXRUS12:

**85,42% correct answers (82 correct answers) | 68,75% correct texts (22 texts)**

The average result for this age group of Russian monolingual sample in relation to the percentage of the total number of correct answers is 65,1% with the average total number of correctly answered question equal to 62,5 units. At the same time, the average number of correctly answered entire sets of questions proposed by this group of informants is 43,75% with the total average number of correct texts equal to 14.

#### *2<sup>nd</sup> age group. The Russian language*

TXRUS21:

**41,66% correct answers (40 correct answers) | 3,12% correct texts (1 text)**

TXRUS22:

**85,42% correct answers (82 correct answers out of 96) | 71,87% correct texts (23 texts)**

TXRUS23:

**68,75% correct answers (66 correct answers) | 25% correct texts (8 texts)**

Considering the second age group of Russian monolinguals we can propose the following average data: 65,28% of total percentage of correctly answered questions

and 62.7 total correct answers, at the same time as regards the entirely correctly answered sets of questions in relation to specific texts the average percentage is 33% and the total number of correct texts 11.

In relations to the average results obtained for the whole group of informants without considering its division into two age groups, we can state the following average data: 65,19% of correct answers with the average total number of correctly answered questions equal to the number 62.6. In respect to the entire sets of questions proposed for each text, we can note the following average results: 38,37% of average percentage of correct sets with the total number of texts equal to 12.5.

Thus, we can see here that both age groups showed almost identical results in relation to both the percentage of total number of correct answers with the concrete number of correct answers and, moreover, the average percentage of correct sets of questions with the corresponding number of texts answered entirely correctly.

### **Russian-Romanian bilinguals**

#### **1<sup>st</sup> age group. The Russian language.**

TX1RUSROM11:

**65,62% correct answers (63 correct answers) | 37,5% correct texts (12 texts)**

TX1RUSROM12:

**91,66% correct answers (88 correct answers) | 75% correct texts (24 texts)**

To refer to the results of the first age group for questionnaire “Text” proposed in the Russian language and completed by Russian-Romanian bilingual individuals we can state the following average data: 78,64% of correct answers with the total number of correct answers 75.5. Regarding the correct answers to refer to the entire set of questions for each text separately we can note the average percentage of correct texts equal to 77% with the total number of 18 correct texts.

#### **2<sup>nd</sup> age group. The Russian language.**

TX1RUSROM21:

**62,5% correct answers (60 correct answers) | 18,75% correct texts (6 text)**

TX1RUSROM22:

**80,21% correct answers (77 correct answers) | 53,12% correct texts (17 texts)**

Regarding the results obtained by the second age group of Russian-Romanian bilinguals in relation to the Russian questionnaire “Text” we can state the following results: 71,35% of total correct answers with the average total number of correct answers 68.5. To refer to the correctly answered entire sets of questions for the same text we can mark the average percentage equal to 35,93% with the total number of correct texts 11.5.

Analysing the general result of the whole group of Russian-Romanian bilingual informants to refer to the Russian questionnaire “Text” we can state the following figures: 74,99% of correct answers and 72 correct answers in total on average. Referring to the entire sets of questions the data are the following: 56,46% and 14.75 respectively.

1<sup>st</sup> age group. The Romanian language.

TX2RUSROM11:

**76% correct answers (73 correct answers) | 46,87% correct texts (15 texts)**

TX2RUSROM12:

**84,37% correct answers (81 correct answers) | 65,62% correct texts (21 texts)**

Regarding the results obtained by the first group of bilingual informants to refer to the questionnaire “Text” proposed in the Romanian language, the obtained data are as follows: 80,18% of correct answers with the average total number of those equal to 77. As regards the entire sets of questions proposed for each text the average percentage of those is equal to 56,24% with the total number of correct texts 18.

2<sup>nd</sup> age group. The Romanian language.

TX2RUSROM21:

**67, 71% correct answers (65 correct answers) | 53, 12% correct texts (17 texts)**

TX2RUSROM22:

**82, 3% correct answers (79 correct answers) | 59, 37% correct texts (19 texts)**

Considering the average the results obtained for the second bilingual age group for the Romanian questionnaire “Text” the figures are the following: 75% of correct total answers with the concrete number of those equal to 72 on average. Referring to the

entire sets of questions for a particular text the numbers are presented as follows: 56,24% of correct entire sets and 18 correct texts on the whole respectively.

Considering the average result obtained for both age groups on the whole we can propose the following figures: 77,59% of total correct answers with the complete number of those equal to 74.5. As regards the entire sets of questions, as the figures proposed for each age group coincide, we are only going to present them as follows: 56,24% and 18.

### **Romanian monolinguals**

As in case of our Romanian monolingual sample group there are only two representatives in total, i.e. one for each age group, we are just primarily going to present the obtained results for each individual composing a specified age group separately. After this data presentation, we are going to count the average results obtained for the whole group of present informants, i.e. Romanian monolinguals, as we have already done with two previous groups of informants.

#### *1<sup>st</sup> age group. The Romanian language.*

TXROM11:

**34, 37% correct answers (33 correct answers) | 3, 12% correct texts (1 text)**

#### *2<sup>nd</sup> age group. The Romanian language.*

TXROM21:

**72, 92% correct answers (70 correct answers) | 53, 12% correct texts (17 texts)**

On average the Romanian monolingual group of informants presented the following results: 53,64% of correct answers with their total number equal to 51.5 units. Referring to correctly answered entire sets of questions in reference to the same text the data are as follows: 28,12% of correct sets with the total number of corresponding texts equal to 9.

Thus, after having presented the statistical data to refer to each group of informants and corresponding to them age groups, we must define the general conclusions subsequently. In order to present a more visual comparison data so as to use it for subsequent conclusions, let us consider the following table below presenting the average score obtained for each age group of informants and sample groups on the whole as follows:

|  |                                 | Correct answers (%) | Correct answers | Correct sets of questions (%) | Correct sets of questions |
|--|---------------------------------|---------------------|-----------------|-------------------------------|---------------------------|
| <b>Russian monolinguals</b>  | <i>1<sup>st</sup> age group</i> | <b>65.1%</b>        | <b>62.5</b>     | <b>43.75%</b>                 | <b>14</b>                 |
|  | <i>2<sup>nd</sup> age group</i> | <b>65.28%</b>       | <b>62.7</b>     | <b>33%</b>                    | <b>11</b>                 |
| <b>TOTAL</b>   |                                 | <b>65,19%</b>       | <b>62.6</b>     | <b>38,37%</b>                 | <b>12.5</b>               |
| <b>Romanian monolinguals</b>                                       | <i>1<sup>st</sup> age group</i> | <b>34,37%</b>       | <b>33</b>       | <b>3,12%</b>                  | <b>1</b>                  |
|  | <i>2<sup>nd</sup> age group</i> | <b>72,91%</b>       | <b>70</b>       | <b>53,12%</b>                 | <b>17</b>                 |
| <b>TOTAL</b>   |                                 | <b>53,64%</b>       | <b>51.5</b>     | <b>28,12%</b>                 | <b>9</b>                  |
| <b>Russian-Romanian bilinguals</b><br><b>The Russian language</b>  | <i>1<sup>st</sup> age group</i> | <b>78.64%</b>       | <b>75.5</b>     | <b>77%</b>                    | <b>18</b>                 |
|  | <i>2<sup>nd</sup> age group</i> | <b>71,35%</b>       | <b>68.5</b>     | <b>35.93%</b>                 | <b>11.5</b>               |
| <b>TOTAL</b>   |                                 | <b>74.99%</b>       | <b>72</b>       | <b>56.46%</b>                 | <b>14.75</b>              |
| <b>Russian-Romanian bilinguals</b><br><b>The Romanian language</b> | <i>1<sup>st</sup> age group</i> | <b>80,18%</b>       | <b>77</b>       | <b>56,24%</b>                 | <b>18</b>                 |
|  | <i>2<sup>nd</sup> age group</i> | <b>75%</b>          | <b>72</b>       | <b>56.24%</b>                 | <b>18</b>                 |
| <b>TOTAL</b>   |                                 | <b>77,59%</b>       | <b>74.5</b>     | <b>56,24%</b>                 | <b>18</b>                 |

Table 33

Hence, regarding the Russian language and two groups of informants representing them, we can state that the bilingual group of informants showed higher results in reference to all of the aspects previously analysed: the percentage of correct answers, the total number of correct answers, the percentage of correct sets of questions and the total number of correct sets of questions for a specific text.

Referring to the results obtained for the Romanian language and two groups of informants involved we can also state higher results of bilingual individuals in comparison to those obtained for Romanian monolinguals regarding all aspects listed above as well.

In addition, observing the results obtained within the same informants group in relation to the age segmentation, we can see that in the case of Russian monolinguals, the results were almost identical for all aspects with the exception of the percentage of total sets of questions answered correctly, where the second age group showed slightly lower results.

Referring to the analysis of results obtained within the Russian-Romanian bilingual group, we can see that referring to both the percentage of correct answers and total number of correct answers the second age group showed lower scores, while referring to the second set of data related to the percentage and the total number of correctly answered sets of questions for the same text, the second group showed also lower score to refer to the Russian questionnaire, whilst as regards the Romanian questionnaire both groups showed identical average results, although their individual scores were not the same.

Finally, analysing the same aspect in reference to Romanian monolingual group, we can note the opposite tendency, as the representative of the second age group showed much higher results in comparison to those obtained for the individual from the first age group.

All these data can lead us to the conclusion that, first of all, there is no clear or obvious difference in obtained results to refer to different age groups presented. Secondly, the results obtained for the bilingual group of informants were higher in comparison to those obtained for both Russian and Romanian monolinguals. Hence, as far as the questionnaire “Text” is concerned, we can state that our hypothesis in this case proved to be correct.

Nevertheless, before drawing more general and certain conclusions we must analyse the data obtained for other two questionnaires presented, “Statement” and “Word form”, since they represent completely different from each other and from the questionnaire “Text” structures and, at the same time, this can lead to the diversity in obtained results. Thus, let us pass below to the next stage of our results presentation and interpretation, analysing the questionnaire “Statement” as follows.

## 2. Questionnaire “Statement”

After having analysed the results obtained for the first questionnaire “Text” in the course of our experimental research by all the three groups of informant, we are going to pass to the second stage of the present Chapter. Thus, this is the second questionnaire that was proposed to our informants to complete. Let us remember that, first of all, there were three groups of informants presented for the completion of the present questionnaire, as well as two other questionnaires. These groups consisted of:

- Russian monolinguals
- Romanian bilinguals
- Russian-Romanian bilinguals

Secondly, it is important to state that as well as in case of the previously analysed questionnaire “Text”, altogether with the following questionnaire “Word form”, the present groups of informants represent inhere sub-divisions based on the age interval of the informants involved in our experimental research. Hence, each of the sample groups mentioned above has two sub-devised groups as follows:

- 1<sup>st</sup> age group (20-30 years old)
- 2<sup>nd</sup> age group (35-50 years old)

The number of informants having participated in this questionnaire completion is equal to that in reference with the previously analysed questionnaire “Text”. In other words, for the Russian monolingual sample group we have 2 representatives for the 1<sup>st</sup> age group and 3 representatives for the 2<sup>nd</sup> age group respectively. In relation to the second sample group to refer to Russian-Romanian bilinguals the numbers are slightly different, since we have the same number of 2 representatives for the 1<sup>st</sup> age group, while the same number of 2 representatives for the 2<sup>nd</sup> age group. Finally, as regards the last sample group, i.e. Romanian monolinguals, we have 1 representative for each of the age groups implied.

After having determined general notions in reference to the informants having participated in this questionnaire completion, let us consider a few aspects as regards the structure of this section. Hence, this is similar to the previous section, as we are going to analyse the results obtained for each of the groups of informants separately with subsequent general comparative analysis at the end of the present section.

Nevertheless, it would be very important here, before passing to the very analysis of obtained for each group of informants results, to make some important general statements on the way we are going to present the following data.

Thus, we are to propose for each sample and their age groups a list of graphs with the visual representations of those options chosen by the informants in question. In order to perceive the information in a more efficient way we are going to divide the total number of 322 entries occurred in our questionnaire “Statement” into 12 graphs respectively with an average number of 24 units. After the presentation of each graph in a separate way we are going to make some assumptions on the differences between the informants involved as well as present the average value obtained for each graph in respect to different informants.

Let us also remember that the representative of the Russian-Romanian bilingual group of informants were due to complete both questionnaires proposed in Russian as well as Romanian language. Thus, besides the comparative analysis of the obtained results in respect to different sample groups and corresponding to them age groups, we are going to consider the differences between the data obtained for the bilingual individuals in respect to the completion of different questionnaires as well, since the structure of this questionnaire is built in the way that both questionnaires are identical with the only thing differentiating them in the presentation of understanding degrees descriptions given for each of the options they can mark.

Finally, as we have already mentioned above, all the results obtained for each group of informants and corresponding to them age groups will be supplied by an average value in order to be able to make the comparative analysis as regards different groups of informants. Furthermore, at the comparative analysis stage we are also going to make some general statements about the interpretation issues considering the types of statements created and tagged at the beginning of the experimental research, i.e. at the stage of corpus creation. In this way, we are going to try to perceive any tendency directions in the completion process proposed by different informants respectively.

Consequently, after having determined the key aspects to refer to the informants groups, structure of the section and data presentation and interpretation, let us pass to the analysis of each language group separately as follows.



## 2.1 Russian monolinguals

*Russian monolinguals. 1<sup>st</sup> age group. The Russian language*

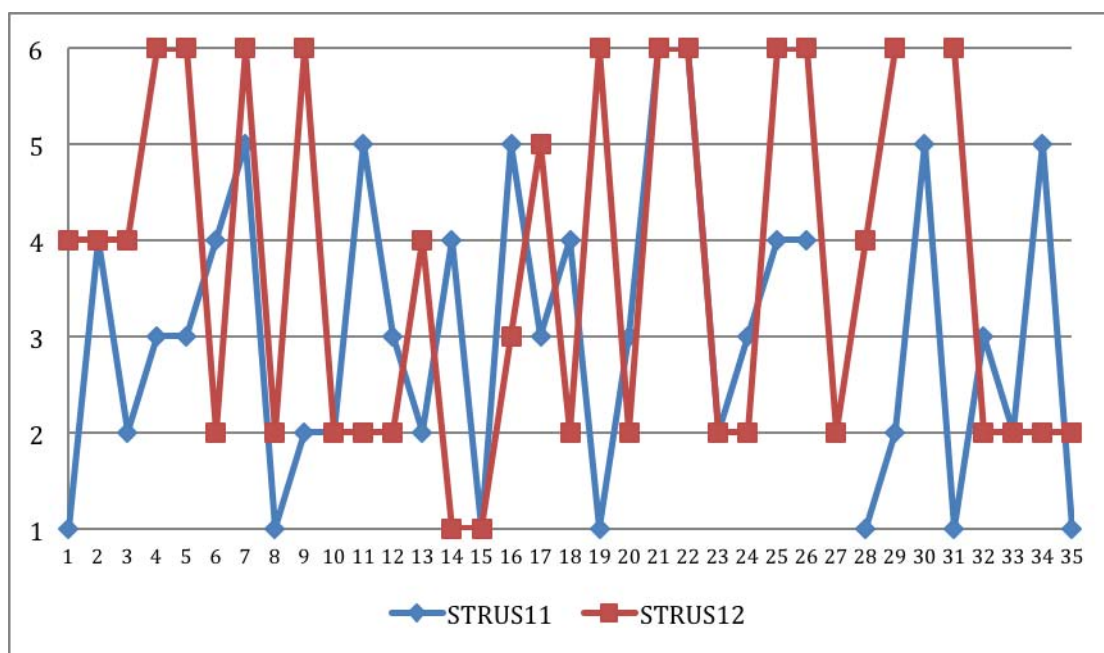


Figure 1

In the present graph we can see the results obtained for both informants representing the first age group of Russian monolinguals. As we can see from the description given above, each colour represents an informant in the number of 2 sample representatives respectively. Before passing to the analysis of these results let us remember that the informants were proposed 6 different understanding degrees with corresponding to them descriptions. We are not going to present it here in a complete way since they are fully supplied in the Appendix section at the end of the work. Nonetheless, it is important to state the grades range from 1 to 6 with the 1<sup>st</sup> one implying the total lack of understanding and the 6<sup>th</sup> referring to the understanding of complete statement.

Thus, we can see in this graph that the answers are quite dispersed for both informants and that the second one represents higher degree. In relation to the average results obtained, they are as follows: 3.03 for STRUS11 and 3.65 for STRUS12.

Considering these results in a more detailed way, let us firstly analyse those results which did not present a high level of understanding degree. Consequently, we can notice that the informant STRUS11 marked questions 1, 8, 15, 19, 28, 31 and 35 as the lowest possible degree referring to the total lack of understanding of these statements. In order to analyse the structural aspect of the statements involved, let us present here the extracts from our statements corpus<sup>40</sup> corresponding to these statements and their tag codifications:

|    |   |                  |
|----|---|------------------|
| 1  | 10 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas) | F                |
| 8  | Acceso a Ferrocarrils de la Generalitat   | F                |
| 15 | Apágalo aquí  | OSIPre0TrNproExh |
| 19 | Asientos reservados   | F                |
| 28 | Billetes y tarjetas   | F                |
| 31 | CAPITULO V. Prohibiciones y obligaciones en la utilización de los transportes ferroviarios.                 | F                |
| 35 | Civismo y convivencia   | F                |

We can see in these extracts that there is only one statement corresponding to a sentential sentence (O) referring to a simple sentence with the exhortative function. Nevertheless, all other examples correspond to non-sentential phrases. This particularity can lead us to the conclusion that the informant STRUS11, perhaps, does not base their decision on the syntactical aspect of the statements, but rather on the semantic component involved. Thus, we can note that many of the phrases demonstrated above contain non-transparent words in relation to the Russian language, what could have induced the informant to mark the indicated understanding degree. On the other hand, in order to make any plausible conclusions on the behaviour of the informant STRUS11, we must consider all other statements and their results.

Considering the lowest obtained results for the second informant of this groups, i.e. STRUS12, we can only indicate two such examples corresponding to statements 14 and 15, with the latter having been indicated above in reference to the first informant. Let us analyse the other statement below:

<sup>40</sup> The complete CORPUS STATEMENTS can be found in the VOLUME II of the present work corresponding to the Appendix section.

|    |                              |                  |
|----|------------------------------|------------------|
| 14 | Ahora, recarga aquí tu móvil | OSIPre0TrNproExh |
|----|------------------------------|------------------|

We can see that these statements, i.e. 14 and 15, represent the same codification referring to a simple sentential sentence with exhortative function. In order to verify whether the obtained results are based on the semantic aspect of the statement or its syntactical construction, we must consider other examples below.

On the other hand, let us consider as well the results manifested the highest understanding degree of the six proposed. Thus, considering the results obtained for the informant STRUS11, we can note that the highest degree marked in this extract corresponds to the statement 21:

|    |            |   |
|----|------------|---|
| 21 | ¡Atención! | F |
|----|------------|---|

We can see that this phrase not only contains one word, but, moreover, a highly transparent word for English or French speakers, as well as many other languages.

Apart from the presented statement, there were 5 other statements which received the second highest degree implying the understanding of a general meaning of the statement with the exception of one or two unclear words:

|    |  |                    |
|----|--|--------------------|
| 7  | Abrir la puerta manualmente  | F                  |
| 11 | Acceso cerrado a partir de las 21:00 h   | F                  |
| 16 | Aparato de alarma paro de escalera   | F                  |
| 30 | Cada cliente deberá conservar el billete en buen estado hasta el final del trayecto y presentarlo cuando el personal de la empresa lo solicite | OCopPre0TrNproExh  |
| 34 | Circule por las instalaciones sin correr   | OSIPre0IntrNproExh |

As we can see in these examples, 3 of the highest-marked statements correspond to non-sentential phrases, whilst the remaining two imply simple sentential sentences with the exhortative function.

Let us now consider the extracts from our corpus statements corresponding to 11 statements which received the highest mark from the second informant representing this group, i.e. STRUS12:

|   |   |   |
|---|---|---|
| 4 | 20:30H - finalización del servicio  | F |
| 5 | A partir del 1 de septiembre de 2012 nuevas tarifas de transporte público | F |

|    |   |                    |
|----|---|--------------------|
| 7  | Abrir la puerta manualmente   | F                  |
| 9  | Acceso a Metro  | F                  |
| 19 | Asientos reservados   | F                  |
| 22 | Autobuses de la zona  | F                  |
| 25 | Ayuda a la evacuación   | F                  |
| 26 | Ayude, si puede, a personas con movilidad reducida.   | OSIPre0IntrNproExh |
| 29 | Buen viaje  | F                  |
| 31 | CAPITULO V. Prohibiciones y obligaciones en la utilización de los transportes ferroviarios. | F                  |

We can see in these examples that the vast majority of statements are non-sentential phrases with rather transparent vocabulary, what can explain the total understanding of their meaning implied. The only different statement corresponds to a simple sentence with exhortative function which, however, includes several highly transparent words for anybody speaking English or French.

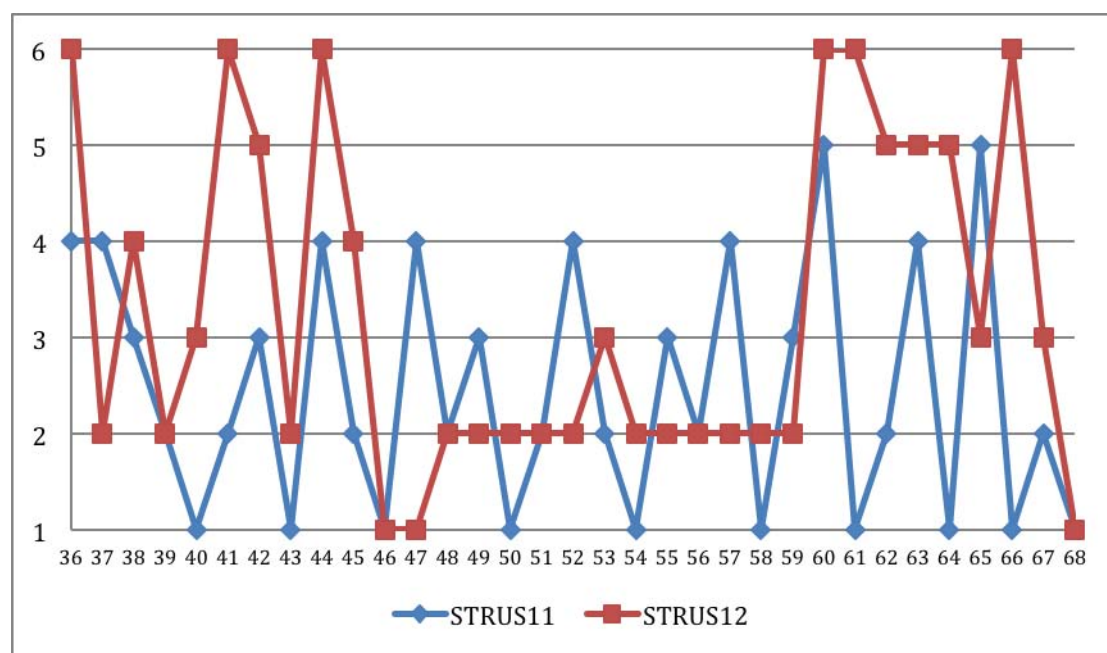


Figure 2

The second graph shows a bit different results, as we can clearly see that some questions between 47 and 59 showed higher results in respect to the first informant, as opposed to the situation observed in the previous graph. Moreover, we can state that at the end of the graph in respect to questions 60-66 the situation presented for both

informants is completely the opposite with the first informant having marked the lowest grade, whilst the second the highest. Considering the average results obtained for both informants, they are as follows: 2.45 for STRUS11 and 3.24 for STRUS12 respectively.

Now let us consider this graph more thoroughly. As well as in the case of the previous graph, we are going to start with the analysis of those results, which showed the lowest grade possible referring to an entire lack of understanding of the statement. Thus, considering the results of the first informant of this group, i.e. STRUS11, we can notice that statements 40, 43, 46, 50, 54, 58, 61, 64, 66 and 68 received the highest score equal to 1. In order to analyse these statements let us propose the extracts from our corpus statements corresponding to each of these statements:

|    |   |                       |
|----|---|-----------------------|
| 40 | Con luz verde apagada puerta fuera de servicio, utilicen las otras puertas  | OSIPre0TrNproExh      |
| 43 | Consérvelo hasta que abandone el andén  | OSIPre0TrNproExh      |
| 46 | Cualquier acto que pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo  | F                     |
| 50 | Cuando utilice una tarjeta integrada de viajes ilimitados (T-Mes, T-Jove, T-Trimestre o T-Día), que se circunscribirá a la zona de primera validación   | OAdvbIPre0IntrNproExh |
| 54 | Deberán respetarse por los usuarios las obligaciones establecidas en los reglamentos de utilización y en los contratos - tipo de transporte ferroviario, que, en su caso, apruebe la administración | OAdjIPreActIntrNproA  |
| 58 | Derechos del cliente  | F                     |
| 61 | Descuentos de hasta 50%   | F                     |
| 64 | Desplazamientos ilimitados, en las zonas delimitadas por la primera validación, en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas)                                       | F                     |
| 66 | Dirección evacuación  | F                     |
| 68 | Diríjase hacia otro coche en sentido contrario al humo  | OSIPre0IntrNproExh    |

In this graph we can note a wider variety of presented statements ranging from non-sentential phrases such as numbers 46, 58, 61, 64 and 66, to simple and complex sentential sentences, all of which are non-pronominal and correspond to the exhortative function with the exception of statement 54 corresponding to declarative function in its affirmative form. Thus, we can state that the syntactical divergence and complexity is not always the reason for understanding degree marking implying also semantic aspects, considering which it is logical to assume that these statements do not present clear and transparent for the informant forms.

Having relevance to the lowest-marked results obtained by the second informant of this group STRUS12 we can note three cases, two of which coincide with the first informant related to statements 46 and 68. The third statement, by contrast, will be displayed below:

|    |   |                       |
|----|---|-----------------------|
| 47 | Cuando aun siendo municipios limítrofes, para realizar este desplazamiento se tengan que atravesar otros municipios | OAdvbIPre0IntrNproExh |
|----|---|-----------------------|

We can see that this statement coincides in its function representing the exhortative speaker's behaviour implied. According to their number of personal verbal forms, nonetheless, they manifest different cases with the first being a simple sentence whilst the second being a complex adverbial sentence respectively. In addition, regarding the semantic aspect of the present statement, we can observe a high variety of vocabulary items implied many of which prove to be rather non-transparent forms, what could explain the low degree understanding of the statements in question.

In order to draw some conclusions in reference to the present graph, let us also consider those statements which obtained the highest understanding degree grades. Consequently, the informant STRUS11 has not marked any statement in this graph with the highest grade. Despite that, the statements 60 and 65 received the grade 5:

|    |   |   |
|----|---|---|
| 60 | Desbloqueo de puertas                           | F |
| 65 | Desplazamientos internos por la red del tranvía | F |

As we can see, both these entries correspond to non-sentential phrases containing many transparent words.

In relation to the results obtained for the informant STRUS12, the picture is particularly different with six statements marked with grade 6 meaning a total understanding of the statement as well as its constituents:

|    |                                      |                    |
|----|--------------------------------------|--------------------|
| 36 | Cómo se aplican las tarifas          | OSPPre0IntrNproExh |
| 41 | Condiciones generales de utilización | F                  |
| 45 | Cuadro de tarifas 2012               | F                  |
| 60 | Desbloqueo de puertas                | F                  |
| 61 | Descuentos de hasta 50%              | F                  |
| 66 | Dirección evacuación                 | F                  |

We can clearly perceive from these results the fact that non-sentential phrases containing two or three forms, most of which prove to be rather transparent words, receive the highest understanding degree of the six proposed. The only exception in this extract is the statement 36 being a simple sentence with exhortative function. Nevertheless, despite a difference in its syntax, the number of its constituents is the same as in the case of other statements presented with rather transparent vocabulary as well.

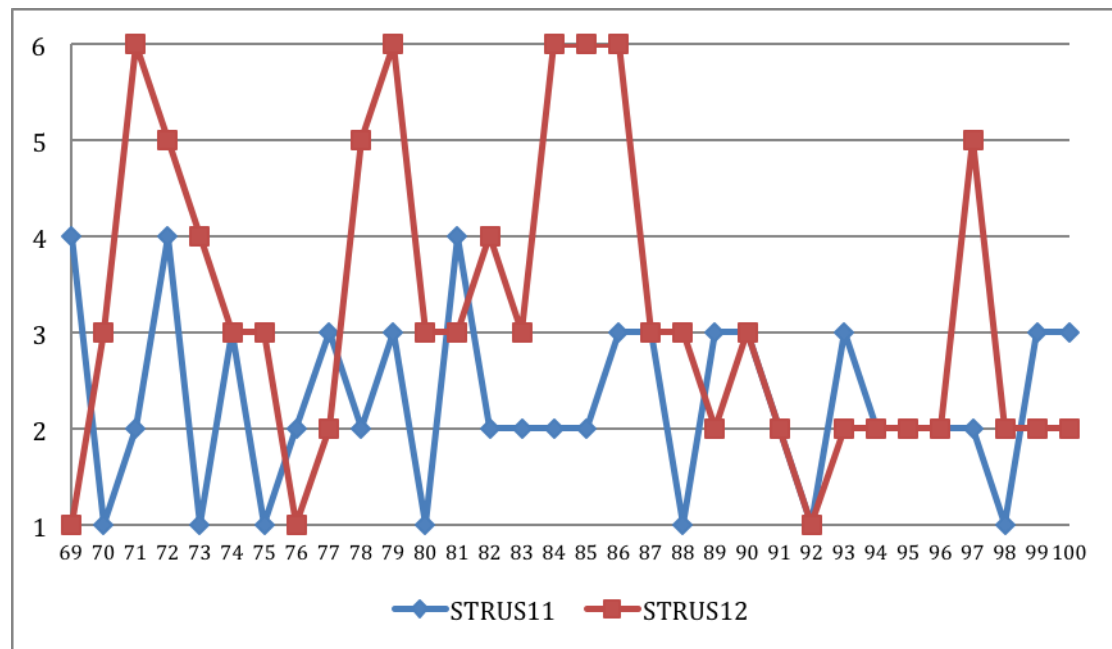


Figure 3

Considering the graph presented above we can see the same tendency expressed in the results manifested in other graphs, i.e. the second informant shows higher understanding degrees in comparison to the first one. Nevertheless, there are

still some statements, for example 69, 77, 89, 93, 99 and 100, where the first informant marked the values higher in respect to the results of the second informant. Nonetheless, this fact did not change the general tendency drawn for both informants with average score of 2.28 for STRUS11 and 3.22 for STRUS12.

Referring to the lowest-marked statements, we can identify the following results for the informant STRUS11:

|    |  |                         |
|----|--|-------------------------|
| 70 | Distribuir propaganda, pegar carteles, mendigar, organizar rifas o juegos de azar y vender bienes o servicios en los trenes, instalaciones y dependencias de la línea, sin autorización de la empresa explotadora; y en general, mantener actividades o efectuar acciones que por su naturaleza puedan perturbar a los usuarios y alterar el orden público | OAdjIPre0TrNproExh      |
| 73 | El funicular de Montjuïc está incluido en el sistema tarifario integrado y en los billetes y abonos de TMB   | OSPPreActIntrNproA      |
| 75 | El personal de la empresa podrá prohibir la entrada u ordenar la salida del vehículo a los viajeros que incumplan las obligaciones anteriores  | ODisPPreActTrNproA      |
| 80 | En caso contrario, el viajero se deberá identificar y tendrá 30 días para hacerlo efectivo   | OCopPPreActIntr/TrNproA |
| 88 | En caso de incidencia que provoque la detención del autobús, continuar el viaje en la misma línea o en otra de itinerario similar, sin tener que pagar de nuevo  | OAdjIPre0TrNproExh      |
| 92 | En los servicios de transporte del AMB se permite también la utilización del Passi d'Acompanyant del AMB y del Passi y la Targeta de Pensionista de Ferrocarrils de la Generalitat de Catalunya  | OSIPreActTrRefA         |
| 98 | Es peligroso apoyarse en las puertas cuando se abren   | OAdvbIPreActIntrNproA   |

All these examples indicate a number of similarities in the extracts above implying the existence of simple, as well as complex and compound sentences with no examples of non-sentential phrases, in addition to which the number of integral parts



included is rather high with a wide variety of vocabulary implied. All these particularities might have affected the low marking of these statements.

Regarding the results obtained by the informant STRUS12 in reference to the lowest-marked statements from this graph, we can see three examples presented: statements 69, 76 and 92 with the latter coinciding with the first informant's results. Let us consider the remaining two as follows:

|    |   |                      |
|----|---|----------------------|
| 69 | Disculpen las molestias   | OSIPre0TrNproExh     |
| 76 | El TRAM le informa de que, para su seguridad, dispone de sistema permanente de captación de imágenes, y las llamadas serán grabadas y los datos facilitados en las mismas se incorporarán a un fichero con objeto de atender su solicitud | OCopPPreActIntrNproA |

As we can see in these statements, the situation reflects that of the first informant since none of the statements implied represents a non-sentential phrase. On the contrary, they refer to simple or compound sentences with exhortative and declarative affirmative functions. The semantic aspect manifests a variety of forms which are completely opaque for a Russian speaker even taking into account the possibility of knowing English, French or other languages apart from Spanish and Romanian.

As regards highest-marked statements, we must note that these were presented merely by the second informant STRUS12 implying the following statements:

|    |  |                    |
|----|--|--------------------|
| 71 | El billete o tarjeta se deben conservar durante todo el trayecto y se deben mostrar cuando lo solicite el personal de la empresa | OSIPreActTrCausA   |
| 79 | El viajero estará obligado a abandonar el autobús  | OSPPreActIntrNproA |
| 84 | En casa de emergencia para hablar con Centro de Control  | F                  |
| 85 | En caso de emergencia romper el cristal y pulsar el botón  | OSIPre0TrNproExh   |
| 86 | En caso de incendio abrir esta puerta  | OSIPre0TrNproExh   |

We can notice that these statements refer to simple sentences with exhortative and declarative functions with the exception of one considering a non-sentential phrase. Thus, due to these results we can deduce that in case of the present graph, perhaps, the

key factor in determining the understanding degree grade was the semantic aspect rather than the syntax and morphology, although the last two might have influenced the choice as well. Hence, we can notice that many words contained in these statements are clear for a native Russian speaker due to their transparency and association with other languages the informant knows.

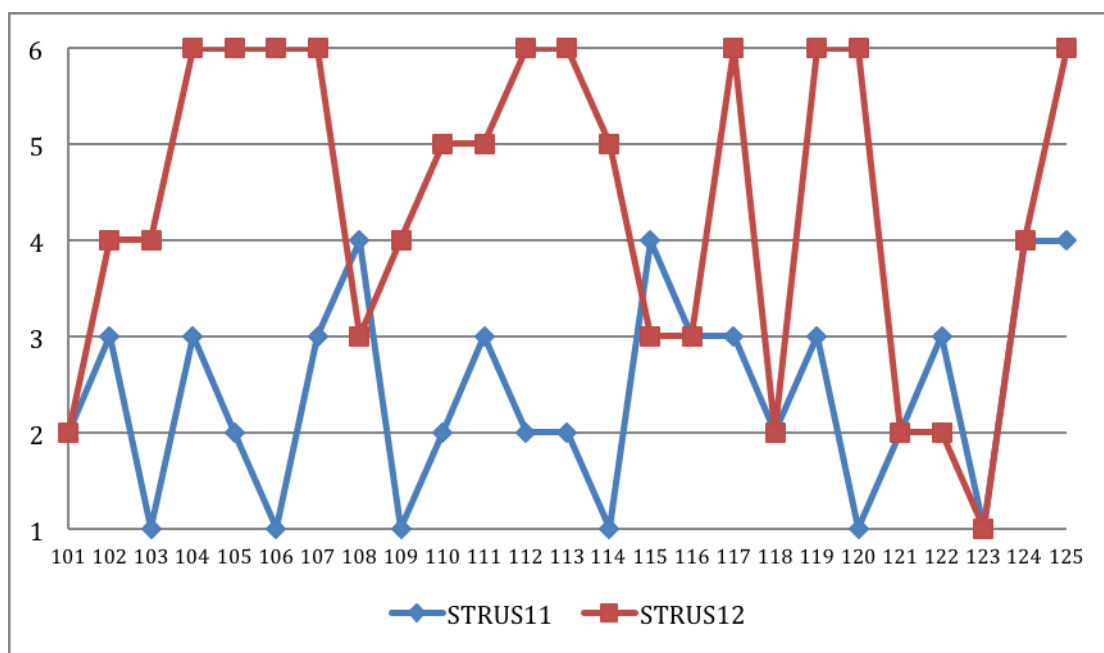


Figure 4

The present graph shows very interesting results in respect to our informants, since we can clearly see the big difference in the understanding degrees marked by each of the informants involved. With the average score of 2.4 for STRUS11 and 4.36 for STRUS12 we can count the total number of 11 perfectly understood statements by the second informant. At the same time, the same statements were marked very low by the first informant. Let us consider the types of statements involved here:

|     |   |                  |
|-----|---|------------------|
| 104 | Estación con ascensor   | F                |
| 105 | Estación de Ferrocarril                                       | F                |
| 106 | Estación Marítima   | F                |
| 107 | Estación terminal   | F                |
| 108 | Este colectivo tiene preferencia en el uso de los ascensores. | OSPPreActTrNproA |
| 112 | Familias monoparentales y numerosas                           | F                |
| 113 | Facilita el trabajo de los inspectores                        | OSIPre0TrNproExh |
| 117 | Frecuencia de paso 10 minutos                                 | F                |

|     |  |                    |
|-----|--|--------------------|
| 119 | Gracias por su colaboración  | F                  |
| 120 | Hable con el Centro de Control   | OSIPre0IntrNproExh |
| 125 | Julio y agosto todos los días durante el horarios de servicio del metro. | F                  |

Thus, statements 104-107, 112, 117, 119 and 125 refer to non-sentential phrases, whilst statements 108, 113 and 120 refer to simple sentences with exhortative and declarative functions. Despite this divergence, regarding the semantics implied we can notice in these statements little number of integral parts included with rather transparent vocabulary. Thus, we can assume that for the second informant non-sentential phrases and simple sentences with clear and transparent words are easier to understand rather than complete statements with a lot of members implied. It is highly probable that the choice of this informant is based on both factors considered: syntax and semantics of statements.

In reference to the highest-marked statements by the informant STRUS11, we must indicate that there were no such statements presented with the highest score proposed equal to 4, which refers to only superficial understanding of the statement with many unclear words existing.

Considering those statements which received the lowest grade referring to a total lack of understanding, we can observe that the informant STRUS11 marked the statements 103, 106, 109, 114, 120 and 123 with the latter being the only lowest-marked statement by the informant STRUS12:

|     |  |                       |
|-----|--|-----------------------|
| 103 | Está prohibido viajar con animales (excepto los perros de asistencia, de seguridad y también los animales domésticos transportados en receptáculos adecuados). | OCopIPrePasIntrNproA  |
| 106 | Estación Marítima  | F                     |
| 109 | Evacúe con rapidez, pero no corra  | OAdvslPre0IntrNproExh |
| 114 | Facilite el trabajo a los inspectores  | OSIPre0TrNproExh      |
| 120 | Hable con el Centro de Control   | OSIPre0IntrNproExh    |
| 123 | Impedir o forzar la apertura o cierre de la puertas de acceso a los coches.  | OSIPre0TrNproExh      |

We can observe that the only non-sentential phrase is represented by the statement 106 with all other entries indicating simple, compound or complex sentences with exhortative and declarative functions respectively. Nonetheless, the crucial criterion in these cases might have been the semantic one since some of the words implied represent non-transparent forms, which can have influenced the corresponding choice of understanding degree selection.

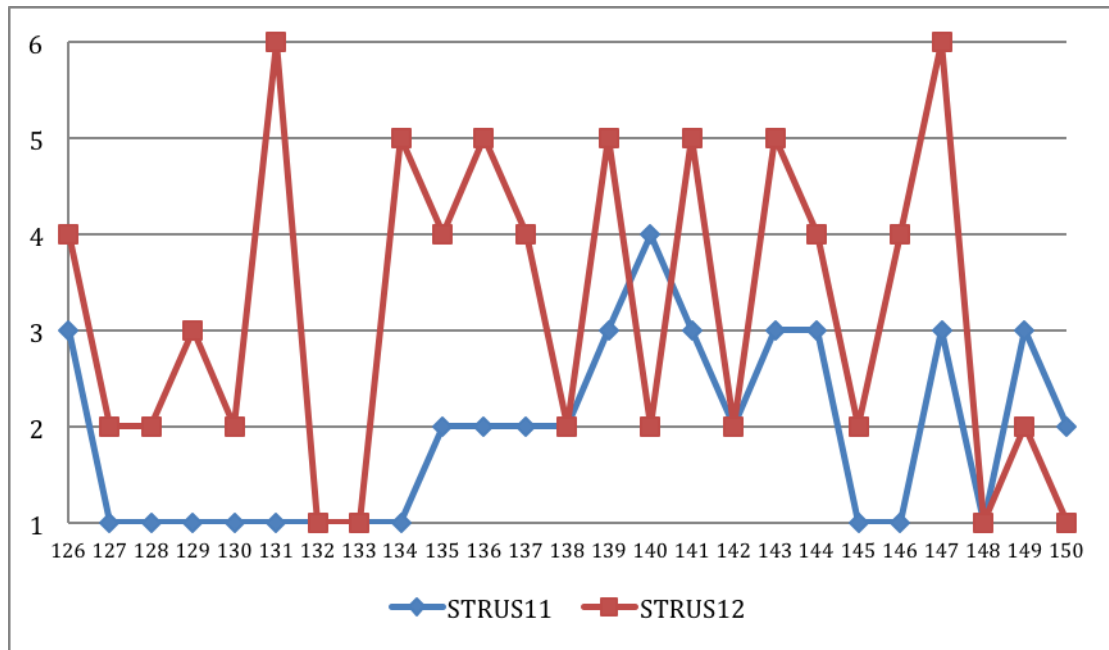


Figure 5

This graph shows quite high results obtained by the first informant and quite low results obtained for the second informant with the average scores: 1.92 for STRUS11 and 3.2 for STRUS12 respectively.

Considering the minimal marks by the informant STRUS11, we can distinguish 11 such examples referring to statements 127-134 as well as 145, 146 and 149, 3 of which coincide in their punctuation with the results proposed by the second informant STRUS12 in reference to statements 132, 133 and 148. Let us consider these statements below in details:

|     |  |                    |
|-----|--|--------------------|
| 127 | La competencia para la imposición de las sanciones previstas en el artículo 295 del presente Reglamento corresponderá a los Gobernadores civiles o Delegados del Gobierno con jurisdicción en la provincia en la cual se haya cometido la infracción de que se trate | OSPPreActIntrNproA |
|-----|--|--------------------|

|     |  |                       |
|-----|--|-----------------------|
| 128 | La edad se puede ampliar si se acredita que se está cursando estudios mediante la obtención de un carnet acreditativo de la ampliación de la T-jove.   | OAdvbPPre0IntrNproExh |
| 129 | La percepción mínima por viajar sin título de transporte válido es de 100 euros.   | OSPPreActIntrNproA    |
| 130 | La tarjeta debe validarse.   | OSPPreActIntrSrefA    |
| 131 | Laborables de lunes a viernes.   | F                     |
| 132 | Lanzar o depositar objetos o materiales de cualquier naturaleza, o realizar vertidos en cualquier punto de la vía y sus aledaños e instalaciones anejas, dentro de la zona de dominio público, o al paso de los trenes                 | OSIPreActIntrNproExh  |
| 133 | Las acciones que puedan implicar deterioro o causar suciedad en los trenes o instalaciones, o, en general, que perjudiquen los intereses del ferrocarril o de las empresas explotadoras  | ODisPPreActIntrNproA  |
| 134 | Las personas con movilidad reducida tienen derecho a utilizar asientos de uso preferente.  | OSPPreActIntrNproA    |
| 145 | Los empleados de la Empresas ferroviarias tendrán en el ejercicio de la funciones a que se refiere el punto anterior la consideración de agentes de la autoridad   | OAdjPPreActIntrNproA  |
| 146 | Los inspectores tienen la obligación de imponértela, pero aplicarán una reducción de 50% sobre dicho importe si haces efectivo el pago de forma inmediata.   | OAdvsvPreActIntrNproA |
| 148 | Los usuarios deberán atender las indicaciones que formulen los agentes ferroviarios en relación a la correcta prestación del servicio, así como a lo indicado a tal fin en los carteles colocados a la vista en instalaciones y coches | OSPPreActTrNproA      |

We can see from the extracts presented above that the vast majority of the statements refer to sentential statements, namely simple and complex sentences with exhortative and declarative functions implied, The only exception in this list is the statement 131 exhibiting non-sentential phrase.

Considering the examples obtained by the second informant STRUS12 as regards the lowest-marked statements, apart from the ones mentioned above due to their coincidence with the results obtained by the first informant, another extract with this grade proposed is the statements 150:

|     |                        |                  |
|-----|------------------------|------------------|
| 150 | Luz fija, puede hablar | OSIPre0IntrNproA |
|-----|------------------------|------------------|

All in all, we can see that among the examples of lowest-marked statements in reference to both informants in this group, the vast majority of not understood statements refer to sentential statements, moreover, representing a long sentence including many constituents with rather opaque vocabulary.

Finally, in reference to the present graph, we must also consider those statements which manifested the highest understanding degree marked. Nevertheless, such examples are only observed as regards the informant STRUS12, who has marked in this way statements 131 and 147:

|     |                                      |                    |
|-----|--------------------------------------|--------------------|
| 131 | Laborables de lunes a viernes.       | F                  |
| 147 | Los niños menores de 4 años no pagan | OSPPreActIntrNproA |

Despite these statements belonging to different types of statements with the first one representing a non-sentential phase whilst the second a simple sentence, both of them are similar in their external form representing rather short statements with a little number of constituents, some of which are rather transparent for an English or French speaker. On the other hand, let us remember that the first informant of this group marked the same statement 131 as the lowest grade presented referring to a total lack of its understanding. This can lead to the conclusion that the reason for such a discrepancy might lie in some extralinguistic features of these informants.

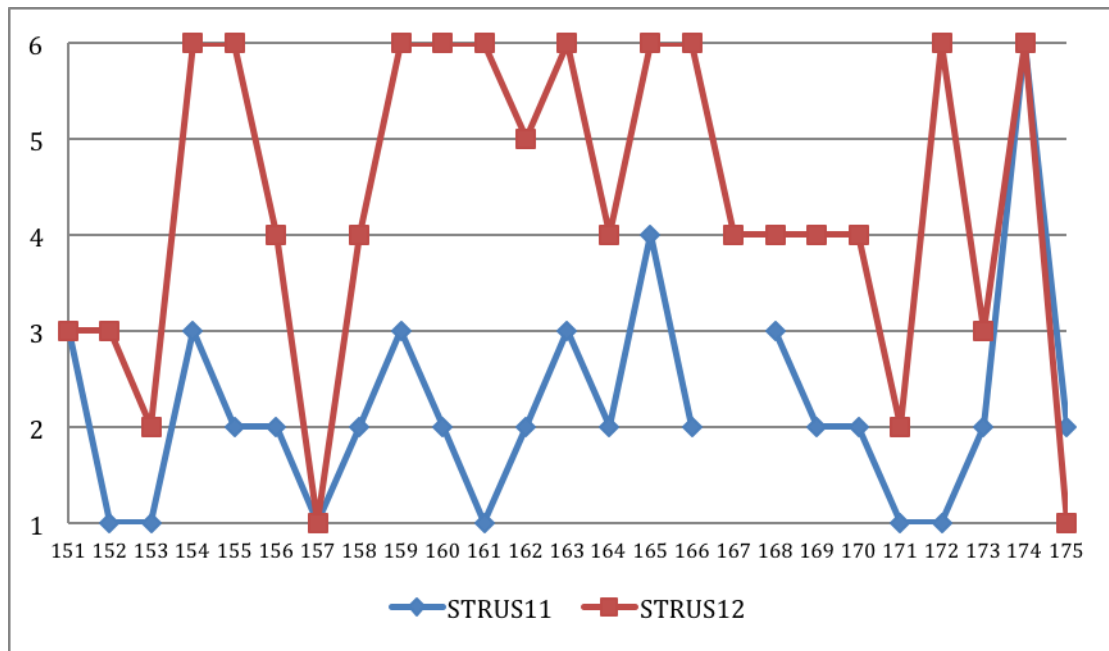


Figure 6

The situation here is identical to the previous one with the average score equal to 2.21 for STRUS11 and 4.32 for STRUS12 respectively. Nonetheless, the big difference in reference to the present graph consists in the number of highest-marked statements by the informant STRUS12, which we are to analyse as follows.

Primarily, let us observe those statements which did not show any notion of understanding by our informants. These refer to statements 152, 153, 157, 161, 171 and 172 by the informant STRUS11 and statements 157 and 175 by the informant STRUS12. Both of them, nevertheless, coincide in the lowest marking of the statements 157, while the statement 175, having received the lowest mark by the informant STRUS12, manifested a higher understanding degree by the informant STRUS11. Let us consider their structural aspect below:

|     |  |                  |
|-----|--|------------------|
| 152 | Manipular o destruir cualquier elemento del ferrocarril directamente relacionado con la normal y segura circulación                          | OSIPre0TrNproExh |
| 153 | Manipular o destruir de forma directa o indirecta, cualquier obra o instalación fija o móvil, o cualquier elemento funcional del ferrocarril | OSIPre0TrNproExh |
| 157 | Martillo rompecristales  | F                |
| 161 | Muchas gracias por tu colaboración   | F                |

|     |  |                    |
|-----|--|--------------------|
| 171 | No lleve en marcha ningún tipo de aparato de reproducción de sonido, salvo que el sonido se emita únicamente por altavoces de uso individual | OExplPre0TrNproExh |
| 172 | No lleve objetos voluminosos   | OSIPre0TrNproExh   |

We can see that these extracts present non-sentential phrases with up to 5 constituents, although rather opaque vocabulary, as well as simple and compound sentences, all of which express exhortative function. The number of their structural parts varies from 4 to more than 20. Nevertheless, the common aspect in all these statements lies in the fact that their semantic aspect represents many non-transparent forms, what could have induced the results.

|     |   |                             |
|-----|---|-----------------------------|
| 175 | No pise la franja de seguridad de los andenes y no se abalance ni baje en ningún caso a la vía. | OCopIPre0Tr/IntrNpro/RefExh |
|-----|---|-----------------------------|

This example above shows us another statements with the lowest grade received manifested by the second informant of our group. It also represents a complex statements with exhortative function. The vocabulary, it must be mentioned, represents highly opaque forms for a Russian speaker even with some knowledge of English or French applied.

Considering those statements which received the highest mark possible referring to an absolute understanding of the statements in question, we must note that the second informant STRUS12 presented 10 such entries, one of which coincides with the only highly marked statement by the informant STRUS11 in reference to the statement 174. Let us analyze those constructions below:

|     |   |                    |
|-----|---|--------------------|
| 154 | Mantenga la calma   | OSIPre0TrNproExh   |
| 155 | Mantener un comportamiento correcto y respetuoso  | OSIPre0TrNproExh   |
| 159 | Mensual ilimitado   | F                  |
| 160 | Monumentos de interés turístico   | F                  |
| 161 | Muchas gracias por tu colaboración  | F                  |
| 163 | No apoyarse en la puerta  | OSIPre0IntrNproExh |
| 165 | No dificulte el paso de otros viajeros, ni en las estaciones ni en el interior de los trenes. | OSIPre0TrNproExh   |
| 166 | No distraigan al conductor.   | OSIPre0IntrNproExh |



|     |                              |                    |
|-----|------------------------------|--------------------|
| 172 | No lleve objetos voluminosos | OSIPre0TrNproExh   |
| 174 | No pasar                     | OSIPre0IntrNproExh |

Referring to the structural aspect of these statements, we can notice that they vary between non-sentential phrases to simple sentences. Nonetheless, they all represent rather short constructions, with the exception of statements 155 and 165, consisting in their majority of a maximum of 5 forms. This can lead us to a conclusion that the length of the statement plays an important role in understanding the meaning implied in these statements. On the other hand, syntax and morphology are also of a crucial importance since the more complex and diverse it is, the lowest the informants' understanding capacity is. And, finally, we must recognize that the notion of transparency is also vital since it is probably the first step informants rely on when they have to deal with a language they have never studied before. In reference to the latter, hence, we must note that the statements which received the highest understanding degree marked by the second informant contain some clearly transparent words for a Russian speaker, such as *objetos*, *ilimitado*, *interés turístico*, *monumentos* and others. All these aspects will be taken into account while making conclusions at the end of this section.

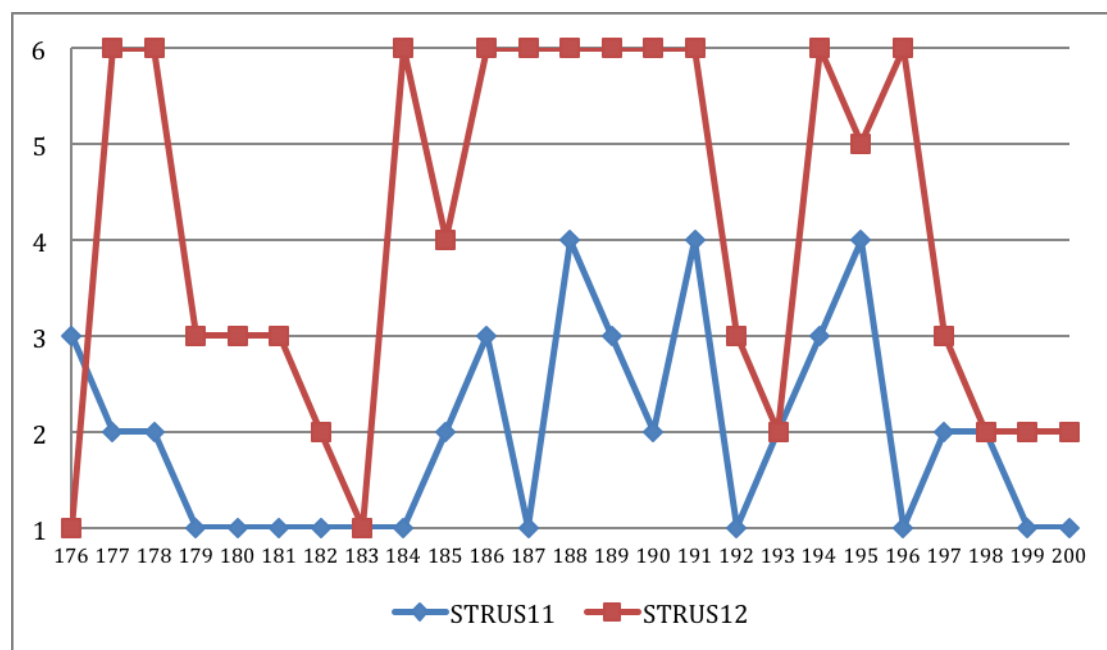


Figure 7

This graph follows the same tendency observed in the previous graphs. Thus, the average score obtained for STRUS11 is 1.96 and for STRUS12 the average score is 4.08 respectively.

Considering the statements, which received the lowest understanding degrees, we can say that those are represented by 11 units for the informant STRUS11 and merely 2 by the informant STRUS12. It is important to mention as well that both our informants coincide in the statement 183. Let us consider these structured below in reference to the informant STRUS11:

|     |  |                     |
|-----|--|---------------------|
| 179 | No se puede viajar con animales, excepto perros de asistencia y animales que viajen en receptáculos adecuados                              | OExpIPre0IntrRefExh |
| 180 | No se venden títulos en el interior de los tranvías  | OSIPre0IntrRefA     |
| 181 | No se viajará con animales, excepto los perros lazarillo y los domésticos que vayan en receptáculos adecuados.                             | OExpIPre0IntrRefExh |
| 182 | No son válidos los billetes y tarjetas con alteraciones o manipulaciones.  | OSPPreActIntrNproA  |
| 183 | No sujetar las puertas cuando se cierren   | OAdvbIPre0TrNproExh |
| 184 | No utilizar sin causa justificada  | OSIPre0IntrNproExh  |
| 187 | Normas de uso de los autobuses   | F                   |
| 192 | Obtención de otros títulos válidos   | F                   |
| 196 | Pago sólo con tarjeta  | F                   |
| 199 | Para hacerlos se dispone de 1 hora y 15 minutos para los títulos de 1 zona, tiempo que se incrementa en 15 minutos por cada zona adicional | OAdjIPre0IntrRefA   |
| 200 | Para su seguridad este tren está dotado de cámaras de videovigilancia.   | OSPPreActIntrNproA  |

These extracts show a diversity of constructions ranging from phrases to compound and complex sentences. The functions implied are exhortative and declarative. And the number of constituents is also different in every statement. Thus, we might state that it is likely that the most important aspect in marking those statements as the lowest degree presented referring to a total lack of understanding is related to the semantic aspect, although we must state that some of the words implied are highly transparent, for example: *autobuses*, *interior*, *animales*. On the other hand, the

number of opaque constructions prevails, what might have influenced the lack of comprehension despite the existence of some clear forms.

Let us consider below the second example of the lowest-marked statement after 183 by the informant STRUS12:

|     |  |                    |
|-----|--|--------------------|
| 176 | No respetarla exime a la empresa de cualquier responsabilidad que no le sea legalmente atribuible. | OSPPreActIntrNproA |
|-----|--|--------------------|

We can see that the situation referring to this statement is very similar to the previously mentioned entries in reference to the first informant of our group, since despite the presence of some transparent forms such as *legalmente*, the entire meaning of the statement is opaque for the informant.

Finally, let us consider those forms which showed the highest understanding degree by our informants. Thus, we can note that these are only presented by the second informant of the present group implying 11 statements:

|     |  |                    |
|-----|--|--------------------|
| 177 | No se distraerá al conductor mientras el autobús esté circulando | OSIPre0IntrRefExh  |
| 178 | No se fumará a bordo del vehículo                                | OSIPre0IntrRefExh  |
| 184 | No utilizar sin causa justificada                                | OSIPre0IntrNproExh |
| 186 | Normas de uso  | F                  |
| 187 | Normas de uso de los autobuses                                   | F                  |
| 188 | Número de viajes y horario: ilimitado                            | F                  |
| 189 | Número de zonas del trayecto                                     | F                  |
| 190 | Número ilimitado de viajes                                       | F                  |
| 191 | Objetos perdidos   | F                  |
| 194 | Oficinas de Información de Barcelona Turisme                     | F                  |
| 196 | Pago sólo con tarjeta  | F                  |

We can see in these examples that the tendency drawn in reference to the previous graphs is repeated since the statements marked with the highest understanding degree frequently refer to non-sentential phrases with a small number of structural parts or simple sentences with highly transparent vocabulary presented. Surprisingly, one of these statements, namely the one with the number 196, was marked by the first informant as the lowest grade referring to a total lack of understanding. This is an interesting observation since there is no clear explanation for such a divergence in

obtained results since both our informants of this group have similar linguistic background implying the knowledge of English and French languages, as well as sphere of education referring to philology. Nonetheless, this aspect will be observed and analyzed more in details in the section referring to conclusions.

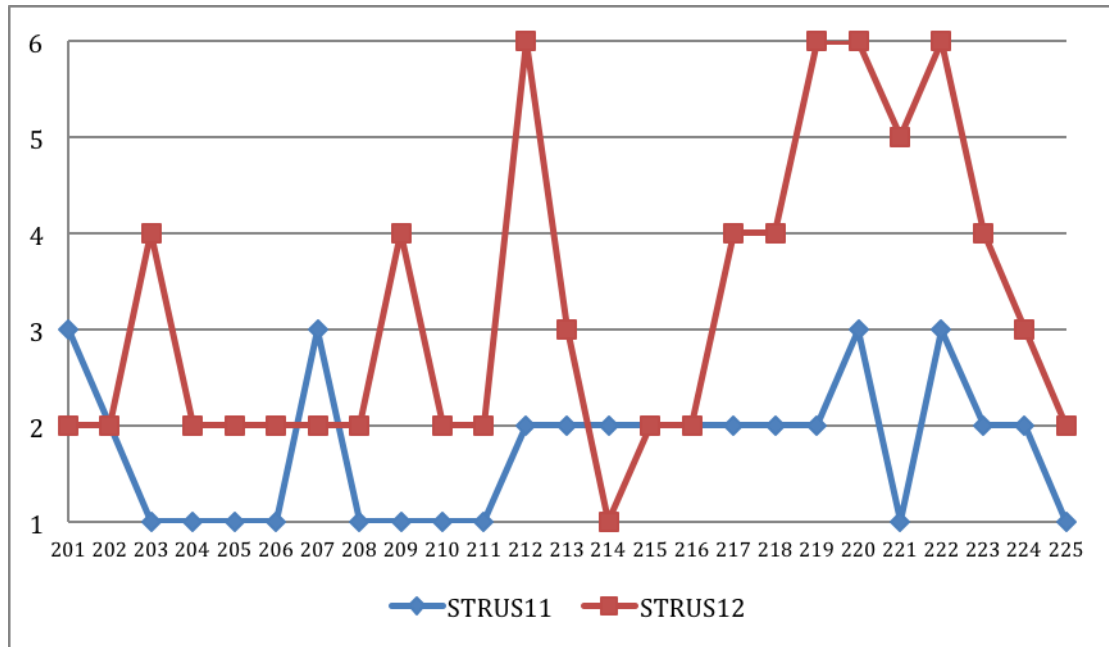


Figure 8

Here we can see the same situation as the one described above. Hence, for statements 219-223 the second informants showed the highest results as opposed to the first informant. The average scores are: 1.76 for STRUS11 and 3.2 for STRUS12.

Let us consider then the statements with the lowest grade received. These include statements 203-206, 208-211, 221 and 225 for the informant STRUS11 and only 214 for the informant STRUS12:

|     |  |                      |
|-----|--|----------------------|
| 203 | Penetrar en las cabinas de conducción de los trenes, locomotoras u otros lugares del material motor, rodante, o instalaciones reservadas para uso exclusivo de los agentes ferroviarios o personas autorizadas | OSIPreActIntrNproExh |
| 204 | Permanecer en las instalaciones ferroviarias fuera del horario en que esté prevista su utilización por los usuarios  | OSIPreActIntrNproExh |
| 205 | Permanezca atento a los comunicados por megafonía o a la información   | OSIPre0IntrNproExh   |
| 206 | Permite hacer transbordos entre las líneas T4, T5 y T6 del tranvía por un periodo de 30  | OSIPreActTrNproA     |

|     |  |                    |
|-----|--|--------------------|
|     | minutos desde la primera cancelación   |                    |
| 208 | Por acuerdo de la ATM publicado DOGC número 6184 del 2/8/2012  | F                  |
| 209 | Por favor familiarícese con estos elementos de ayuda a la evacuación   | OSIPre0IntrNproExh |
| 210 | Por obras de rehabilitación, la salida quedará cerrada desde el 4 de octubre hasta el 11 de diciembre de 2011. | OSPPreActIntrNproA |
| 211 | Por su seguridad, sistema permanente de captación de imágenes  | F                  |
| 221 | Puede entrar y salir cuando el botón de la puerta esté iluminado   | OSIPreActTrNproA   |
| 225 | Queda prohibido a los usuarios del ferrocarril   | F                  |

|     |  |                  |
|-----|--|------------------|
| 214 | Procurar subir los cochecitos plegados | OSIPre0TrNproExh |
|-----|--|------------------|

Thus, we can see that the statements presented here refer to phrases as well as simple sentences with exhortative and declarative functions. The number of constituents exceeds the number of 5 ranging usually around 10 or more forms. Considering the semantic aspect, we must state that this includes many opaque forms, what can explain such marking.

Let us now consider the highest-marked statements, which are only 4 and which are only presented by the second informant:

|     |   |                  |
|-----|---|------------------|
| 212 | Precaución con la distancia entre andén y vagón   | F                |
| 219 | Protección civil  | F                |
| 220 | Puede consultar el resto de condiciones generales de utilización en nuestras oficinas y en <a href="http://www.trambcn.com">www.trambcn.com</a> | OSIPreActTrNproA |
| 222 | Pulse el botón  | OSIPre0TrNproExh |

We can see that considering the structural features of these statements there is no difference between those examples and the previously shown ones. Nonetheless, there is a great different in the number of constituents and the semantic application.

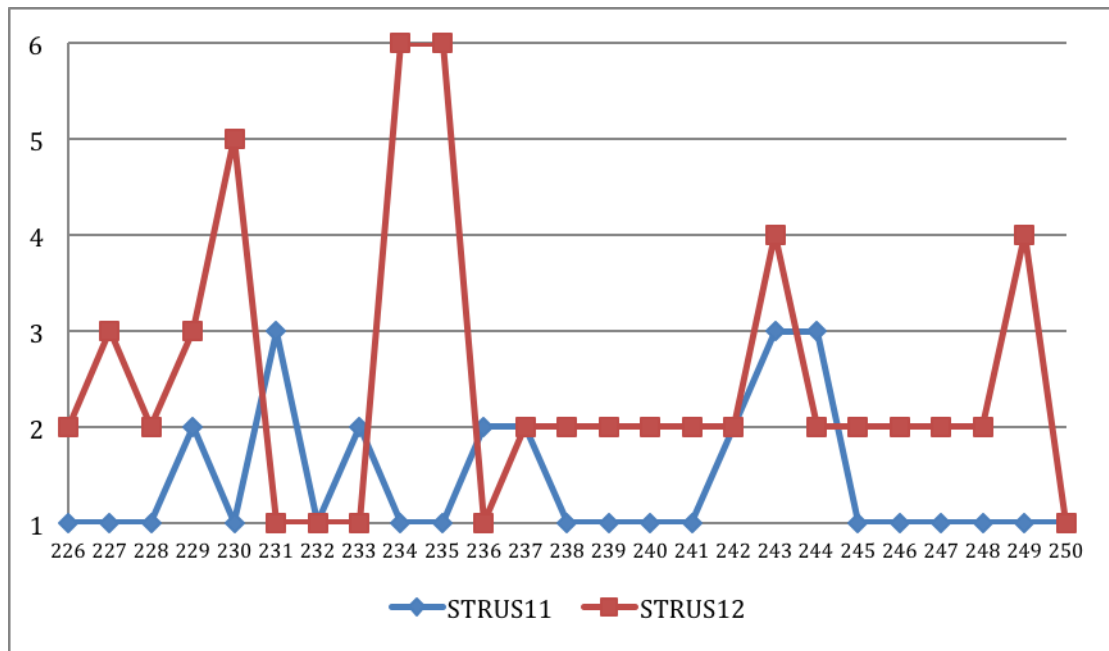


Figure 9

The difference in marked degrees presented by both informants observed in the present graph is not so big with the average score 1.44 for STRUS11 and 2.48 for STRUS12 respectively.

Analyzing those statements which received the lowest understanding degrees, we must say that the first informant presents an extremely high number of those forms with the total figure of 15 examples. Let us consider them below:

|     |   |                     |
|-----|---|---------------------|
| 226 | Recibir contestación de la empresa a todas las reclamaciones y quejas formuladas  | OSIPre0TrNproExh    |
| 227 | Recuerde que no está permitido circular en bicicleta dentro del recinto del metro y que se admite una sola bicicleta por viajero y billete. | OAdjPre0IntrNproExh |
| 228 | Reglamento de viajeros en vigor   | F                   |
| 230 | Respetar las prohibiciones  | OSIPre0TrNproExh    |
| 232 | Romper el cristal para acceder al martillo  | OSIPre0TrNproExh    |
| 234 | Sábado, domingo, festivos, julio y agosto, durante todo el servicio   | F                   |
| 235 | Sábados, domingos y festivos durante el horario de servicio del metro   | F                   |
| 238 | Se atenderán las indicaciones de los empleados y las de los avisos colocados en el interior de los autobuses.                               | OSIPre0TrRefExh     |
| 239 | Se dispondrá de billetes, tarjeta, abono o pase válidos para el trayecto que se desea recorrer.   | OSIPre0TrRefExh     |

|     |   |                      |
|-----|---|----------------------|
| 240 | Se entrará y saldrá por las puertas señalizadas.  | OCopIPre0TrRefExh    |
| 241 | Se evitará el deterioro o el maltrato de los autobuses y las paradas.   | ODisIPre0TrRefExh    |
| 245 | Se sancionará con multa de 30,05 a 516,87 euros: b) El incumplimiento de las prohibiciones y mandatos previstos en el artículo 293, siempre que aquel no pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo  | OSIPreActTrNproA     |
| 246 | Se sancionará con multa de 516,88 a 1033,74 euros: c) La entrada y tránsito de personas por la vía férrea, fuera de los lugares determinados al efecto  | OSIPreActTrNproA     |
| 247 | Se sancionará con multa de 1033,75 a 2073,49 euros: f) El incumplimiento de las prohibiciones tipificadas en el artículo 294, en todo caso así como de las tipificadas en los puntos 1,2,3,8 y 13 del artículo 293, cuando tal incumplimiento pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo | OSIPreActTrNproA     |
| 248 | Se tiene derecho al canje de una tarjeta multiviaje cuando ésta corresponda al trayecto a recorrer, no se encuentre deteriorada y sea rechazada por una máquina validadora.   | OAdvbIPre0IntrRefExh |
| 249 | Ser informado del funcionamiento del servicio, de sus incidencias y de los tipos de billetes y tarifas  | OSIPre0IntrNproExh   |
| 250 | Ser transportados siempre que el vehículo no supere su capacidad máxima.  | OSIPre0IntrNproExh   |

In these examples we can allude to the inconsistency in the structural implications of the statements in question since their tags range from non-sentential phrases to complex and compound sentences. In reference to the number of constituents, we can also indicate some discrepancy occurred from the minimal number of 3 forms to more than 25. This can be explained by the fact that, perhaps, these aspects are not leading in assessing the understanding degree. Instead, the semantic aspect is likely to be a prevalent in this respect.

Apart from that, it is important to mention that two of the presented statements with the numbers 134 and 135 were marked with the highest degree possible by the second informant of our group. This is not the only case of this type as we have already mentioned such examples previously in the text.

Regarding the lowest-marked statements by the second informant of our group, we can present 5 such entries below:

|     |  |                    |
|-----|--|--------------------|
| 231 | Rogamos utilicen la salida Pl. Glòries                                   | OSIPreActTrNproExh |
| 232 | Romper el cristal para acceder al martillo                               | OSIPre0TrNproExh   |
| 233 | Romper el vidrio de la caja de la maneta                                 | OSIPre0TrNproExh   |
| 236 | Salida cerrada   | F                  |
| 250 | Ser transportados siempre que el vehículo no supere su capacidad máxima. | OSIPre0IntrNproExh |

These examples show us phrases as well as simple sentences with the exhortative function, what is similar to the examples presented by the first informant of the group. In addition, another particular feature here consists in the fact that the present statements do not present very complex structures with high number of constituents. In fact, the cases the contrary with a very small number of forms included. The semantic aspect, on the other hand, being a vital point in determining the understanding degree, shows rather opaque forms in all these statements.

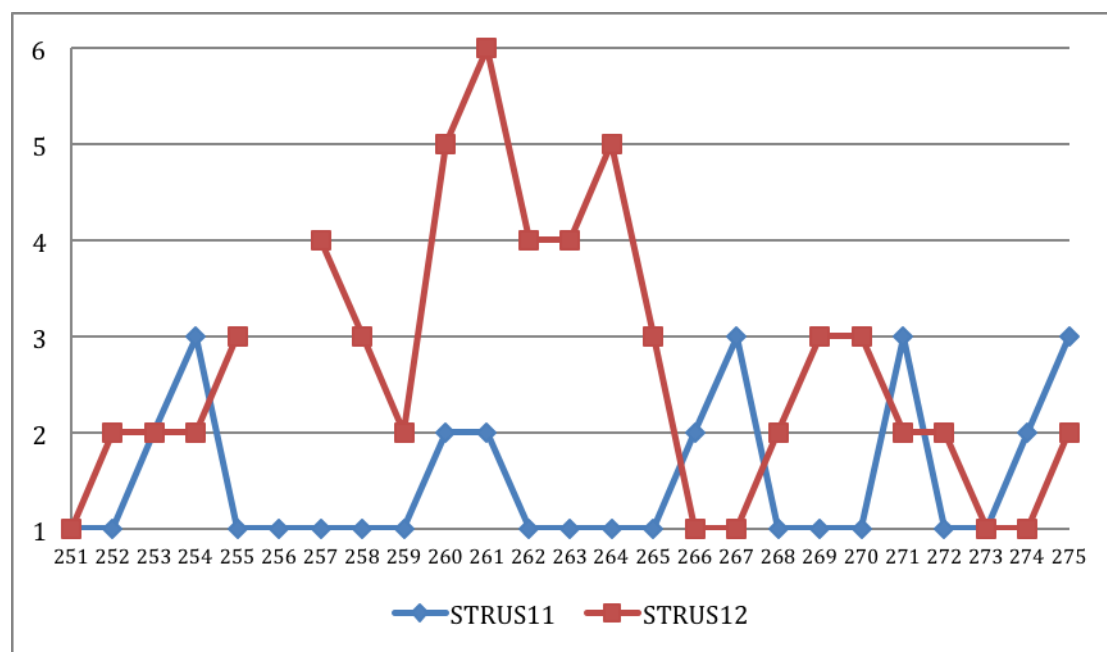


Figure 10



The present graph shows very high results for the second informant in respect to statements 260-265, whilst the lowest grades for the first informant. Thus, the average scores are: 1.52 for STRUS11 and 2.67 for STRUS12.

Referring to the lowest-marked statements in reference to the first informant, let us consider the structural aspect of the statements implied:

|     |  |                       |
|-----|--|-----------------------|
| 251 | Ser tratado con corrección por los empleados de la empresa y ser atendido en las peticiones de ayuda e información, con la posibilidad de usar los intercomunicadores para ello.   | OCopIPre0IntrNproExh  |
| 252 | Ser tratados correctamente por los empleados y recibir información sobre los servicios y las posibles modificaciones.  | OCopIPre0IntrNproExh  |
| 255 | Si el bebé ha de permanecer en el cochecito: sujétalo firmemente con la mano, no lo suelte nunca.  | OAdvbIPre0IntrNproExh |
| 256 | Si el pago se hace de inmediato, tendrá una reducción del 50%.   | OAdvbIPre0IntrNproExh |
| 257 | Si, en alguna de las situaciones anteriores, un viajero se niega a identificarse ante los empleados, estos solicitarán la presencia de los agentes de seguridad o del orden público para que lo identifiquen, pudiéndole exigir que abandone el autobús. | OAdvbIPre0IntrNproExh |
| 258 | Si la plataforma está ocupada por un viajero en silla de ruedas, deje el cochecito donde no moleste a los demás viajeros.  | OAdvbIPre0IntrNproExh |
| 259 | Si se baja del autobús y se coge otro en sentido contrario, se debe volver a validar la tarjeta.   | OAdvbIPre0IntrNproExh |
| 262 | Si un viajero lleva una tarjeta integrada correcta y validada al inicio de un desplazamiento, pero no validada en el momento que transbordar, deberá pagar el importe equivalente al precio del billete sencillo de una zona.                            | OAdvbIPre0IntrNproExh |
| 263 | Si un viajero lleva una tarjeta, un abono o un pase personalizados, deberá demostrar que es su titular.  | OAdvbIPre0IntrNproExh |
| 264 | Si va en bicicleta, utilice los accesos señalizados y no las escaleras mecánicas.  | OAdvbIPre0IntrNproExh |
| 265 | Si viaja con un cochecito de bebé, siempre que sea posible: lleve el bebé en brazos, pliegue el  | OAdvbIPre0IntrNproExh |

|     |   |                       |
|-----|---|-----------------------|
|     | cochecito y déjelo en la plataforma central.  |                       |
| 268 | Siempre que sea posible, recomendamos bajar el cochecito de espaldas para evitar que éste se encalle en la acera. | OAdvbIPre0IntrNproExh |
| 269 | Siga la dirección que marquen los empleados, no se separe del grupo   | OSIPre0TrNproExh      |
| 270 | Siga siempre las instrucciones de los empleados   | OSIPre0TrNproExh      |
| 272 | Subir al tren o bajar del mismo, estando éste en movimiento   | OSIPreActIntrNproExh  |
| 273 | Sugerencias, quejas y reclamaciones   | F                     |

Despite the existence of diverse forms presented above, the vast majority of these statements refer to compound and complex sentences with exhortative function. The only examples here are the last 4 entries presenting simple sentences and a phrase. Nonetheless, regarding the semantic aspect implied in these statements we could state that it includes many non-transparent words, although some transparent words are also presented such as *bebé*, *bicicleta*, *plataforma*. It is probable that other opaque words in correlation with morphology and syntax surpassed the significance of transparent words presented.

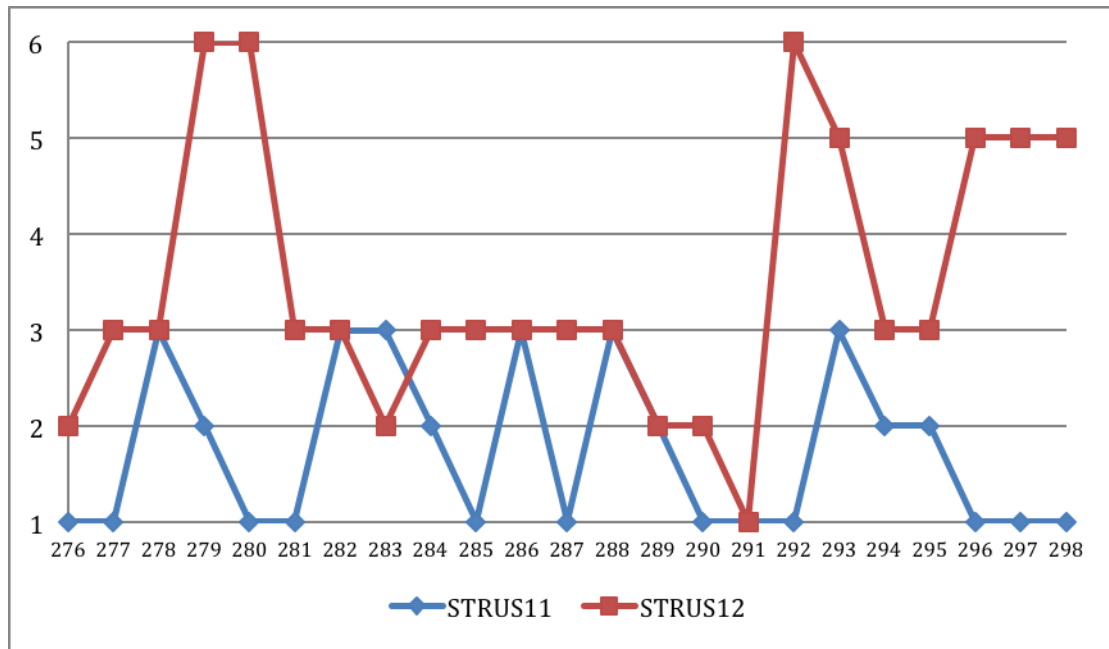
Indeed, the second informant also presents some lowest-marked statements, 2 of which with the numbers 251 and 273 coincide with the first informant. There are 3 lowest-marked statements remaining as we can see below:

|     |   |                       |
|-----|---|-----------------------|
| 266 | Si viaja de pie, agárrese                 | OAdvbIPre0IntrNproExh |
| 267 | Si viaja de pie, cójase a la barra.       | OAdvbIPre0IntrNproExh |
| 274 | Tarifas incluidos IVA y tasa de seguridad | F                     |

We can see here that there are 2 compound sentences with the exhortative function and 1 phrase, all of which do not represent vast and complex structures. The semantic aspect, nonetheless, is rather opaque, which despite the existence of possibly transparent words makes the whole construction unclear for the informant.

Considering the highest-marked statements, we must state that there is only one presented by the second informant referring to a simple sentence with a rather short structure and many transparent words implied:

|     |                                       |                  |
|-----|---------------------------------------|------------------|
| 261 | Si se produce otro tipo de emergencia | OSIPre0TrNproExh |
|-----|---------------------------------------|------------------|



**Figure 11**

This graph shows quite high results for the second informant with 3 statements scored at the highest degree and the total average score 3.48, whilst the first informant's average score is 1.74.

Let us consider below the statements which received the lowest degree by the first informant STRUS11:

|     |  |                       |
|-----|--|-----------------------|
| 266 | Si viaja de pie, agárrese  | OAdvbIPre0IntrNproExh |
| 267 | Si viaja de pie, cójase a la barra.  | OAdvbIPre0IntrNproExh |
| 280 | Tiempo de viaje: limitado a 1 hora y 15 minutos, con un máximo de 3 transbordos.   | F                     |
| 281 | Título gratuito  | F                     |
| 285 | Título personalizado mediante DNI para personas menores de 25 años   | F                     |
| 287 | Título unipersonal y horario   | F                     |
| 290 | Todo comportamiento que implique peligro para la integridad física de los demás usuarios o pueda considerarse molesto u ofensivo para éstos o para los agentes del ferrocarril | OAdjPPreActIntrNproA  |
| 291 | Toque la pantalla  | F                     |
| 292 | Utilice las otras puertas  | OSIPre0TrNproExh      |
| 296 | Validez: 1 día desde la primera cancelación hasta el fin del servicio  | F                     |
| 297 | Validez: 30 días consecutivos desde la primera   | F                     |

|     |  |   |
|-----|--|---|
|     | cancelación  |   |
| 298 | Validez: 90 días consecutivos desde la primera cancelación | F |

Rather surprisingly, we can see that many of the statements presented are phrases with a short structure. In spite of this, the semantic aspect influenced in the understanding degree marking since many of the forms implied are non-transparent words. Nevertheless, as we have seen in previous cases, some of the constructions mentioned do include transparent forms as well, although they do not influence much in the understanding of the entire statement.

Apart from that, it is important to mention that the only lowest-marked form by the second informant of this group coincides with one of the examples by the first informant, namely in reference to the statement 291, which is a short phrase with totally opaque vocabulary.

In addition, it is interesting to mention that two of the lowest-marked statements by the first informant are the highest-marked statements by the second informant, namely statements 280 and 292. In reference to these statements, which received the highest degree, we can note another example by the second informant, which we can see below:

|     |   |   |
|-----|---|---|
| 279 | Tiempo de desplazamiento entre estaciones | F |
|-----|---|---|

All these examples include simple sentences and phrases with a small number of constituents. This indicates that the semantic notion is probably the vital one in understanding degree marking in the presented extracts.

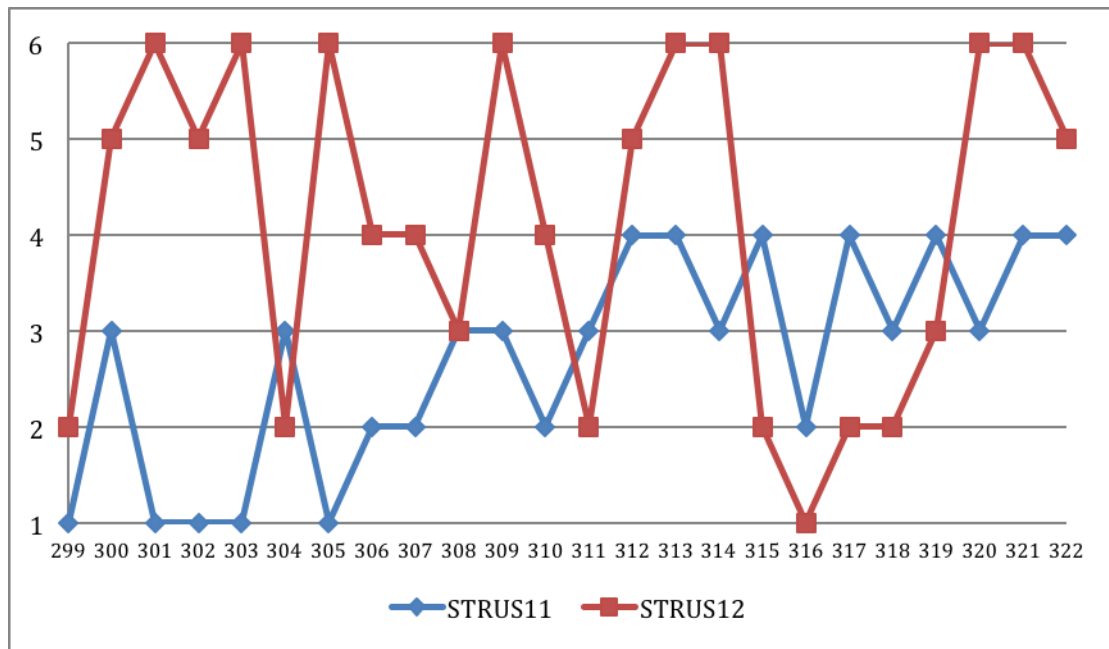


Figure 12

This is the last graph for this age group. It shows the second highest average score for the second informant, after the 4<sup>th</sup> graph, equal to 4.12. The first informant, however, showed the result of 2.71 average grade. We can note in this graph a high divergence in obtained results by the two informants.

Let us firstly consider the lowest-marked statements by the first informant STRUS11:

|     |   |                    |
|-----|---|--------------------|
| 299 | Validez: hasta el siguiente cambio de tarifas, sólo en el ámbito de la zona 1, en los servicios de metro y autobús que son competencia del Área Metropolitana de Barcelona (AMB), en las líneas de Ferrocarrils de la Generalitat de Catalunya y en la red de Trambaix y Trambesos. | F                  |
| 301 | Venda de tiquets  | F                  |
| 302 | Ver el listado de localización de las estaciones por zonas  | OSIPre0TrNproA     |
| 303 | Viajar con el billete validado (excepto los menores de cuatro años)   | OSIPre0IntrNproExh |
| 305 | Viajar gratis los menores de 4 años   | OSIPre0IntrNproExh |

These extracts show various constructions to refer to their form, number of constituents and even semantic aspect. Nevertheless, they all received the lowest degree possible referring to a total lack of understanding, which is probably resulted

from a combination of factors implied, such as transparency, number of words, morphology and syntax.

The second informant of this group, nonetheless, manifested only one such statement, which we can see as follows:

|     |                    |   |
|-----|--------------------|---|
| 316 | Lugares de interés | F |
|-----|--------------------|---|

This statement shows an interesting example, since structurally speaking it is only a phrase. Moreover, it only includes 3 words, one of which, in addition, is a transparent word: *interés*. Nevertheless, the total construction as a unit received the lowest score. This can be explained by the influence of the first word of the present construction representing a highly opaque word for a Russian speaker.

Considering the highest-marked statements we can only present examples by the second informant. In fact, of 8 such statements, 3 were marked as the lowest degree by the first informant. These are statements 301, 303 and 305 respectively. The remaining statements are presented below:

|     |   |                      |
|-----|---|----------------------|
| 309 | Viajar con el billete validado (excepto los menores de cuatro años) | OSIPreActIntrNproExh |
| 313 | Escaleras mecánicas   | F                    |
| 314 | Espacio reservado   | F                    |
| 320 | Zonas verdes  | F                    |
| 321 | Zona peatonal   | F                    |

We can see in these examples that from the structural point of view, these constructions represent non-sentential phrases and simple sentences with the exhortative function. On the other hand, there are quite a small number of constituents implied. And, finally, the vocabulary included is highly transparent with many clear words: *tiquets, billete, mecánicas, zonas, reservado*.

All in all, after having observed and analyzed the results obtained for the first two informants of our Russian monolingual sample groups, we can draw some conclusions. Thus, we have seen that the results obtained for both informants of this age group are very diverse in their majority. In fact, as we have indicated several times, there were completely opposite results in reference to some statements. In addition, there were almost no statements with the highest degree marked by the first

informant of this group. This discrepancy is interesting to mention since it is rather surprising taking into account the fact that these two informants have a lot of similarities referring to their age, linguistic background, education and even socio-economic status. This can lead us to the conclusion that, perhaps, there are some other extralinguistic aspects implied in their selection, such as the dominant hemisphere, artistic background, even time of completion and state of mind.

Nonetheless, considering the overall results obtained in this group, we can state that there is a number of criteria influencing the ultimate degree selection:

- Semantics, i.e. transparency
- Morphology
- Syntax
- Length of construction
- Structure

All these criteria play a vital part in understanding statements. Moreover, in most cases it is the combination of various criteria what helps understanding a statement, rather than one concrete feature. Vocabulary is, perhaps, the primary feature informants rely on, although it is not the only one, since we have stated many cases when the existence of clearly transparent words did not help in understanding the entire construction since the opaque words surpassed their significance. In this way, we can state that transparent words become, in their turn, opaque.

After having observed the results obtained for the first age group of Russian monolinguals, let us pass now to the description of the second age group of Russian monolinguals as follows, which, as we have already mentioned above, is composed by three informants.

Considering the second age group composing our Russian monolingual sample, we have stated that, unlike the first age group, there are three representatives implied here. Thus, we are going to follow the same structure involved in the description of results obtained for the previous age group, i.e. analyzing the 12 graphs composing our 322-statement questionnaire. In relation to each graph we are going to analyse the structural aspect of statements presented paying particular attention to the lowest-marked as well as highest-marked statements apart from clear divergences in obtained results.

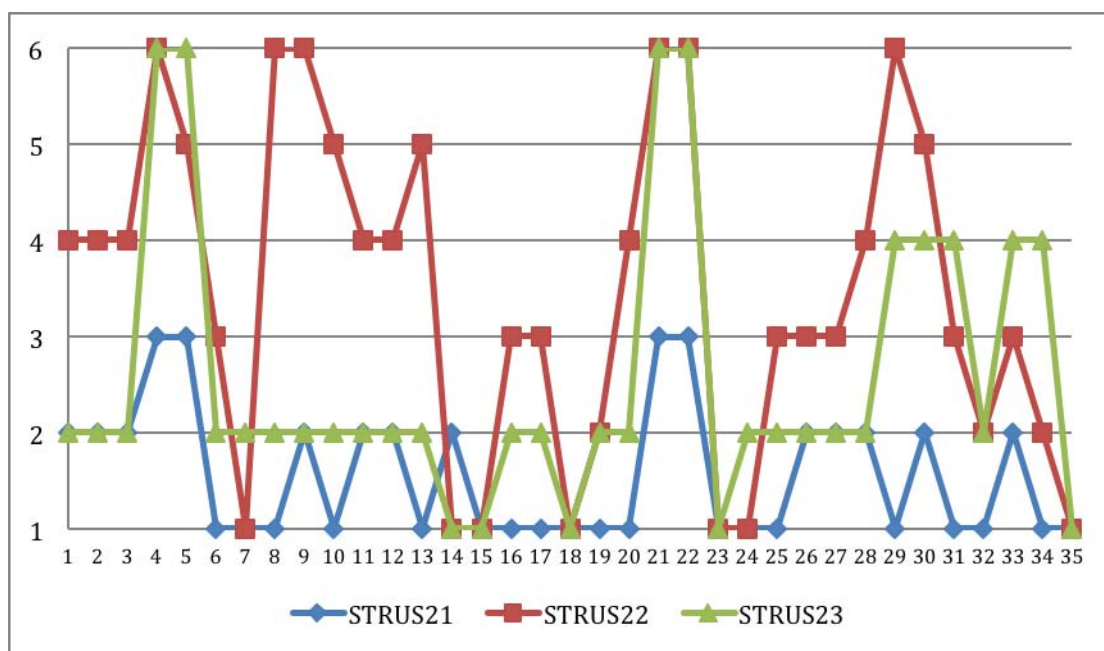


Figure 13

Thus, observing the first of the graphs presented above, we can notice very high grades obtained for the second and third informants respectively. The first informant, however, showed the maximum degree marked as 3, which is placed below average score. Hence, considering the average scores obtained for each of the informants, we can state the following data: 1.57 for STRUS21, 3.46 for STRUS22 and 2.6 for STRUS23 respectively.

As regards the lowest-marked statements, we can notice that the first informant of this group showed the highest result with the total number of 19 statements, whilst the second informant marked only 7 such statements and the third



informant 5. Surprisingly, the majority of lowest-marked statements by the second and third informants coincide per se and with the statements indicated by the first informant. Thus, statements 7 and 24 were marked by the first and second informants, statement 14 was marked by both second and third informant and, finally, statements 15, 18, 23 and 35 were marked by all the three informants of this age group. Let us consider all those entries below:

|    |  |                         |
|----|--|-------------------------|
| 6  | Abandonar el tren o subir al mismo, salvo causa justificada, fuera de las paradas establecidas al efecto | OSIPre0TrNproExh        |
| 7  | Abrir la puerta manualmente  | F                       |
| 8  | Acceso a Ferrocarrils de la Generalitat  | F                       |
| 10 | Acceso a Rodalies Renfe  | F                       |
| 13 | Actuación en caso de emergencia  | F                       |
| 14 | Ahora, recarga aquí tu móvil   | OSIPre0TrNproExh        |
| 15 | Apágalo aquí   | OSIPre0TrNproExh        |
| 16 | Aparato de alarma paro de escalera   | F                       |
| 17 | Apertura de puerta en saco de emergencia   | F                       |
| 18 | Así será la estación   | OSPPreActIntrNproA      |
| 19 | Asientos reservados  | F                       |
| 20 | Atender a las indicaciones de la empresa y las normas de seguridad                                       | OSIPre0IntrNproExh      |
| 23 | Avise al empleado más próximo  | OSIPre0IntrNproExh      |
| 24 | Avise al empleado más próximo y siga sus instrucciones   | OCopIPre0Intr/TrNproExh |
| 25 | Ayuda a la evacuación  | F                       |
| 29 | Buen viaje   | F                       |
| 31 | CAPITULO V. Prohibiciones y obligaciones en la utilización de los transportes ferroviarios.              | F                       |
| 32 | CAPITULO VI Régimen sancionador  | F                       |
| 34 | Circule por las instalaciones sin correr   | OSIPre0IntrNproExh      |
| 35 | Civismo y convivencia  | F                       |

As we can see from these extracts, there are multiple structures presented: non-sentential phrases, simple and compound sentences with exhortative and declarative functions. The number of constituents is not big ranging between 2 and 17 words implied. Considering the semantics observed here, we must state that it represents

opaque vocabulary in most cases, although some of the words are rather transparent: *manualmente, móvil, aparato, evacuación, régimen* and others.

In addition, it would also be interesting to indicate that some of the statements considered manifested the opposite behaviour among all the three informants. Hence, statements 8 and 29 received the lowest degree by the informant STRUS21 and the highest degree by the informant STRUS22. This is an interesting observation since we have already witnessed such cases in reference to the first age group of Russian monolinguals.

Considering other statements with the highest degree presented, we must mention the concurrence between the second and third informants in respect to the statements 4, 21 and 22. The informant STRUS22 also indicated statements 9 and previously mentioned 8 and 29. The informant STRUS23 marked the statement 5 as well. Let us consider these examples below:

|    |   |   |
|----|---|---|
| 4  | 20:30H - finalización del servicio  | F |
| 5  | A partir del 1 de septiembre de 2012 nuevas tarifas de transporte público | F |
| 9  | Acceso a Metro  | F |
| 21 | ¡Atención!  | F |
| 22 | Autobuses de la zona  | F |

We can see in these extracts that they are all non-sentential phrases with a short number of constituents, with the exception of the statement 5, which is composed by 13 words. Nevertheless, considering the semantics implied in all these statements, we must indicate that the vocabulary implied is highly transparent. In addition, the first two statements include numbers referring to the time, day and year, what is represented by Arabic characters in all the languages considered in the present study. Thus, we might suggest that this aspect could have facilitated the task for the informants since the numbers proposed are internationally understood by all the nationalities presented due to their similarity in representation. All in all, this is only a supposition, which needs confirmation in relation to other graphs and other statements presented.

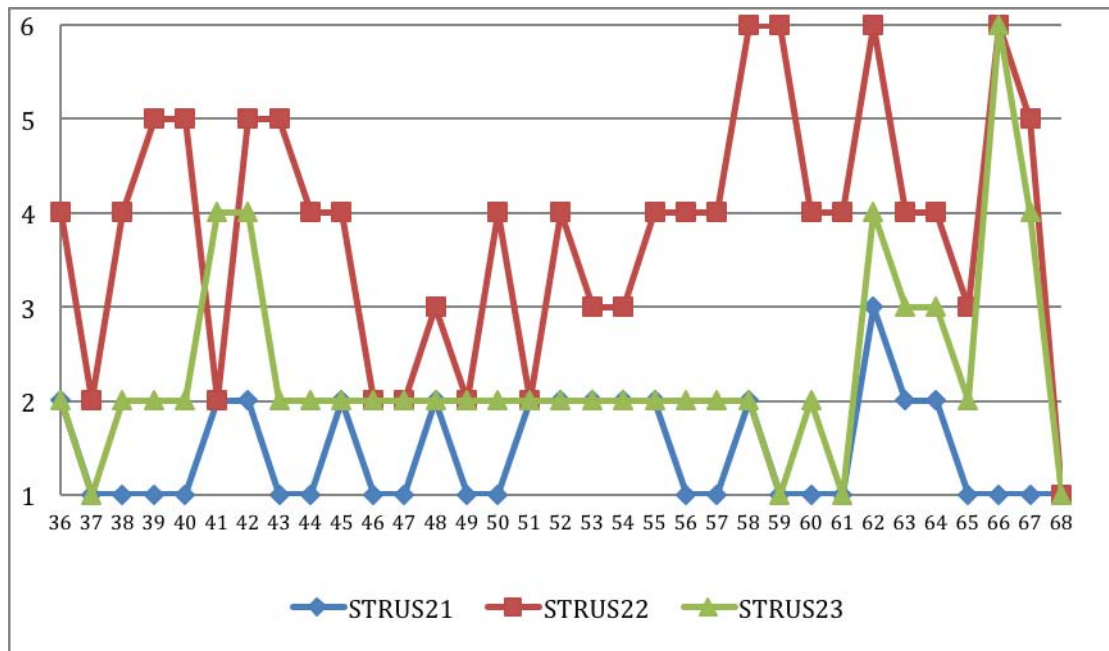


Figure 14

This graph, similarly to the previous one, shows the highest results for the second informant with the total average score equal to 3.82, followed by the third informant with the average score 2.3 and the first informant with the score 1.45.

Now let us consider the statements with the lowest score received. Thus, we can see that there are 19 such entries presented by the informant STRUS21, 3 of which coincide with the informant STRUS23 with the numbers 37, 59 and 61; and the last one 68 proposed by all the informants of this group:

|    |  |                       |
|----|--|-----------------------|
| 37 | Compre el título en las paradas o en los puntos habituales antes de entrar en tranvía  | OSIPre0IntrNproExh    |
| 38 | Con los títulos de viaje ilimitados, la zona donde se efectúe la primera validación determinará, siempre, la zona de origen del viaje        | OSPPreActTrNproA      |
| 39 | Con luz roja, puerta fuera de servicio   | F                     |
| 40 | Con luz verde apagada puerta fuera de servicio, utilicen las otras puertas   | OSIPre0TrNproExh      |
| 43 | Consérvelo hasta que abandone el andén   | OSIPre0TrNproExh      |
| 44 | Consulte los horarios de la línea  | OSIPre0TrNproExh      |
| 46 | Cualquier acto que pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo | F                     |
| 47 | Cuando aun siendo municipios limítrofes, para  | OAdvbIPre0IntrNproExh |

|    |   |                       |
|----|---|-----------------------|
|    | realizar este desplazamiento se tengan que atravesar otros municipios   |                       |
| 49 | Cuando la estación de origen o de destino esté situada en la corona 1   | OSPPre0IntrNproExh    |
| 50 | Cuando utilice una tarjeta integrada de viajes ilimitados (T-Mes, T-Jove, T-Trimestre o T-Día), que se circunscribirá a la zona de primera validación | OAdvbIPre0IntrNproExh |
| 56 | Deje salir antes de entrar en los vehículos   | OSIPre0IntrNproExh    |
| 57 | Dejen salir antes de entrar en los vestíbulos   | OSIPre0IntrNproExh    |
| 59 | Derechos de los viajeros  | F                     |
| 60 | Desbloqueo de puertas   | F                     |
| 61 | Descuentos de hasta 50%   | F                     |
| 65 | Desplazamientos internos por la red del tranvía   | F                     |
| 66 | Dirección evacuación  | F                     |
| 67 | Dirección General de Servicios de Cercanías y Media Distancia   | F                     |
| 68 | Diríjase hacia otro coche en sentido contrario al humo  | OSIPre0IntrNproExh    |

Regarding the structures proposed, we can notice the same tendency as in the case of the previous graph in relation to the variety of statements proposed: phrases, simple and complex sentences. The number of constituents is also similar to the statements of the first graph, i.e. there are rather short constructions. Considering the semantics implied, nonetheless, we must indicate that the vocabulary included is rather opaque with a small number of transparent words presented: *tranvía*, *zona*, *servicio*, *acto*, *municipios*, *estación* etc.

As well as in the case of the previous graph, we can notice that some of the statements marked at the lowest degree by the informant STRUS21 received the highest score by the informants STRUS22 (statements 59, 62 and 66) and STRUS23 (66). In addition, statement 59 was also marked at the lowest understanding degree by the informant STRUS23. Let us consider the remaining statements with the highest degree marked by the informant STRUS22, both representing rather transparent phrases:

|    |  |   |
|----|--|---|
| 58 | Derechos del cliente   | F |
| 62 | Desde las 20.30 h hasta la finalización del servicio del metro | F |

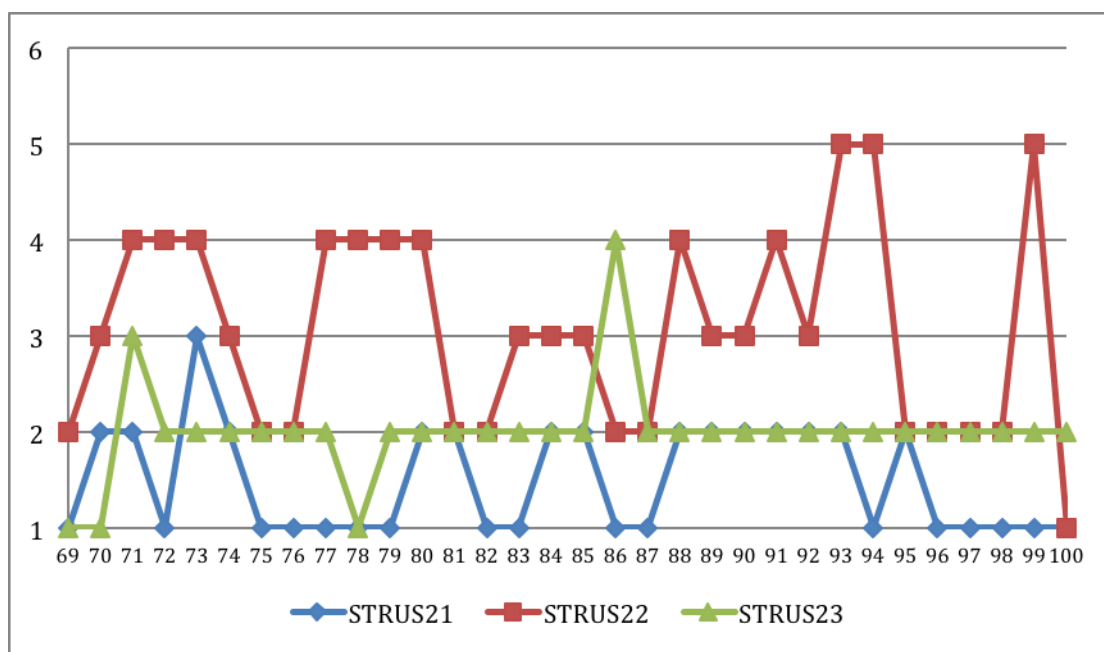


Figure 15

Considering the third chart presented here we can see that the results are similar to the previously studied ones, i.e. the informant STRUS21 at the lowest average score equal to 1.5, then followed by the informant STRUS22 with 3.06 average score and STRUS23 with the average score in 2 points exactly. Despite that, there is a very important difference between this graph and two other ones studies above lying in the fact that there are no examples of the statements with the highest degree marked. In addition, there are only 3 statements marked with the degree 5, which means the understanding of the whole meaning of the statement with a couple of unclear words presented. All these statements are presented by the informant STRUS22 in reference to structures 93, 94 and 99, the last two of which, instead, received the lowest score by the informant STRUS21. Let us consider these 3 statements below:

|    |  |                    |
|----|--|--------------------|
| 93 | Entre todos estamos haciendo un metro mejor                                | OSIPreActTrNproA   |
| 94 | Es la percepción mínima que establece la Ley si no llevas un título válido | OAdjIAtrActTrNproA |
| 99 | Espacio interior adaptado  | F                  |

We can see that all these statements represent various structures including phrases, simple and complex sentences with declarative function. The number of constituents also varies significantly. As regards the vocabulary implied, we can state that in spite

of the number of clearly transparent construction such as: *metro*, *percepción*, *interior*, *adaptado*, the overall meaning of the statement might not result completely clear due to the existence of some opaque words with important structural roles in the statements, for example the word *ley*.

Let us consider below all other statements with the lowest understanding degree marked. Hence, we must indicate that the informant STRUS21 presented 18 such entries, of which statements 69, and 78 coincide with the informant STRUS23 and the statement 100 with the informant STRUS22. Besides, the informant STRUS23 also marked at the lowest score the statement 70, which received the degree 2 by the informant STRUS21 and the degree 3 by the informant STRUS22:

|    |  |                             |
|----|--|-----------------------------|
| 69 | Disculpen las molestias  | OSIPre0TrNproExh            |
| 70 | Distribuir propaganda, pegar carteles, mendigar, organizar rifas o juegos de azar y vender bienes o servicios en los trenes, instalaciones y dependencias de la línea, sin autorización de la empresa explotadora; y en general, mantener actividades o efectuar acciones que por su naturaleza puedan perturbar a los usuarios y alterar el orden público | OAdjIPre0TrNproExh          |
| 72 | El cochecito puede volcar y provocar un grave accidente al bebé  | OCopPPreActIntr/TrRef/NproA |
| 75 | El personal de la empresa podrá prohibir la entrada u ordenar la salida del vehículo a los viajeros que incumplan las obligaciones anteriores  | ODisPPreActTrNproA          |
| 76 | El TRAM le informa de que, para su seguridad, dispone de sistema permanente de captación de imágenes, y las llamadas serán grabadas y los datos facilitados en las mismas se incorporarán a un fichero con objeto de atender su solicitud  | OCopPPreActIntrNproA        |
| 77 | El uso indebido será castigado por la ley art. 11.2 APT. C) del reglamento de viajeros de este ferrocarril   | OSPPreActIntrNproA          |
| 78 | El uso indebido será sancionado  | OSPPreActIntrNproA          |
| 79 | El viajero estará obligado a abandonar el autobús  | OSPPreActIntrNproA          |
| 82 | En caso de emergencia, con el tren parado, accionar la palanca y abrir manualmente la  | OCopIPre0TrNproExh          |

|     |   |                       |
|-----|---|-----------------------|
|     | puerta  |                       |
| 83  | En caso de emergencia médica, si no tiene conocimientos de primeros auxilios, busque entre los viajeros personas con dichos conocimientos | OAdvbIPre0TrNproExh   |
| 86  | En caso de incendio abrir esta puerta   | OSIPre0TrNproExh      |
| 87  | En caso de incendio, camine agachado protegiéndose nariz y boca con un pañuelo, en dirección contraria al humo                            | OSIPre0IntrNproExh    |
| 94  | Es la percepción mínima que establece la Ley si no llevas un título válido  | OAdjIAtrActTrNproA    |
| 96  | Es obligatorio llevar el título adecuado  | OSIPreActTrNproA      |
| 97  | Es obligatorio validarlo al entrar  | OSIPreActTrNproA      |
| 98  | Es peligroso apoyarse en las puertas cuando se abren  | OAdvbIPreActIntrNproA |
| 99  | Espacio interior adaptado   | F                     |
| 100 | Espere respuesta  | OSIPre0TrNproExh      |

The examples above show all the types of constructions presented in our corpus of statements, i.e. non-sentential phrases, simple, complex and compound sentences. They can also indicate the diversity of their length ranging from constructions with only 2 constituents to rather long sentences with more than 50 words included. All these factors can indicate that the structural characteristics of the statements presented may not be the vital aspect as regards the contribution to a more developed understanding of the present statements.

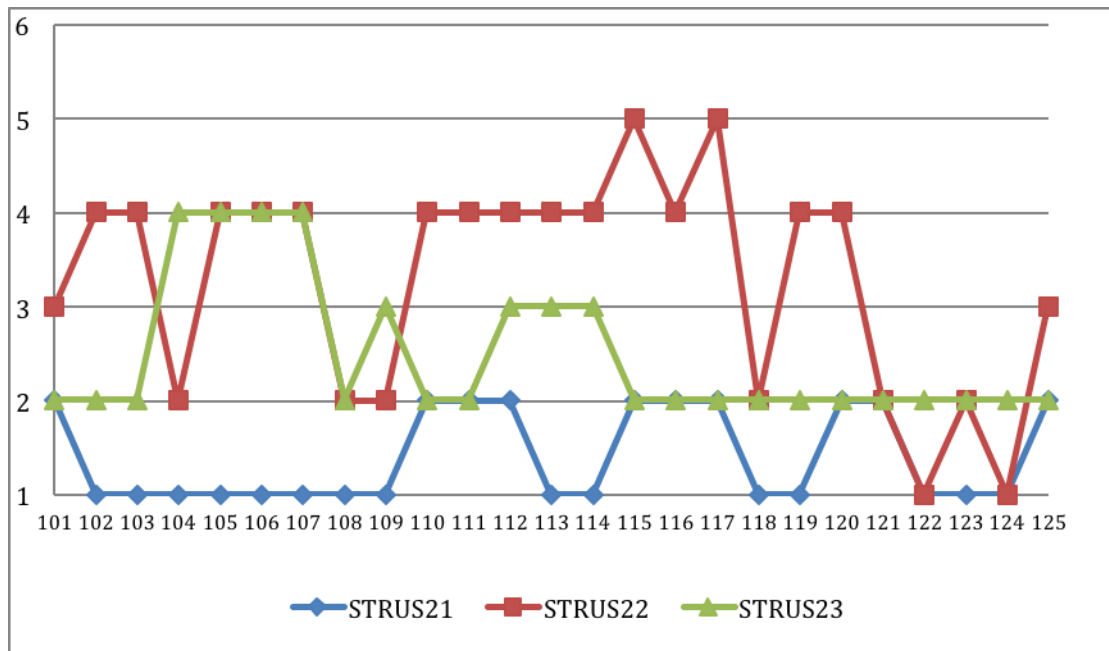


Figure 16

In this chart we can witness a curious situation. For statements 102-107 the first informant chose the lowest grade, whilst the second and third ones marked quite high score equal to 4. The average numbers, however, are as follows: 1.4 for STRUS21, 3.28 for STRUS22 and 2.48 for STRUS23 respectively. In addition, we can also present a similar situation to the one described in the previous graph regarding the fact that none of the informants of this group marked a statement at the highest degree. Indeed, the highest score obtained is related to the statements 115 and 117 and is marked by the informant STRUS22:

|     |   |                  |
|-----|---|------------------|
| 115 | Formular reclamaciones en el libro correspondiente que le felicitará el conductor/a | OSIPre0TrNproExh |
| 117 | Frecuencia de paso 10 minutos   | F                |

Let us now consider those statements which received the lowest score of the ones proposed referring to a total lack of understanding the presented statements. Thus, we can indicate that there are 15 such examples proposed by the informant STRUS21 and only 2 statements marked by the informant STRUS22. The third informant of this group, instead has not indicated any statements with this score:



|     |   |                       |
|-----|---|-----------------------|
| 102 | Está prohibido fumar, circular con patines, viajar con animales (excepto los perros de asistencia, de seguridad y los animales domésticos transportados en los receptáculos adecuados), pulsar los botones de parada o de alarma sin causa justificada, distribuir publicidad o vender sin autorización y, en general, llevar a cabo actividades molestas o peligrosas para el resto de los usuarios. | OCopIPrePasIntrNproA  |
| 103 | Está prohibido viajar con animales (excepto los perros de asistencia, de seguridad y también los animales domésticos transportados en receptáculos adecuados).  | OCopIPrePasIntrNproA  |
| 104 | Estación con ascensor   | F                     |
| 105 | Estación de Ferrocarril   | F                     |
| 106 | Estación Marítima   | F                     |
| 107 | Estación terminal   | F                     |
| 108 | Este colectivo tiene preferencia en el uso de los ascensores.   | OSPPreActTrNproA      |
| 109 | Evacúe con rapidez, pero no corra   | OAdvsiPre0IntrNproExh |
| 113 | Facilita el trabajo de los inspectores  | OSIPre0TrNproExh      |
| 114 | Facilite el trabajo a los inspectores   | OSIPre0TrNproExh      |
| 118 | Fumar en lugares distintos de los habilitados a tal fin en los coches y locales en los términos que resultan de la normativa específica sobre la materia  |                       |
| 119 | Gracias por su colaboración   | F                     |
| 122 | Hazle una señal cuando se esté acercando, así se parará y podrás salir  | OExpIPre0IntrNproExh  |
| 123 | Impedir o forzar la apertura o cierre de la puertas de acceso a los coches.   | OSIPre0TrNproExh      |
| 124 | Infracciones y sanciones.   | F                     |

We can see from the examples above that there is a wide range of structures proposed, among which we can indicate non-sentential phrases in addition to sentential simple, compound and complex structures. Considering the number of constituents implied, we can also note that there is a big variety exhibited starting with two-constituent forms and arriving to complex constructions with more than 30 elements included. Regarding the semantic aspect, nonetheless, we must state that although many statements include rather opaque vocabulary, there are those that have transparent

words as well. In fact, referring to statements 105-107, 113, 114 and 119 we can see that the only informant to attach the lowest score is the informant STRUS21, whilst the other two attached up to three ranges higher score. Indeed, analyzing those statements we can note that despite belonging to two different statements types, they both represent quite simple constructions with a little number of constituents. The semantic aspect, moreover, also indicates rather transparent vocabulary in most cases. Nevertheless, there is such a divergence in obtained results. This is quite interesting to emphasize since we might have observed similar situation in case of the first group of Russian monolingual informants. In addition, as we will observe further in the section referring to a comparative analysis of obtained results with subsequent preliminary conclusions, there has been a scrupulous selection of informants for this group and all of them represent similar socio-cultural, economic, and educational background. Thus, we can state that the perception of statements can be very different, what could have been explained by a diversity of reasons, all of which are going to be analyzed further on.

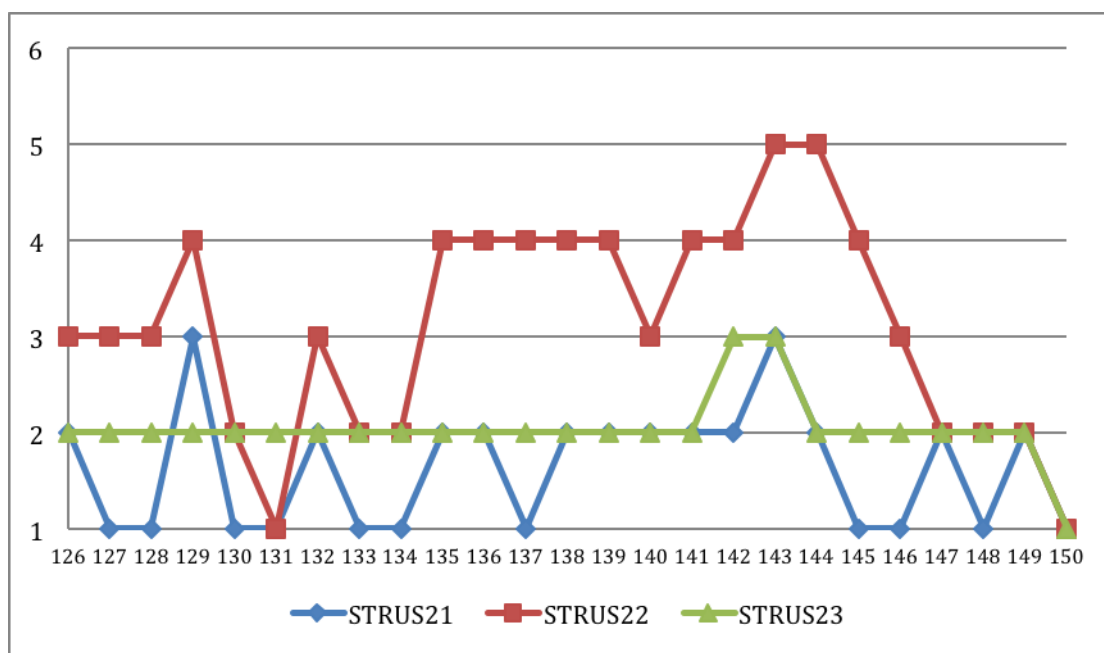


Figure 17

In respect to this chart we can see that the average grades for this graph are: 1.64 for STRUS21, 3.12 for STRUS22 and 2.04 for STRUS23. In two questions we have again diverse and even opposite results of the 2<sup>nd</sup> informants against the 1<sup>st</sup> and 3<sup>rd</sup>. In addition, we must state that the overall situation of this graph is quite similar to

the previous one, including the fact that there were no statements with the highest score presented. Moreover, there have been only two statements with the score 5 presented, both of which belonging to the informant STRUS22. Referring to the same statements results for the informants STRUS21 and STRUS23, we can see that both of them indicated identical results, which are two and three ranges as long as the second informant's results. Let us consider those statements below:

|     |   |                    |
|-----|---|--------------------|
| 143 | Ley orgánica de protección de datos.  | F                  |
| 144 | Llevar objetos de dimensiones no superiores a 100x60x25 cm, con excepción de los cochecitos de niños. | OSIPre0IntrNproExh |

Considering the structural notion implied in these statements, we must indicate that the vocabulary used is rather opaque with few clearly transparent words, such as: *orgánica, protección, objetos, superiores, excepción*. Nonetheless, the overall context is quite difficult to perceive. In addition, we can see different types of statements, namely phrases and simple sentences with a different number of forms included.

Analysing the statements with the lowest score obtained, we can clearly see that the majority of those is presented by the informant STRUS21 with only two examples from the informant STRUS22 and a single example from STRUS23, all of which, in fact, coincide with the lowest-scored statements by the first informant:

|     |  |                       |
|-----|--|-----------------------|
| 127 | La competencia para la imposición de las sanciones previstas en el artículo 295 del presente Reglamento corresponderá a los Gobernadores civiles o Delegados del Gobierno con jurisdicción en la provincia en la cual se haya cometido la infracción de que se trate | OSPPreActIntrNproA    |
| 128 | La edad se puede ampliar si se acredita que se está cursando estudios mediante la obtención de un carnet acreditativo de la ampliación de la T-jove.   | OAdvbPPre0IntrNproExh |
| 130 | La tarjeta debe validarse.   | OSPPreActIntrSrefA    |
| 131 | Laborables de lunes a viernes.   | F                     |
| 133 | Las acciones que puedan implicar deterioro o causar suciedad en los trenes o instalaciones, o, en general, que perjudiquen los intereses del ferrocarril o de las empresas explotadoras  | ODisPPreActIntrNproA  |
| 134 | Las personas con movilidad reducida tienen   | OSPPreActIntrNproA    |

|     |  |                      |
|-----|--|----------------------|
|     | derecho a utilizar asientos de uso preferente.   |                      |
| 137 | Las tarjetas con banda magnética se deberán validar siempre en las máquinas  | OSPPreActIntrSrefA   |
| 145 | Los empleados de la Empresas ferroviarias tendrán en el ejercicio de la funciones a que se refiere el punto anterior la consideración de agentes de la autoridad   | OAdjPPreActIntrNproA |
| 146 | Los inspectores tienen la obligación de imponértela, pero aplicarán una reducción de 50% sobre dicho importe si haces efectivo el pago de forma inmediata.   | OAdvPreActIntrNproA  |
| 148 | Los usuarios deberán atender las indicaciones que formulen los agentes ferroviarios en relación a la correcta prestación del servicio, así como a lo indicado a tal fin en los carteles colocados a la vista en instalaciones y coches | OSPPreActTrNproA     |
| 150 | Luz fija, puede hablar   | OSIPre0IntrNproA     |

We can see that all the informants coincided in their choice referring to the statements 150, which, despite its little number of constituents, represent highly opaque vocabulary for a native Russian speaker. Considering other forms we can observe very similar situation to the previous graph in reference to both structure and semantics, implying a wide range of structures and types included with rather opaque vocabulary.

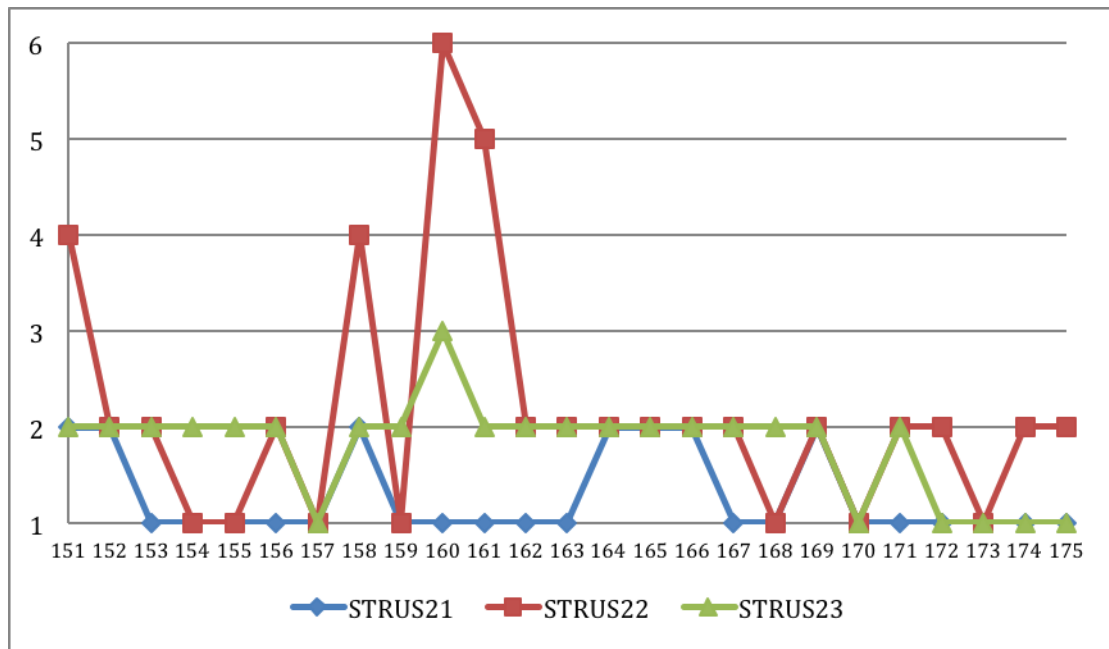


Figure 18

In this chart we can see that the statement 160 (got the highest degree by the 2<sup>nd</sup> informant, whilst the 1<sup>st</sup> and 3<sup>rd</sup> ones chose grades 1 and 3 respectively:

|     |                                 |   |
|-----|---------------------------------|---|
| 160 | Monumentos de interés turístico | F |
|-----|---------------------------------|---|

On the whole, the average scores are as follows: 1.28 for the 1<sup>st</sup> informant, 2.16 and 1.8 for the 2<sup>nd</sup> and 3<sup>rd</sup> correspondingly. The overall situation related with this chart is rather different from the previous two, since we can observe almost identical results for all the three informants implied, with the exception of the previously mentioned statements 160.

Thus, we can see that, apart from the highest-scored statement 160, the same informant marked also one statement with the grade 5 and 2 others with the grade 4, whilst all other statements received the two lowest grades available. The highest score for the informant STRUS23 refers to the same statement 160 as grade 3.

Let us observe below the statements with the lowest score obtained by the three informants:

|     |  |                  |
|-----|--|------------------|
| 153 | Manipular o destruir de forma directa o indirecta, cualquier obra o instalación fija o móvil, o cualquier elemento funcional del ferrocarril | OSIPre0TrNproExh |
| 154 | Mantenga la calma  | OSIPre0TrNproExh |

|     |  |                             |
|-----|--|-----------------------------|
| 155 | Mantener un comportamiento correcto y respetuoso   | OSIPre0TrNproExh            |
| 156 | Manténgase en silencio para poder escuchar las indicaciones de los empleados   | OSIPre0IntrNproExh          |
| 157 | Martillo rompecristales  | F                           |
| 159 | Mensual ilimitado  | F                           |
| 160 | Monumentos de interés turístico  | F                           |
| 161 | Muchas gracias por tu colaboración   | F                           |
| 162 | No acercarse al borde  | OSIPre0IntrNproExh          |
| 163 | No apoyarse en la puerta   | OSIPre0IntrNproExh          |
| 167 | No entrar ni salir con luz amarilla intermitente   | OSIPre0IntrNproExh          |
| 168 | No fuerce o impida la apertura o cierre de las puertas del tren.   | OSIPre0TrNproExh            |
| 170 | No integrado   | F                           |
| 171 | No lleve en marcha ningún tipo de aparato de reproducción de sonido, salvo que el sonido se emita únicamente por altavoces de uso individual | OExpIPre0TrNproExh          |
| 172 | No lleve objetos voluminosos   | OSIPre0TrNproExh            |
| 173 | No obstruya las salidas  | OSIPre0TrNproExh            |
| 174 | No pasar   | OSIPre0IntrNproExh          |
| 175 | No pise la franja de seguridad de los andenes y no se abalance ni baje en ningún caso a la vía.  | OCopIPre0Tr/IntrNpro/RefExh |

These statements also represent different structures, including phrases, simple and compound sentences. As in case of other graphs, the vast majority of those scores was presented by the informant STRUS21, whilst the choice coincided with only the informant STRUS22 in reference to statements 154, 155, 159 and 168; only the informant STRUS23 for statements 172, 174 and 175; and all the three informants to refer to statements 157, 170 and 173, the first two of which are phrases with little number of constituents but totally opaque vocabulary and the last one is a simple sentence with the same characteristics.

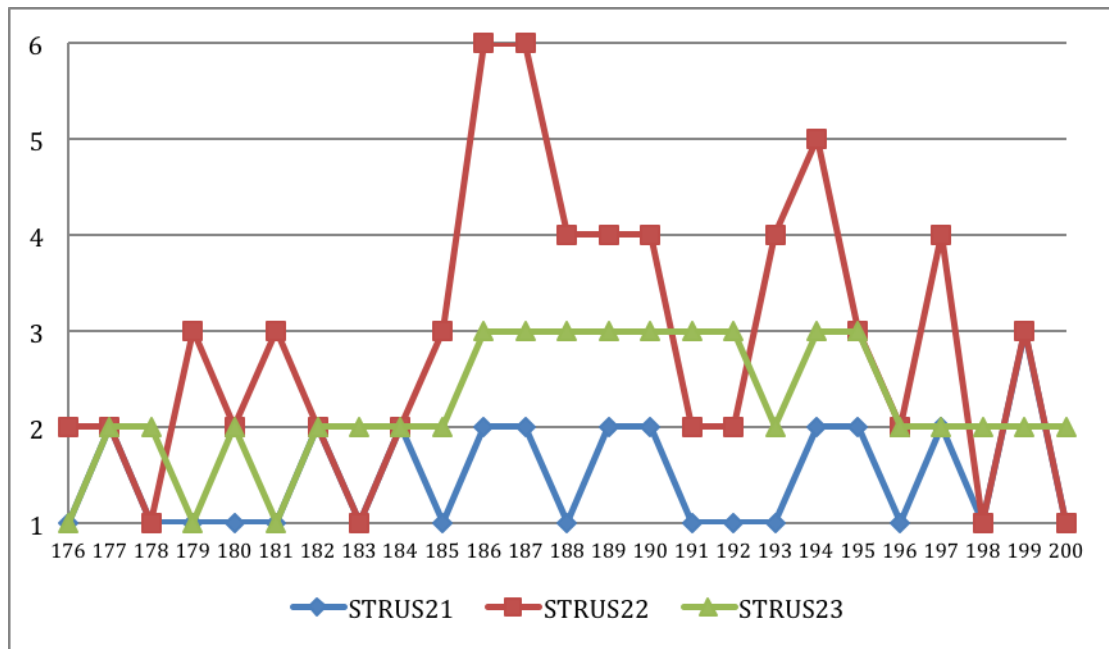


Figure 19

This chart shows distinct results for the three informants considering each statement. The average results are 1.48 for the 1<sup>st</sup>, 2.88 for the 2<sup>nd</sup> and 2.24 for the 3<sup>rd</sup>.

The overall picture manifested here is quite similar to that of the previous graph. Thus, there are 13 lowest-scored statements by the informant STRUS21, 4 lowest scored statements by the informant STRUS22 and merely 3 statements with the lowest score proposed by the informant STRUS23. Let us consider below all those statements which received the lowest understanding degree grade possible:

|     |  |                     |
|-----|--|---------------------|
| 176 | No respetarla exige a la empresa de cualquier responsabilidad que no le sea legalmente atribuible.             | OSPPreActIntrNproA  |
| 178 | No se fumará a bordo del vehículo  | OSIPre0IntrRefExh   |
| 179 | No se puede viajar con animales, excepto perros de asistencia y animales que viajen en receptáculos adecuados  | OExpIPre0IntrRefExh |
| 180 | No se venden títulos en el interior de los tranvías  | OSIPre0IntrRefA     |
| 181 | No se viajará con animales, excepto los perros lazarillo y los domésticos que vayan en receptáculos adecuados. | OExpIPre0IntrRefExh |
| 183 | No sujetar las puertas cuando se cierran   | OAdvbIPre0TrNproExh |
| 185 | No viaje con materiales u objetos que puedan ocasionar peligro o molestias al resto de usuarios.               | OAdjIPre0IntrRefExh |

|     |  |                    |
|-----|--|--------------------|
| 188 | Número de viajes y horario: ilimitado                                  | F                  |
| 191 | Objetos perdidos   | F                  |
| 192 | Obtención de otros títulos válidos                                     | F                  |
| 193 | Oficina de Información al Ciudadano                                    | F                  |
| 196 | Pago sólo con tarjeta  | F                  |
| 198 | Para abrir la puerta accionar la palanca                               | OSIPre0TrNproExh   |
| 200 | Para su seguridad este tren está dotado de cámaras de videovigilancia. | OSPPreActIntrNproA |

In the extracts above, the statements 176, 179 and 181 were marked by the informants STRUS21 and STRUS23, whilst the statements 178, 183, 198 and 200 were marked by the informants STRUS21 and STRUS22. All other statements were only marked by the first informant of this group. Considering the first set of statements marked by the first and third informants, we can note that they all represent sentences rather than phrases. Moreover, with quite a high number of components included and opaque vocabulary. In the second set of statements with the lowest score presented by the first and second informants, we can see that they also represent sentences, all simple ones with the exception of the statements 183. By contrast, they are not as extensive as the first set of statements described above. Nevertheless, despite the fact that the number of components is not so high, the vocabulary implied in these statements is rather opaque, what has certainly influenced informants' choice. Finally, regarding the statements with the lowest score marked only by the first informant of this group, we can observe a wide variety of forms included, sentences and phrases, with high and low number of constituents. Nonetheless, on the whole, the semantics must have played the vital part in such a selection, since we can observe rather opaque vocabulary presented.

As regards the statements with the highest score, we can note that there are only two of such presented, both marked by the informant STRUS22:

|     |                                |   |
|-----|--------------------------------|---|
| 186 | Normas de uso                  | F |
| 187 | Normas de uso de los autobuses | F |

Interestingly, both these phrases received rather low score by other two informants, although the semantics implied is rather transparent.



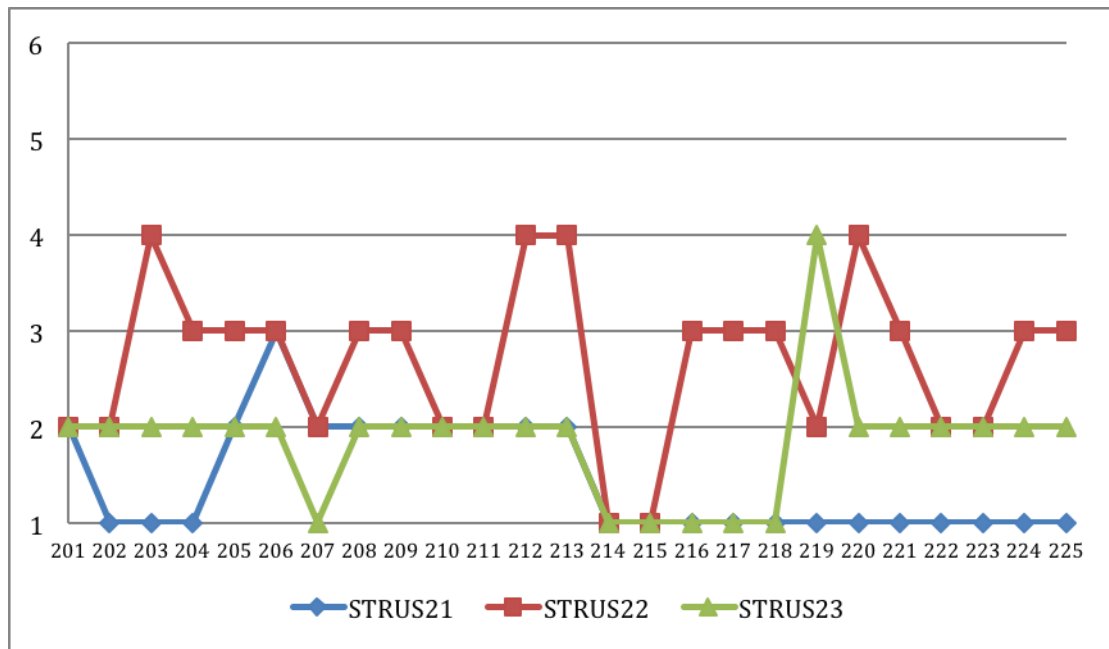


Figure 20

Considering this graph, the obtained average results are as follows: 1.44 for STRUS21, 2.68 for STRUS22 and 1.84 for STRUS23. This graph presents an interesting picture for us, since all the informants only manifested the use of the four lowest degrees. In addition, unlike other graphs, the present one implies a number of intersections in the informants' choice, what could show that they understanding of these statements is quite similar.

Thus, we can state the total number of 16 lowest scored statements. The only different from other two informants statements with the lowest degree was marked by the informant STRUS23 in reference to the statements 207:

|     |                |   |
|-----|----------------|---|
| 207 | Plazas máximas | F |
|-----|----------------|---|

Despite being a phrase with only two components and having one transparent word, the major problem encountered here might have been the first word of the phrase representing a totally opaque unit, without which it is simply impossible to deduce the meaning of the whole phrase.

The statements 216-218 were only marked by the informants STRUS21 and STRUS23, while the informant STRUS22 marked them with the degree 3:

|     |   |                  |
|-----|---|------------------|
| 216 | Procure ceder el paso a su izquierda en las escaleras mecánicas | OSIPre0TrNproExh |
| 217 | Prohibido bajar a la vía  | F                |

|     |  |   |
|-----|--|---|
| 218 | Prohibido su uso salvo caso de emergencia. | F |
|-----|--|---|

We can see that these statements represent 2 phrases and a simple sentence with rather low number of components. However, the vocabulary is rather opaque for a Russian speaker, what has certainly influenced such choice.

The statements 214 and 215 coincided in the degree by all the three informants. Let us consider them below:

|     |  |                  |
|-----|--|------------------|
| 214 | Procurar subir los cochecitos plegados           | OSIPre0TrNproExh |
| 215 | Procure acceder al tren con el cochecito plegado | OSIPre0TrNproExh |

We can see that although the number of components is not high and the syntactical structure is not very complicated, the semantics played the crucial role in this understanding degree selection, since all these statements have opaque vocabulary.

Finally, let us consider below all other statements with the lowest degree marked presented by the informant STRUS21:

|     |  |                      |
|-----|--|----------------------|
| 202 | Parada de autobuses de vuelta  | F                    |
| 203 | Penetrar en las cabinas de conducción de los trenes, locomotoras u otros lugares del material motor, rodante, o instalaciones reservadas para uso exclusivo de los agentes ferroviarios o personas autorizadas | OSIPreActIntrNproExh |
| 204 | Permanecer en las instalaciones ferroviarias fuera del horario en que esté prevista su utilización por los usuarios  | OSIPreActIntrNproExh |
| 219 | Protección civil   | F                    |
| 220 | Puede consultar el resto de condiciones generales de utilización en nuestras oficinas y en <a href="http://www.trambcn.com">www.trambcn.com</a>  | OSIPreActTrNproA     |
| 221 | Puede entrar y salir cuando el botón de la puerta esté iluminado   | OSIPreActTrNproA     |
| 222 | Pulse el botón   | OSIPre0TrNproExh     |
| 223 | Pulse el botón y suéltelo  | OCopIPre0TrNproExh   |
| 224 | Punto de Atención al Ciudadano   | F                    |
| 225 | Queda prohibido a los usuarios del ferrocarril   | F                    |

The situation regarding these statements is similar to that of the previously analyzed statements, since there are various structures presented. Nonetheless, due to rather opaque vocabulary implied, the result is the lowest degree scored.

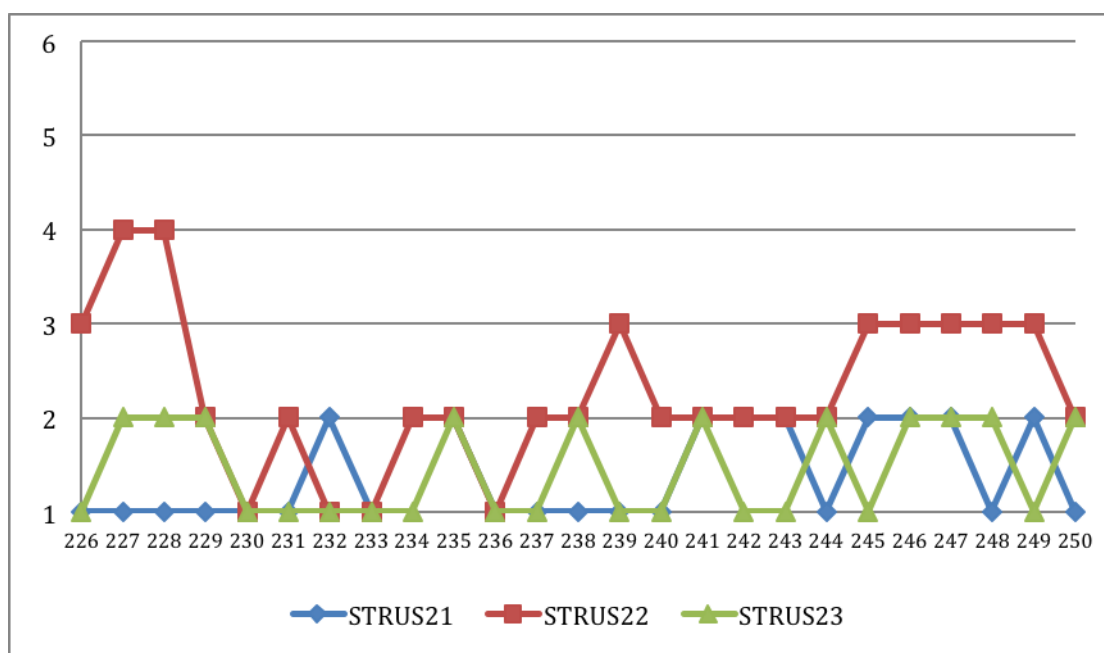


Figure 21

In respect to this graph we can note that all the three informants showed quite low understanding degree results with their average scores equal to 1.37 for STRUS21, 2.28 for STRUS22 and 1.44 for STRUS23 respectively. The only high results for marked for the statements 227 and 228 by the 2<sup>nd</sup> informant, whilst the 1<sup>st</sup> informant marked the lowest degree and the 3<sup>rd</sup> informants chose the degree 2:

|     |   |                      |
|-----|---|----------------------|
| 227 | Recuerde que no está permitido circular en bicicleta dentro del recinto del metro y que se admite una sola bicicleta por viajero y billete. | OAdjIPre0IntrNproExh |
| 228 | Reglamento de viajeros en vigor   | F                    |

Considering these statements and such a difference in their marking among the three informants, we can state that the highest score obtained by the second informant, in fact, corresponds to the average score presented in reference to all statement of the questionnaire. On the other hand, the degree “4” is not the highest of the ones presented and actually refers to the general understanding of the meaning of the phrase with several unclear words. As regards, for example, the statement 227, we can see that there is a number of transparent words for a Russian speaker: *circular*, *metro*, *sola*.

In all other statements, we can see that there is a lot of coincidence in the informants' choice, what shows us that the level of understanding these statements is quite similar between all the informants. Thus, the majority of degrees marked range between 1 and 2, representing two lowest scores possible.

Let us consider below those statements which received the lowest score by the three informants:

|     |  |                      |
|-----|--|----------------------|
| 226 | Recibir contestación de la empresa a todas las reclamaciones y quejas formuladas   | OSIPre0TrNproExh     |
| 229 | Renunciar en caso de incidencia, a seguir el viaje, y obtener un billete equivalente a cambio  | OSIPre0TrNproExh     |
| 230 | Respetar las prohibiciones   | OSIPre0TrNproExh     |
| 231 | Rogamos utilicen la salida Pl. Glòries   | OSIPreActTrNproExh   |
| 232 | Romper el cristal para acceder al martillo   | OSIPre0TrNproExh     |
| 233 | Romper el vidrio de la caja de la maneta   | OSIPre0TrNproExh     |
| 234 | Sábado, domingo, festivos, julio y agosto, durante todo el servicio  | F                    |
| 236 | Salida cerrada   | F                    |
| 237 | Salida de emergencia   | F                    |
| 238 | Se atenderán las indicaciones de los empleados y las de los avisos colocados en el interior de los autobuses.  | OSIPre0TrRefExh      |
| 239 | Se dispondrá de billetes, tarjeta, abono o pase válidos para el trayecto que se desea recorrer.  | OSIPre0TrRefExh      |
| 240 | Se entrará y saldrá por las puertas señalizadas.   | OCopIPre0TrRefExh    |
| 242 | Se permiten hasta 3 transbordos, y es obligatorio validarlos cada vez  | OCopIPre0TrRefExh    |
| 243 | Se reunirán las condiciones mínimas de salubridad e higiene.   | OSIPre0TrRefExh      |
| 244 | Se ruega pasen hacia el fondo del autobús.   | OSIPreTrRefExh       |
| 245 | Se sancionará con multa de 30,05 a 516,87 euros: b) El incumplimiento de las prohibiciones y mandatos previstos en el artículo 293, siempre que aquel no pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo | OSIPreActTrNproA     |
| 248 | Se tiene derecho al canje de una tarjeta multiviaje cuando ésta corresponda al trayecto a recorrer, no se encuentre deteriorada y sea  | OAdvbIPre0IntrRefExh |

|     |  |                    |
|-----|--|--------------------|
|     | rechazada por una máquina validadora.  |                    |
| 249 | Ser informado del funcionamiento del servicio, de sus incidencias y de los tipos de billetes y tarifas | OSIPre0IntrNproExh |
| 250 | Ser transportados siempre que el vehículo no supere su capacidad máxima.                               | OSIPre0IntrNproExh |

All these statements represent sentences as well as phrases with a different number of components. Despite this, the only factor in common is opaque vocabulary implied, which definitely influenced informants' choice.

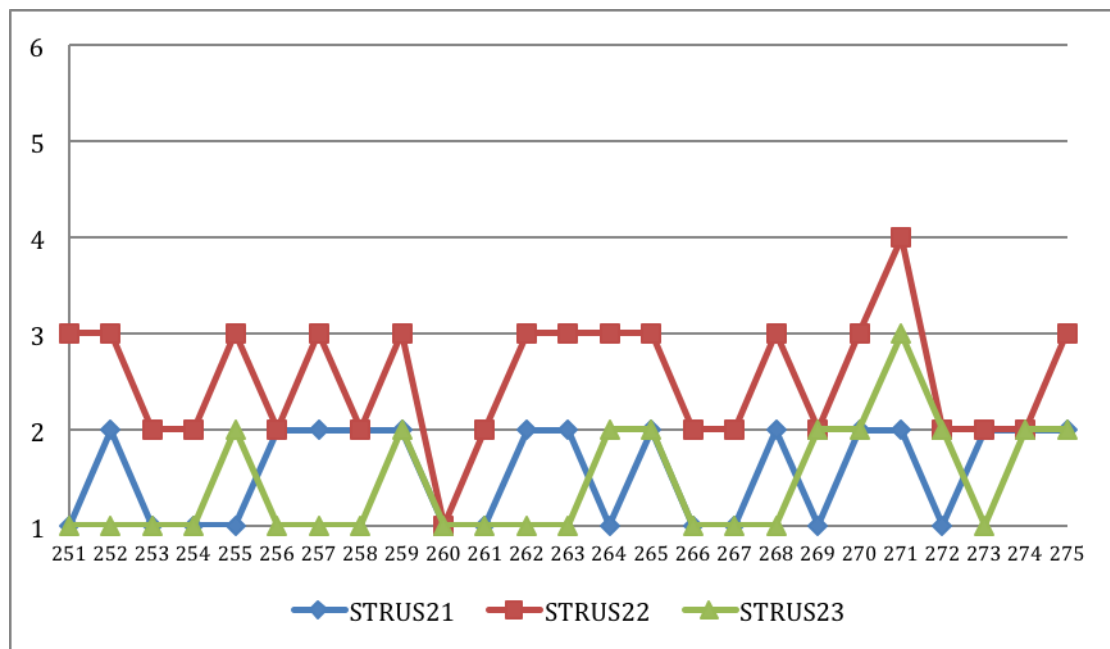


Figure 22

This graph follows the tendency manifested in the previous chart with quite low understanding degree grades showed by all the informants. Thus, the average scores are as follows: 1.56 for STRUS21, 2.52 for STRUS22 and 1.44 for STRUS23.

The highest mark presented is 4 marked by the informant STRUS22:

|     |                              |   |
|-----|------------------------------|---|
| 271 | Sistema tarifario integrado. | F |
|-----|------------------------------|---|

On the whole, all other answers by the 2<sup>nd</sup> informant range between grades 3 and 2 with only one statement with the lowest score presented:

|     |                            |                  |
|-----|----------------------------|------------------|
| 260 | Si se descubre un incendio | OSIPre0TrNproExh |
|-----|----------------------------|------------------|

Considering results by the other two informants, we can notice that they answer range between degrees 1 and 2 respectively representing two lowest scores available. This tendency results in the following conclusion. Firstly, the understanding capacity of these informants is similar as regards the statements presented. And secondly, the statements from this graph represent a complicated unit for a Russian speaker understanding. This can be explained by a variety of factors, of which the notion of transparency is, perhaps, the most important one due to the variety of morphological, syntactical and componential structures presented. The only factor in common proved to be the opaque vocabulary implied.

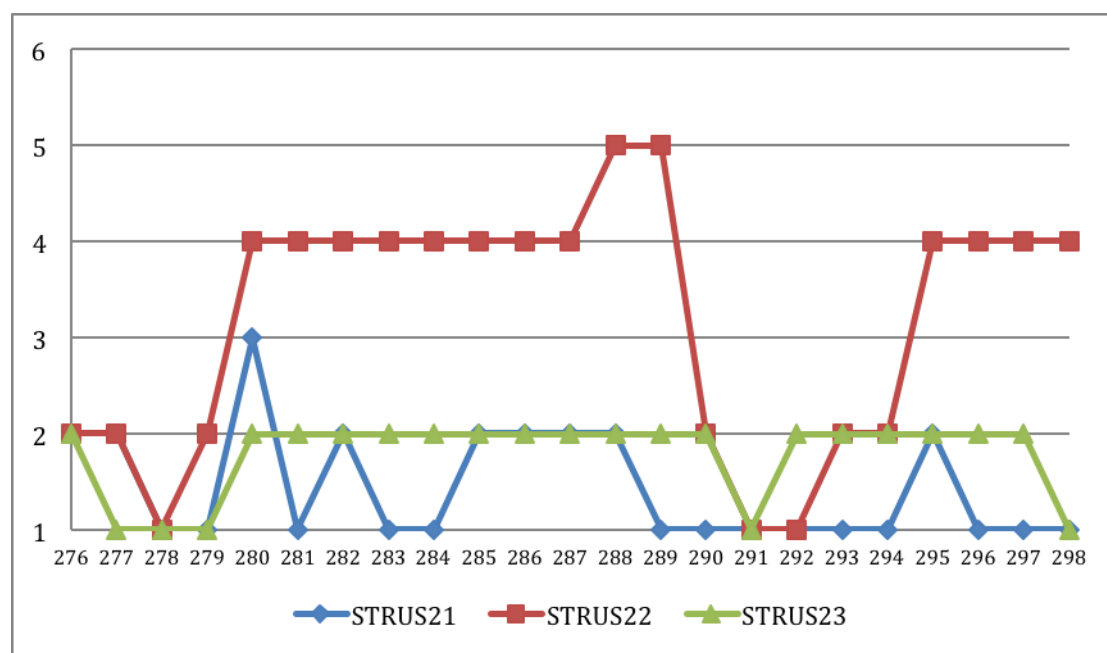


Figure 23

The situation expressed by this chart is slightly different from the two previous ones since the second informant showed quite high grades in most of the statements. Thus, the scores for the whole group of informants are: 1.43 for STRUS21, 3.17 for STRUS22 and 1.78 for STRUS23 respectively.

Despite high results presented by the 2<sup>nd</sup> informant, there are no statements with the highest degree marked. Instead, we can observe two statements with the degree 5:

|     |                       |   |
|-----|-----------------------|---|
| 288 | Títulos de transporte | F |
| 289 | Títulos integrados    | F |

We can see that both these statements represent phrases with rather transparent vocabulary. Nevertheless, these received very low grades by the other two informants.

In addition, we can also observe 12 statements with the degree 4, also marked by the informant STRUS22. Despite this, other statements by the 2<sup>nd</sup> informant and all the statements by the 1<sup>st</sup> and 3<sup>rd</sup> informants shared the degrees 1 and 2 respectively, leading us to the same conclusions expressed in reference to the previous graph.

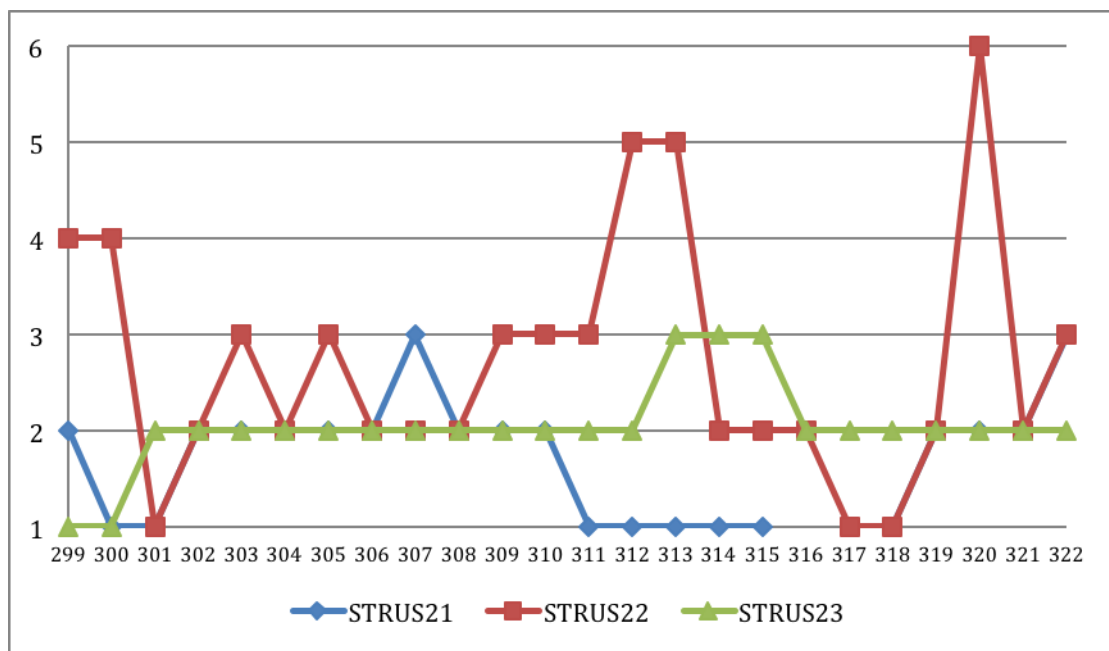


Figure 24

The average results for this group are: 1.69 for STRUS21, 2.71 for STRUS22 and 2.04 for STRUS23. In addition, there are dispersed answers proposed by the second informant, manifesting 3 high understanding degree grades for statements 312 and 313 (degree 5) and 320 (degree 6):

|     |                     |   |
|-----|---------------------|---|
| 312 | Circuito controlado | F |
| 313 | Escaleras mecánicas | F |
| 320 | Zonas verdes        | F |

All these statements are phrases with transparent vocabulary. Nonetheless, they obtained rather low results by the other two informants. This can be explained by the fact that despite transparency implied, the overall meaning of the phrase is rather

difficult to perceive without a context proposed. Thus, separate words might be clear for the informant, even though the overall sense might be opaque.

The results proposed by the 1<sup>st</sup> informant generally range between two lowest scores presented, whilst those of the 3<sup>rd</sup> informant mostly consider degree 2. Thus, not only do both these informants manifest stability in their selection, but they also manifest low understanding level of the statements considered, the situation already described in reference to previous graphs.

### Results interpretation

After having analysed the general results obtained for both age groups of Russian monolingual informants, we can note the following tendency: the informants involved in both groups showed rather different and at times dispersed results in reference to each other. Nevertheless, considering the average data obtained for both groups we can see that the maximum average result was acquired by the informant STRUS12 with the average score 3.5. The lowest was shown by STRUS21 with the number 1.48. All other average scores range between these two respectively: 2 for STRUS23, 2.12 for STRUS11 and 2.93 for STRUS22.

In respect to the types of statements proposed, there was no doubt that the highest scores were obtained in reference to non-sentential phrases, rather than another type presented, i.e. sentential one, which, in its turn, includes many other sub-categories. In addition, the semantics played a very important role in determining the accurate understanding degree marked. Thus, the highest scored statements all included transparent vocabulary. Moreover, the number of components was also rather limited.

On the other hand, those statements which received the lowest score are very interesting to analyse, since we can see the variety of types presented. Hence, there are phrases, simple, complex and compound sentences manifested. In addition, the number of components is also various. Thus, we can see statements with only 2 words, whilst other statements with the lowest score include 20 words and even more. And, finally, the semantics implied in these statements is probably the most crucial factor in determining such a long understanding degree, since despite existing several transparent for a Russian speaker words, the overall sense of the sentence is opaque due to the fact that the vast majority of words included are also opaque, thus, not allowing the informants to deduce the general meaning efficiently or correctly.



In conclusions, let us state that the major factors in sufficient understanding of those statements are: transparency, syntax and morphology, manifesting the vitality of those factors in the exact order presented.

Now, let us pass to the analysis of the results obtained for the second group of informants, i.e. Romanian monolinguals.

## 2.2 Romanian monolinguals

This is the second group of informants we are going to consider within this section corresponding to the results presentation and interpretation obtained for the questionnaire “Statement”. Before starting the analysis itself, let us remember some key aspects worth mentioning. Thus, there are two age groups involved, as well as it was in the case of the previous sample group, i.e. Russian monolinguals. Nonetheless, the present age groups are only represented by one individual respectively. This division has strictly a formal differentiation aimed to follow the same structural pattern presented for other groups of informants, even though it might be slightly illogical to compose a group of only one representative. On the other hand, it is important to state that we are going to consider graphs presented for each informant composing a specified age group and analyze the presented data following the very structure and order exhibited in reference to the previous sample group. At the end of the section, we are going to conduct a general results interpretation involving all age groups of Romanian monolinguals so as to state the major factors in common. Thus, let us pass to the analysis of the first age group below.

Romanian monolinguals. 1<sup>st</sup> age group. The Romanian language.

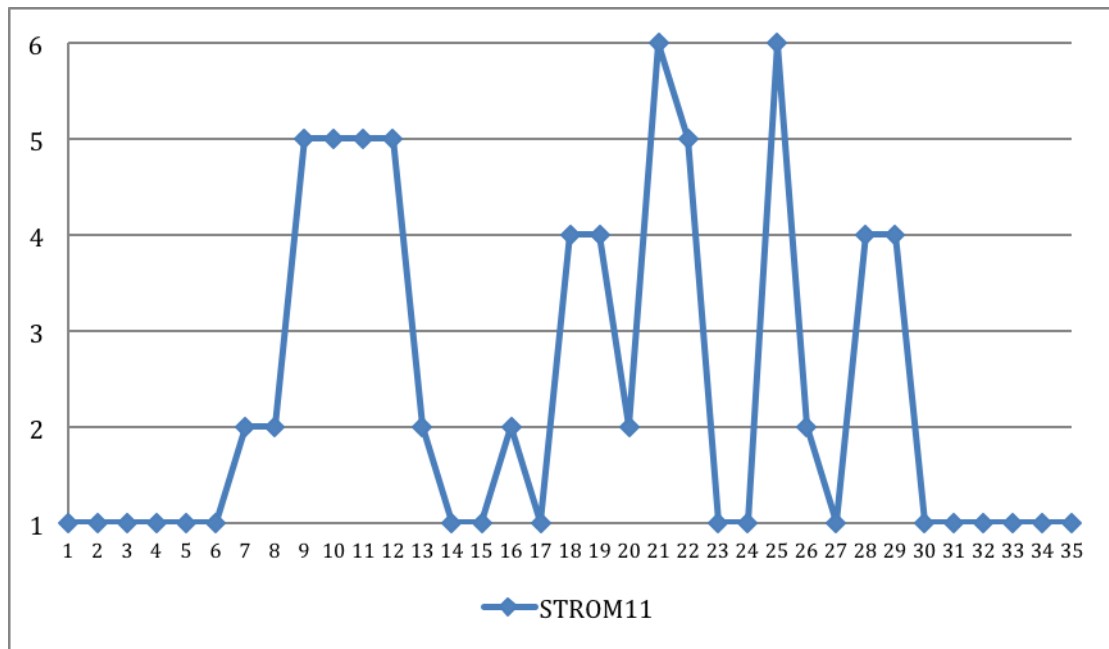


Figure 25

In the first chart we can see that the marked options are very dispersed, ranking from 1 to 6. Let us remember that grade 1 corresponds to total lack of comprehension, whilst the number 6 means the complete understanding of the whole statement and comprising it words. Thus, we can notice that there are 2 statements marked as 6 and 18 marked as 1. The average score for this chart is 2.37.

Let us consider below those statements which received the lowest score possible, equal to 1, altogether with their structural tagging characteristics, which can be entirely observed in the second Volume of the present work considering all created corpuses:

|   |   |   |
|---|---|---|
| 1 | 10 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas) | F |
| 2 | 50 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas) | F |
| 3 | 70 desplazamientos integrados en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas) | F |
| 4 | 20:30H - finalización del servicio  | F |
| 5 | A partir del 1 de septiembre de 2012 nuevas tarifas de transporte público                                   | F |

|    |  |                         |
|----|--|-------------------------|
| 6  | Abandonar el tren o subir al mismo, salvo causa justificada, fuera de las paradas establecidas al efecto                                       | OSIPre0TrNproExh        |
| 14 | Ahora, recarga aquí tu móvil   | OSIPre0TrNproExh        |
| 15 | Apágalo aquí   | OSIPre0TrNproExh        |
| 17 | Apertura de puerta en saco de emergencia   | F                       |
| 23 | Avise al empleado más próximo  | OSIPre0IntrNproExh      |
| 24 | Avise al empleado más próximo y siga sus instrucciones   | OCopIPre0Intr/TrNproExh |
| 27 | Beneficiarios: poseedores del Carnet Groc Metropolità o bien del Carnet Rosa Metropolità de Tarifa Reducida                                    | F                       |
| 30 | Cada cliente deberá conservar el billete en buen estado hasta el final del trayecto y presentarlo cuando el personal de la empresa lo solicite | OCopPre0TrNproExh       |
| 31 | CAPITULO V. Prohibiciones y obligaciones en la utilización de los transportes ferroviarios.  | F                       |
| 32 | CAPITULO VI Régimen sancionador  | F                       |
| 33 | Centro TMB de atención al cliente  | F                       |
| 34 | Circule por las instalaciones sin correr   | OSIPre0IntrNproExh      |
| 35 | Civismo y convivencia  | F                       |

Considering the extracts presented above we can observe the variety of forms included, among which we can distinguish non-sentential phrases, e.g. statements 1-5, 17, 27, 31-33 and 35; as well as simple sentences with exhortative meaning on the example of statements 6, 14, 15, 23 and 34; in addition to compound copulative sentences such as statements 24 and 30, which also express exhortative meaning. Apart from the distinction in structures implied, we can also indicate the variety of components comprising those statements. Thus, we can see statements ranging from 2 words up to more than 20 word forms included. Nonetheless, all these statements received the same understanding degree grade, i.e. the lowest of the ones proposed. Thus, we can assume that the morphological and syntactical characteristics do not play a crucial role in possible understanding. Instead, the semantics included must have been the most vital factor. Hence, we can definitely observe a number of word forms, which must be quite clear for a native Romanian speaker: *transporte, zonas, tren, abandonar, beneficiarios* and others. Nevertheless despite the existence of such

transparent word forms, the entire sense of the statements is not perceived, what can be explained by the fact that the key words in these statements represented opaque units or the vast number of opaque words included did not contribute to a positive understanding result. Anyways, in order to be able to draw any concrete conclusions we must primarily observe the situation presented in other graphs.

Now, after having observed the statements with the lowest grade obtained, let us analyze the only examples of the statements with the highest grade possible:

|    |                       |   |
|----|-----------------------|---|
| 21 | ¡Atención!            | F |
| 25 | Ayuda a la evacuación | F |

We can see that these are phrases with a small number of constituents with highly transparent vocabulary implied. Probably, the combination of all these factors contributed to the perfect understanding of these statements.

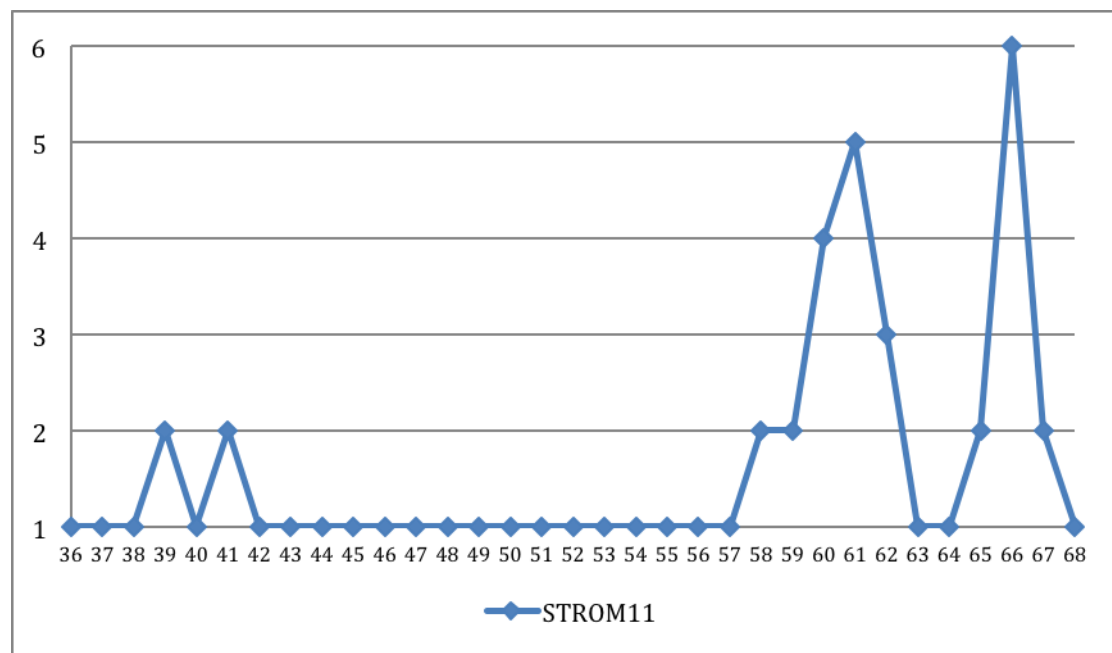


Figure 26

As regards this graph, we can see that there are only 3 highly marked statements, whilst the vast majority corresponds to the number 1. The average score here is equal to 1.6.

Thus, we can number 23 lowest-scored statements out of the total number of 33 statements comprising this graph, whose tagging characteristics can be seen below:

|    |                             |                    |
|----|-----------------------------|--------------------|
| 36 | Cómo se aplican las tarifas | OSPPre0IntrNproExh |
|----|-----------------------------|--------------------|

|    |   |                       |
|----|---|-----------------------|
| 37 | Compre el título en las paradas o en los puntos habituales antes de entrar en tranvía   | OSIPre0IntrNproExh    |
| 38 | Con los títulos de viaje ilimitados, la zona donde se efectúe la primera validación determinará, siempre, la zona de origen del viaje   | OSPPreActTrNproA      |
| 40 | Con luz verde apagada puerta fuera de servicio, utilicen las otras puertas  | OSIPre0TrNproExh      |
| 42 | Conserve su billete hasta la salida   | OSIPre0TrNproExh      |
| 43 | Consérvelo hasta que abandone el andén  | OSIPre0TrNproExh      |
| 44 | Consulte los horarios de la línea   | OSIPre0TrNproExh      |
| 45 | Cuadro de tarifas 2012  | F                     |
| 46 | Cualquier acto que pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo  | F                     |
| 47 | Cuando aun siendo municipios limítrofes, para realizar este desplazamiento se tengan que atravesar otros municipios   | OAdvbIPre0IntrNproExh |
| 48 | Cuando esté en una parada, pide al conductor que se detenga   | OAdvbIPre0IntrNproExh |
| 49 | Cuando la estación de origen o de destino esté situada en la corona 1   | OSPPre0IntrNproExh    |
| 50 | Cuando utilice una tarjeta integrada de viajes ilimitados (T-Mes, T-Jove, T-Trimestre o T-Día), que se circunscribirá a la zona de primera validación   | OAdvbIPre0IntrNproExh |
| 51 | Cumpla fielmente las indicaciones del personal  | OSIPre0TrNproExh      |
| 52 | De conformidad con el artículo 52 de la Ley 7/2004, de 16 de julio, de medidas fiscales y administrativas, modificada por la Ley 26/2009, de 23 de diciembre, de medidas fiscales, financieras y administrativas  | F                     |
| 53 | De conformidad con la Ley Orgánica 15/1999 de Protección de Datos de Carácter Personal, el usuario podrá ejercer sus derechos de acceso, rectificación, cancelación y oposición, o dirigir cualquier consulta, enviando una notificación por escrito y adjuntando fotocopia del DNI | OSPPreActTrNproA      |
| 54 | Deberán respetarse por los usuarios las obligaciones establecidas en los reglamentos de utilización y en los contratos - tipo de  | OAdjIPreActIntrNproA  |

|    |   |                    |
|----|---|--------------------|
|    | transporte ferroviario, que, en su caso, apruebe la administración  |                    |
| 55 | Deje salir a los usuarios del vagón antes de entrar en este y no entre después de oír la señal acústica   | OSIPre0IntrNproExh |
| 56 | Deje salir antes de entrar en los vehículos   | OSIPre0IntrNproExh |
| 57 | Dejen salir antes de entrar en los vestíbulos   | OSIPre0IntrNproExh |
| 63 | Desplazamientos ilimitados, dentro de la zona de residencia, en todos los modos de transporte   | F                  |
| 64 | Desplazamientos ilimitados, en las zonas delimitadas por la primera validación, en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas) | F                  |
| 68 | Diríjase hacia otro coche en sentido contrario al humo  | OSIPre0IntrNproExh |

The situation observed in this graph is similar to that described in reference to the previous chart, since we can also observe various structured included: phrases, simple and complex statements with exhortative and declarative functions. The number of constituents is only different ranging from 5 to more than 20 words implied. Despite all this, the only key factor in common we can indicate the vocabulary used, since the vast majority of forms represent strictly opaque forms, which might have influenced greatly the lack of understanding, even though some of the forms included may be transparent.

The only statement with the highest grade possible received the statement 66, which we can observe below:

|    |                      |   |
|----|----------------------|---|
| 66 | Dirección evacuación | F |
|----|----------------------|---|

As well as in case of other two statements with the highest degree received analyzed in the previous graph, this statements is also a phrase with only two words included and highly transparent for a native Romanian speaker vocabulary.

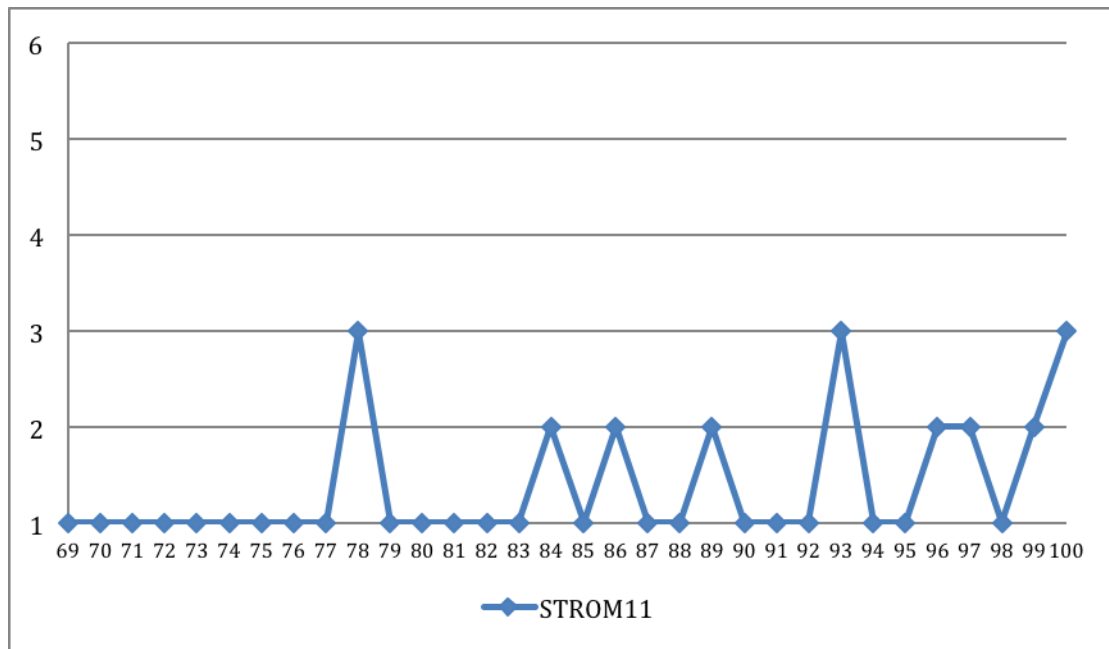


Figure 27

The situation presented in the graph in question is similar to the previous one with the difference that the answers here only range between number 1 and 3. The average score, however, is 1.37.

Thus, we can see 23 statements with the lowest degree proposed, apart from other statements with degrees 2 and 3 chosen. Let us consider below the characteristics of the lowest-scored statements from this graph:

|    |  |                             |
|----|--|-----------------------------|
| 69 | Disculpen las molestias  | OSIPre0TrNproExh            |
| 70 | Distribuir propaganda, pegar carteles, mendigar, organizar rifas o juegos de azar y vender bienes o servicios en los trenes, instalaciones y dependencias de la línea, sin autorización de la empresa explotadora; y en general, mantener actividades o efectuar acciones que por su naturaleza puedan perturbar a los usuarios y alterar el orden público | OAdjIPre0TrNproExh          |
| 71 | El billete o tarjeta se deben conservar durante todo el trayecto y se deben mostrar cuando lo solicite el personal de la empresa   | OSIPreActTrCausA            |
| 72 | El cochecito puede volcar y provocar un grave accidente al bebé  | OCopPPreActIntr/TrRef/NproA |
| 73 | El funicular de Montjuïc está incluido en el sistema tarifario integrado y en los billetes y abonos de TMB   | OSPPreActIntrNproA          |



|    |  |                         |
|----|--|-------------------------|
| 74 | El incumplimiento de las prohibiciones y las obligaciones previstas en la Ley 4/2000, de 31 de marzo, Ferroviaria, y en el presente Reglamento, constituyen infracciones que pueden implicar el pago de las cantidades que establece el artículo 66 de dicha ley y las normas que la desarrollen | OAdjPPreActTrNproA      |
| 75 | El personal de la empresa podrá prohibir la entrada u ordenar la salida del vehículo a los viajeros que incumplan las obligaciones anteriores  | ODisPPreActTrNproA      |
| 76 | El TRAM le informa de que, para su seguridad, dispone de sistema permanente de captación de imágenes, y las llamadas serán grabadas y los datos facilitados en las mismas se incorporarán a un fichero con objeto de atender su solicitud  | OCopPPreActIntrNproA    |
| 77 | El uso indebido será castigado por la ley art. 11.2 APT. C) del reglamento de viajeros de este ferrocarril   | OSPPreActIntrNproA      |
| 79 | El viajero estará obligado a abandonar el autobús  | OSPPreActIntrNproA      |
| 80 | En caso contrario, el viajero se deberá identificar y tendrá 30 días para hacerlo efectivo   | OCopPPreActIntr/TrNproA |
| 81 | En caso contrario, están obligados a pedirte la identificación para tramitar la percepción   | OSIPreActIntrNproA      |
| 82 | En caso de emergencia, con el tren parado, accionar la palanca y abrir manualmente la puerta   | OCopIPre0TrNproExh      |
| 83 | En caso de emergencia médica, si no tiene conocimientos de primeros auxilios, busque entre los viajeros personas con dichos conocimientos  | OAdvbIPre0TrNproExh     |
| 85 | En caso de emergencia romper el cristal y pulsar el botón  | OSIPre0TrNproExh        |
| 87 | En caso de incendio, camine agachado protegiéndose nariz y boca con un pañuelo, en dirección contraria al humo   | OSIPre0IntrNproExh      |
| 88 | En caso de incidencia que provoque la detención del autobús, continuar el viaje en la misma línea o en otra de itinerario similar, sin tener que pagar de nuevo  | OAdjIPre0TrNproExh      |

|    |   |                       |
|----|---|-----------------------|
| 90 | En el caso de un desplazamiento concreto que tenga el origen y el destino estaciones contiguas o en municipios limítrofes situados en diferente zona tarifaria, se podrán utilizar los títulos de transporte integrados de 1 zona siempre y cuando no se realice ningún transbordo y con las siguientes excepciones | OSPPreActTrNproA      |
| 91 | En el interior del tren sitúese en la plataforma de entrada o en el espacio reservado para este uso, teniendo en cuenta que sólo se permiten dos bicicletas por espacio   | ODisIPre0IntrNproExh  |
| 92 | En los servicios de transporte del AMB se permite también la utilización del Passi d'Acompanyant del AMB y del Passi y la Targeta de Pensionista de Ferrocarrils de la Generalitat de Catalunya   | OSIPreActTrRefA       |
| 94 | Es la percepción mínima que establece la Ley si no llevas un título válido  | OAdjIAtrActTrNproA    |
| 95 | Es obligatorio ceder estos asientos a personas que merecen una atención especial  | OSIPreActTrNproA      |
| 98 | Es peligroso apoyarse en las puertas cuando se abren  | OAdvbIPreActIntrNproA |

In these examples we can observe similar situation to that described in relation to the previous graphs and in reference to the number of components included and the existence of various structural units. Nonetheless, a very important specification about these statements is that none of them represent a phrase. Instead, we can witness simple, compound and complex sentences with exhortative and declarative functions. It is probable that the major factors here were the combination of a high number of constituents with rather opaque vocabulary, in addition to rather complex structures implied.

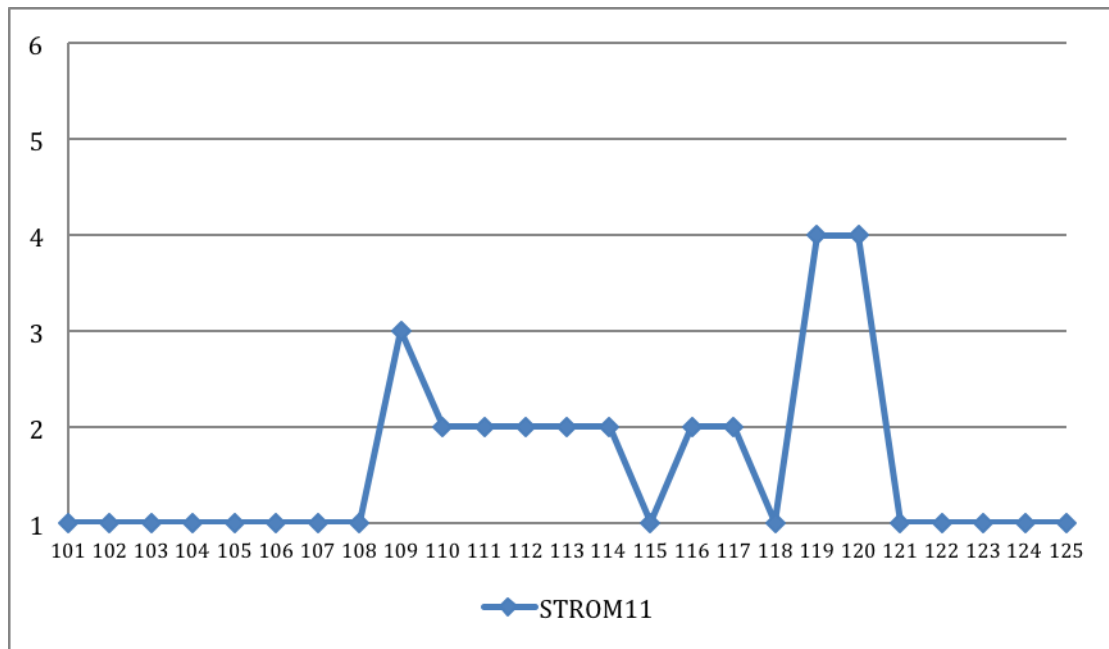


Figure 28

Considering this chart, we can see that there are only two statements marked at 4; one marked as 3 with the rest being marked with the numbers 1 and 2 respectively. The average score to refer to this graph is also 1.6.

Let us consider below the structural tagging characteristics of the lowest-scored statements, which are presented in 15 cases:

|     |   |                      |
|-----|---|----------------------|
| 101 | Esta norma vela por la seguridad de los bebés y es de obligado cumplimiento   | OCopIPreActTrNproA   |
| 102 | Está prohibido fumar, circular con patines, viajar con animales (excepto los perros de asistencia, de seguridad y los animales domésticos transportados en los receptáculos adecuados), pulsar los botones de parada o de alarma sin causa justificada, distribuir publicidad o vender sin autorización y, en general, llevar a cabo actividades molestas o peligrosas para el resto de los usuarios. | OCopIPrePasIntrNproA |
| 103 | Está prohibido viajar con animales (excepto los perros de asistencia, de seguridad y también los animales domésticos transportados en receptáculos adecuados).  | OCopIPrePasIntrNproA |
| 104 | Estación con ascensor   | F                    |
| 105 | Estación de Ferrocarril   | F                    |
| 106 | Estación Marítima   | F                    |
| 107 | Estación terminal   | F                    |

|     |  |                      |
|-----|--|----------------------|
| 108 | Este colectivo tiene preferencia en el uso de los ascensores.  | OSPPreActTrNproA     |
| 115 | Formular reclamaciones en el libro correspondiente que le felicitará el conductor/a  | OSIPre0TrNproExh     |
| 118 | Fumar en lugares distintos de los habilitados a tal fin en los coches y locales en los términos que resultan de la normativa específica sobre la materia | OAdjIPre0TrNproExh   |
| 121 | Hacer uso sin causa justificada de los mecanismos de parada de los trenes.   | OSIPre0IntrNproExh   |
| 122 | Hazle una señal cuando se esté acercando, así se parará y podrás salir   | OExpIPre0IntrNproExh |
| 123 | Impedir o forzar la apertura o cierre de la puertas de acceso a los coches.  | OSIPre0TrNproExh     |
| 124 | Infracciones y sanciones.  | F                    |
| 125 | Julio y agosto todos los días durante el horarios de servicio del metro.   | F                    |

In these statements we can observe a big variety of types of structure, from non-sentential phrases to compound and complex sentences. There is a dispersed number of constituents as well. Nevertheless, despite all these factors, the vocabulary implied in these statements played the main role being highly opaque for a Romanian speaker.

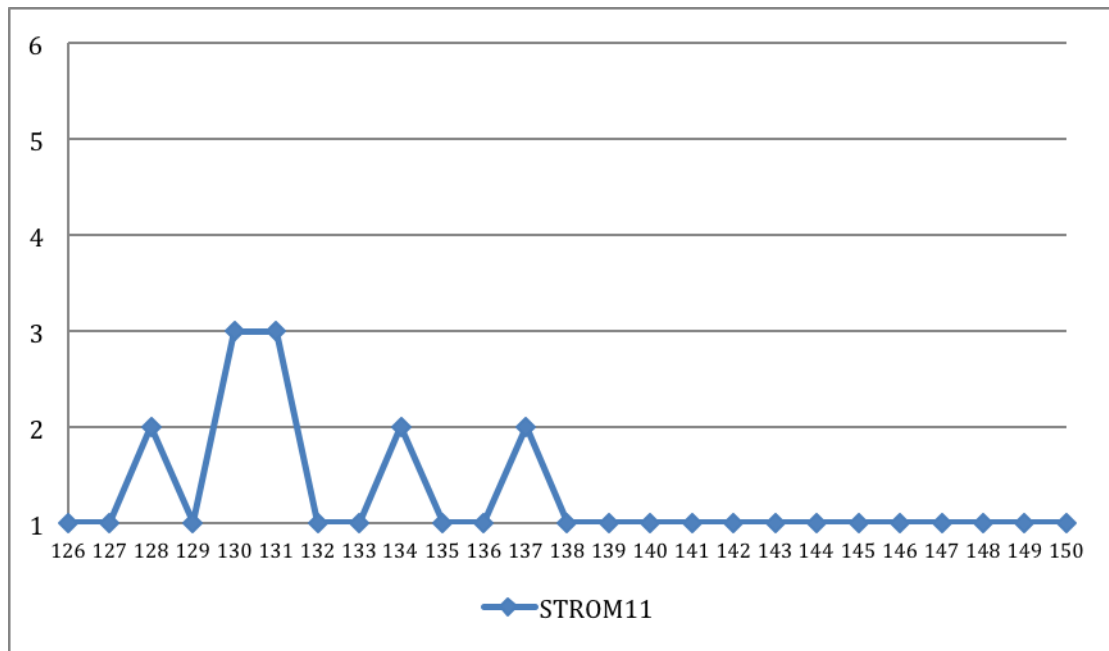


Figure 29

In the present chart we can see that although the first half of the graph shows dispersed results ranging from 1 to 3 points, the second half, starting from the statement 138, shows the total lack of understanding by the informant. As it was in case of some previous graphs, there are no statements with the highest degree marked. On the whole, the average score here is 1.23.

Let us consider now the statements and their structural characteristics with the lowest understanding degree marked:

|     |  |                      |
|-----|--|----------------------|
| 126 | La alteración, la manipulación o la utilización incorrecta de un billete o tarjeta causarán su retirada por parte de los empleados.  | OSPPreActTrNproA     |
| 127 | La competencia para la imposición de las sanciones previstas en el artículo 295 del presente Reglamento corresponderá a los Gobernadores civiles o Delegados del Gobierno con jurisdicción en la provincia en la cual se haya cometido la infracción de que se trate | OSPPreActIntrNproA   |
| 129 | La percepción mínima por viajar sin título de transporte válido es de 100 euros.   | OSPPreActIntrNproA   |
| 132 | Lanzar o depositar objetos o materiales de cualquier naturaleza, o realizar vertidos en cualquier punto de la vía y sus alrededores e instalaciones anejas, dentro de la zona de dominio público, o al paso de los trenes  | OSIPreActIntrNproExh |

|     |  |                      |
|-----|--|----------------------|
| 133 | Las acciones que puedan implicar deterioro o causar suciedad en los trenes o instalaciones, o, en general, que perjudiquen los intereses del ferrocarril o de las empresas explotadoras  | ODisPPreActIntrNproA |
| 135 | Las tarifas se establecen en función del número de zonas por las que discurre el trayecto, hasta un máximo de 6 zonas.   | OSPPreActIntrSrefA   |
| 136 | Las tarjetas, abonos o pases sin banda magnética se deben mostrar al conductor al entrar en el autobús.  | OSPPreActIntrSrefA   |
| 138 | Las tarjetas del sistema tarifario integrado dan derecho a transbordo entre medios de transporte integrados  | OSPPreActIntrNproA   |
| 139 | Los ascensores son de uso preferente para los usuarios en situaciones especiales   | OSPPreActIntrNproA   |
| 140 | Los billetes sencillos no dan derecho a transbordo.  | F                    |
| 141 | Los viajeros sin billetes o tarjeta no validada deberán pagar la cantidad que determina la normativa legal vigente.  | OSPPreActIntrNproA   |
| 142 | Ley 26/2009, de 23 de diciembre, de medidas fiscales, financieras y administrativas.   | F                    |
| 143 | Ley orgánica de protección de datos.   | F                    |
| 144 | Llevar objetos de dimensiones no superiores a 100x60x25 cm, con excepción de los cochecitos de niños.  | OSIPre0IntrNproExh   |
| 145 | Los empleados de la Empresas ferroviarias tendrán en el ejercicio de la funciones a que se refiere el punto anterior la consideración de agentes de la autoridad   | OAdjPPreActIntrNproA |
| 146 | Los inspectores tienen la obligación de imponérsela, pero aplicarán una reducción de 50% sobre dicho importe si hacen efectivo el pago de forma inmediata.   | OAdvsPreActIntrNproA |
| 147 | Los niños menores de 4 años no pagan   | OSPPreActIntrNproA   |
| 148 | Los usuarios deberán atender las indicaciones que formulen los agentes ferroviarios en relación a la correcta prestación del servicio, así como a lo indicado a tal fin en los carteles colocados a la vista en instalaciones y coches | OSPPreActTrNproA     |
| 149 | Luz intermitente, espere un momento  | OSIPre0TrNproExh     |
| 150 | Luz fija, puede hablar   | OSIPre0IntrNproA     |

We can see in these extracts that the vast majority of statements represent sentential constructions. Moreover, with the exception of some particular cases, most these statements also represent rather complex and extensive constructions. In addition, the vocabulary implied in these statements is rather opaque. All in all, the combination of these important factors has probably influenced the selection of the lowest understanding degree available.

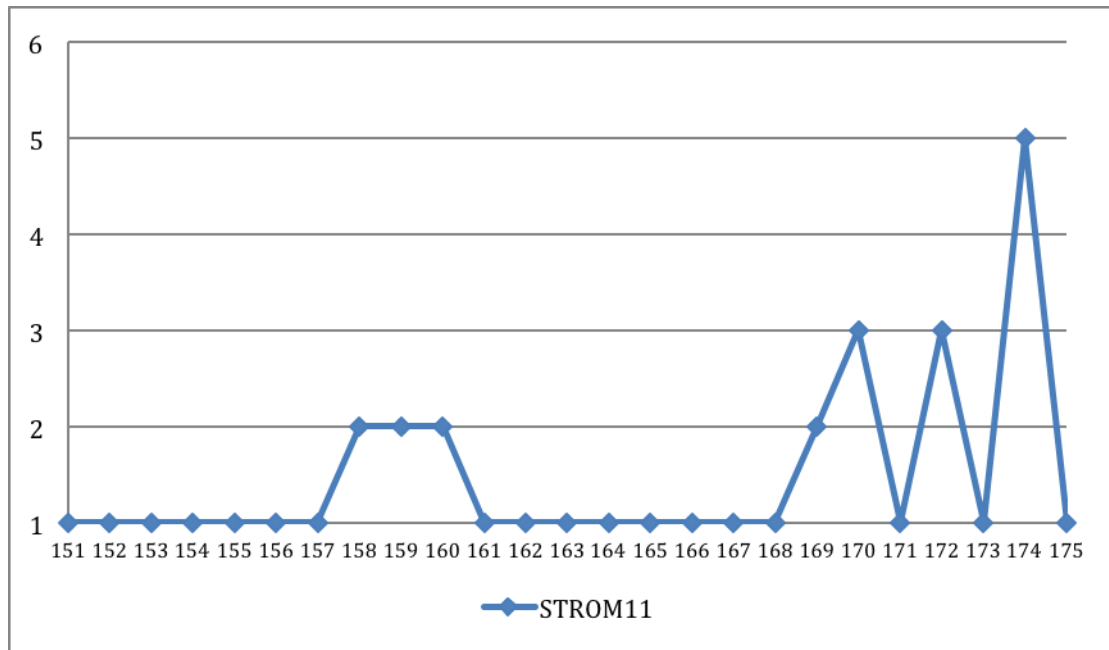


Figure 30

Considering the present section, we can see that the last 7 statements show very dispersed results, with two of them marked as 3 and one, i.e. statement 174, marked with the degree 5, none of which, however, represents a non-sentential phrase. The average score for this chart is 1.48.

Now, let us consider the lowest-scored statements with their tagging characterization:

|     |  |                      |
|-----|--|----------------------|
| 151 | Manipular los mecanismos de apertura o cierre de las puertas previstos para uso exclusivo del personal de la empresa explotadora | OSIPreActIntrNproExh |
| 152 | Manipular o destruir cualquier elemento del ferrocarril directamente relacionado con la normal y segura circulación              | OSIPreOTrNproExh     |

|     |  |                             |
|-----|--|-----------------------------|
| 153 | Manipular o destruir de forma directa o indirecta, cualquier obra o instalación fija o móvil, o cualquier elemento funcional del ferrocarril | OSIPre0TrNproExh            |
| 154 | Mantenga la calma  | OSIPre0TrNproExh            |
| 155 | Mantener un comportamiento correcto y respetuoso   | OSIPre0TrNproExh            |
| 156 | Manténgase en silencio para poder escuchar las indicaciones de los empleados   | OSIPre0IntrNproExh          |
| 157 | Martillo rompecristales  | F                           |
| 161 | Muchas gracias por tu colaboración   | F                           |
| 162 | No acercarse al borde  | OSIPre0IntrNproExh          |
| 163 | No apoyarse en la puerta   | OSIPre0IntrNproExh          |
| 164 | No debe tocar los cables caídos  | OSIPre0TrNproExh            |
| 165 | No dificulte el paso de otros viajeros, ni en las estaciones ni en el interior de los trenes.  | OSIPre0TrNproExh            |
| 166 | No distraigan al conductor.  | OSIPre0IntrNproExh          |
| 167 | No entrar ni salir con luz amarilla intermitente   | OSIPre0IntrNproExh          |
| 168 | No fuerce o impida la apertura o cierre de las puertas del tren.   | OSIPre0TrNproExh            |
| 171 | No lleve en marcha ningún tipo de aparato de reproducción de sonido, salvo que el sonido se emita únicamente por altavoces de uso individual | OExpIPre0TrNproExh          |
| 173 | No obstruya las salidas  | OSIPre0TrNproExh            |
| 175 | No pise la franja de seguridad de los andenes y no se abalance ni baje en ningún caso a la vía.  | OCopIPre0Tr/IntrNpro/RefExh |

We can see in these extracts that all statements, with the exception of numbers 157 and 161, represent sentential constructions of different kinds: simple and compound sentences. Nonetheless, the function expressed by these statements is the same for both types of constructions, having exhortative meaning. In addition, as in case of all statements with the lowest score, the main importance is attached to the vocabulary implied in these statements indicating highly opaque forms.



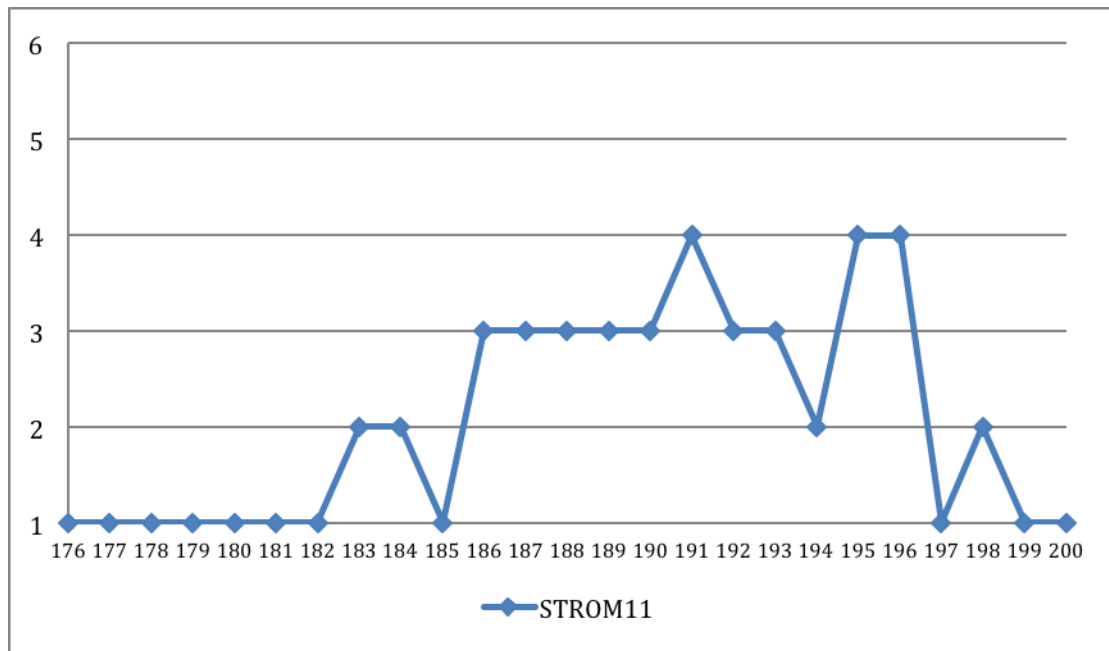


Figure 31

This chart shows interesting results since more than half of the statements presented is marked with grades 3 and 4, unlike the previous graphs with the vast majority of statements with the lowest degree possible. It is important to note that all of the highly marked statements correspond to non-sentential phrases with quite transparent lexicon involved. The average score for this chart is 2.08.

Let us consider now the statements with the lowest understanding degree:

|     |  |                     |
|-----|--|---------------------|
| 176 | No respetarla exime a la empresa de cualquier responsabilidad que no le sea legalmente atribuible.             | OSPPreActIntrNproA  |
| 177 | No se distraerá al conductor mientras el autobús esté circulando   | OSIPre0IntrRefExh   |
| 178 | No se fumará a bordo del vehículo  | OSIPre0IntrRefExh   |
| 179 | No se puede viajar con animales, excepto perros de asistencia y animales que viajen en receptáculos adecuados  | OExpIPre0IntrRefExh |
| 180 | No se venden títulos en el interior de los tranvías  | OSIPre0IntrRefA     |
| 181 | No se viajará con animales, excepto los perros lazarillo y los domésticos que vayan en receptáculos adecuados. | OExpIPre0IntrRefExh |
| 182 | No son válidos los billetes y tarjetas con alteraciones o manipulaciones.                                      | OSPPreActIntrNproA  |

|     |  |                    |
|-----|--|--------------------|
| 185 | No viaje con materiales u objetos que puedan ocasionar peligro o molestias al resto de usuarios.   | OAdjPre0IntrRefExh |
| 197 | Para comunicar con el Agente de c al Cliente puede utilizar el interfono   | OSIPreActTrNproA   |
| 199 | Para hacerlos se dispone de 1 hora y 15 minutos para los títulos de 1 zona, tiempo que se incrementa en 15 minutos por cada zona adicional | OAdjPre0IntrRefA   |
| 200 | Para su seguridad este tren está dotado de cámaras de videovigilancia.   | OSPPreActIntrNproA |

We can see in these examples only sentential constructions ranging from simple sentences to compound and complex units carrying exhortative and declarative functions. In addition, the majority of lexical forms included represent opaque for a Romanian speaker forms, although some words are clearly transparent: *materiales*, *objetos*, *atención*, *agente*, *seguridad*, *conductor* and others.

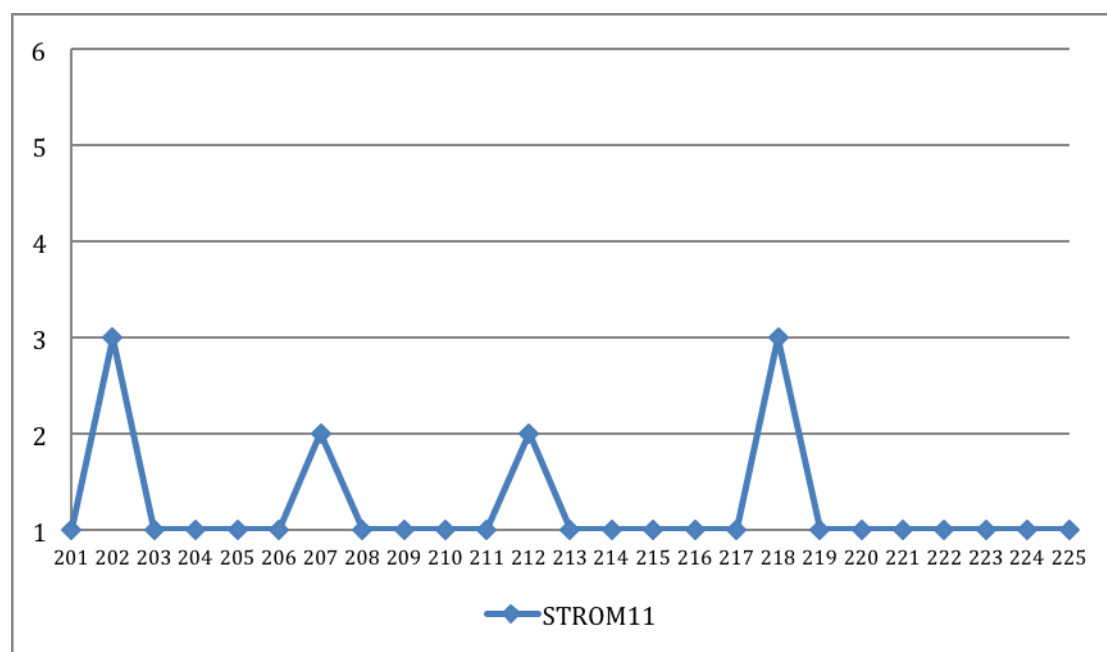


Figure 32

In the present chart we can note rather low grades obtained by our first age group informant with the average score equal to 1.24. Two of the statements, however, are marked with a degree 3, 2 statements with a degree 2, whilst the rest of statements received the lowest understanding degree available equal to 1.

Let us consider these statements with the lowest score below:

|     |  |                      |
|-----|--|----------------------|
| 201 | Parada de autobuses de ida   | F                    |
| 203 | Penetrar en las cabinas de conducción de los trenes, locomotoras u otros lugares del material motor, rodante, o instalaciones reservadas para uso exclusivo de los agentes ferroviarios o personas autorizadas | OSIPreActIntrNproExh |
| 204 | Permanecer en las instalaciones ferroviarias fuera del horario en que esté prevista su utilización por los usuarios  | OSIPreActIntrNproExh |
| 205 | Permanezca atento a los comunicados por megafonía o a la información   | OSIPre0IntrNproExh   |
| 206 | Permite hacer transbordos entre las líneas T4, T5 y T6 del tranvía por un periodo de 30 minutos desde la primera cancelación   | OSIPreActTrNproA     |
| 208 | Por acuerdo de la ATM publicado DOGC número 6184 del 2/8/2012  | F                    |
| 209 | Por favor familiarícese con estos elementos de ayuda a la evacuación   | OSIPre0IntrNproExh   |
| 210 | Por obras de rehabilitación, la salida quedará cerrada desde el 4 de octubre hasta el 11 de diciembre de 2011.   | OSPPreActIntrNproA   |
| 211 | Por su seguridad, sistema permanente de captación de imágenes  | F                    |
| 213 | Precios 2011 del sistema tarifario integrado   | F                    |
| 214 | Procurar subir los cochecitos plegados   | OSIPre0TrNproExh     |
| 215 | Procure acceder al tren con el cochecito plegado   | OSIPre0TrNproExh     |
| 216 | Procure ceder el paso a su izquierda en las escaleras mecánicas  | OSIPre0TrNproExh     |
| 217 | Prohibido bajar a la vía   | F                    |
| 219 | Protección civil   | F                    |
| 220 | Puede consultar el resto de condiciones generales de utilización en nuestras oficinas y en <a href="http://www.trambcn.com">www.trambcn.com</a>  | OSIPreActTrNproA     |
| 221 | Puede entrar y salir cuando el botón de la puerta esté iluminado   | OSIPreActTrNproA     |
| 222 | Pulse el botón   | OSIPre0TrNproExh     |
| 223 | Pulse el botón y suéltelo  | OCopIPre0TrNproExh   |
| 224 | Punto de Atención al Ciudadano   | F                    |
| 225 | Queda prohibido a los usuarios del ferrocarril   | F                    |

The statements presented above represent an interesting picture from the point of view of both structure and semantics, since we can see a number of non-sentential phrases exhibited with a low number of components. In addition, these phrases represent rather transparent vocabulary, as for example the following construction: *autobuses, atención, número, sistema* etc. Nevertheless, the opaque words included in these sentences have probably influenced the selection since they did not allow the informant to comprehend correctly the meaning of the entire statement.

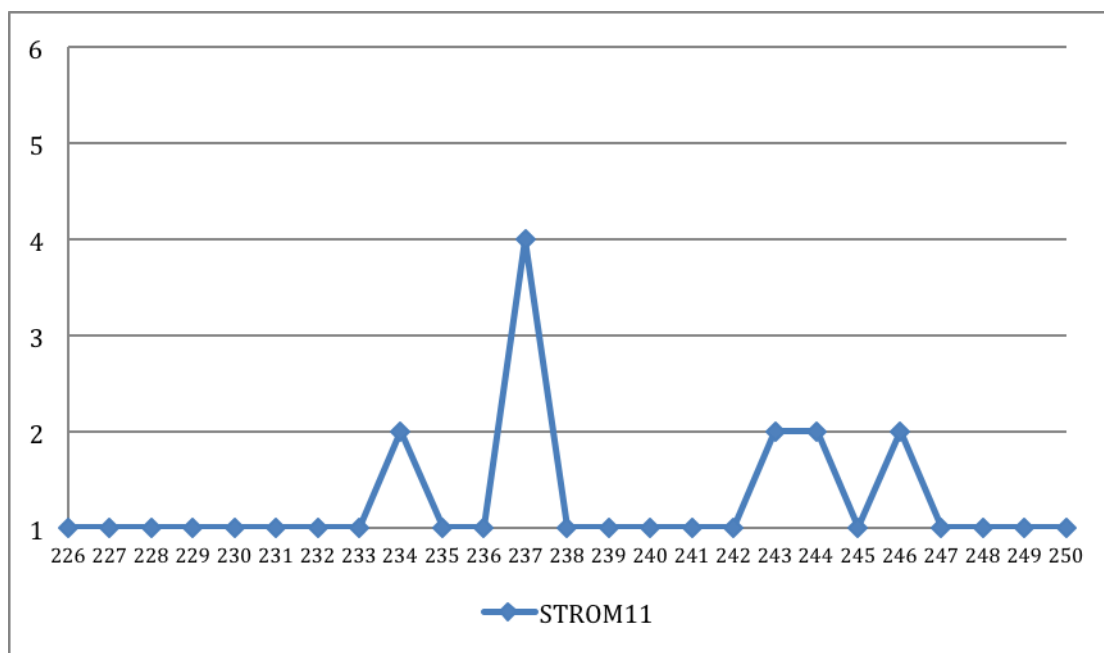


Figure 33

The results presented in the given chart are similar to the previous one. Thus, we can see that only one statement is marked very highly, with a number 4, which is a phrase with transparent lexicon:

|     |                      |   |
|-----|----------------------|---|
| 237 | Salida de emergencia | F |
|-----|----------------------|---|

In addition, four of the statements got the understanding degree 2, while the rest of statements only received the lowest degree, i.e.1. The average score for this segment is 1.28.

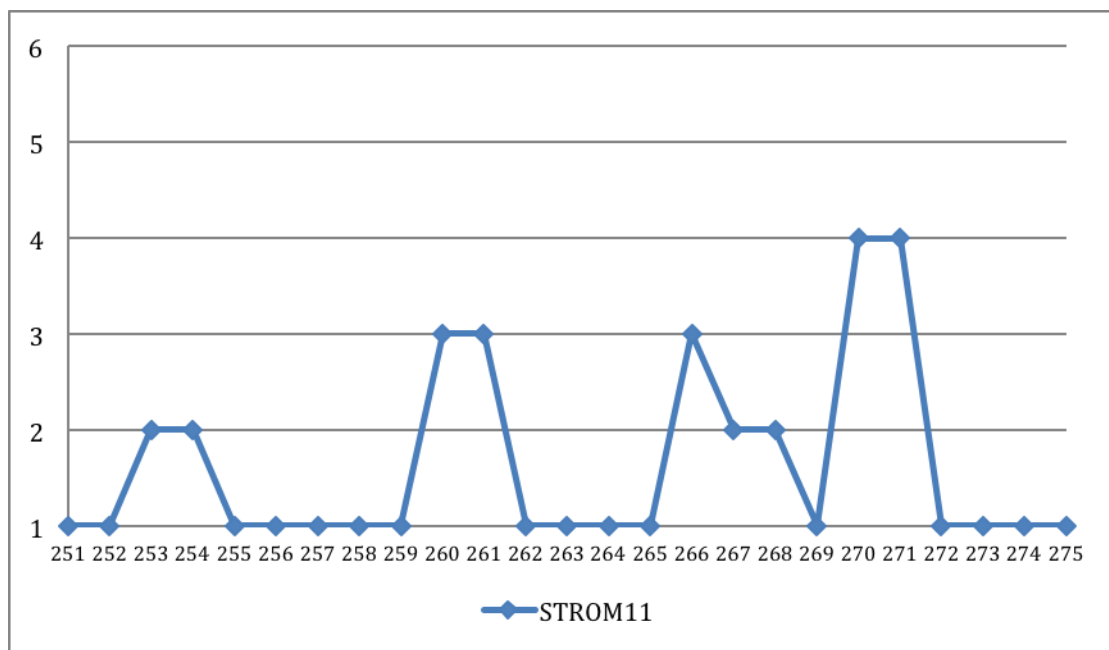
Let us analyze the lowest-scored statements below:

|     |  |                  |
|-----|--|------------------|
| 226 | Recibir contestación de la empresa a todas las reclamaciones y quejas formuladas | OSIPre0TrNproExh |
|-----|--|------------------|

|     |   |                      |
|-----|---|----------------------|
| 227 | Recuerde que no está permitido circular en bicicleta dentro del recinto del metro y que se admite una sola bicicleta por viajero y billete.   | OAdjPre0IntrNproExh  |
| 228 | Reglamento de viajeros en vigor   | F                    |
| 229 | Renunciar en caso de incidencia, a seguir el viaje, y obtener un billete equivalente a cambio   | OSIPre0TrNproExh     |
| 230 | Respetar las prohibiciones  | OSIPre0TrNproExh     |
| 231 | Rogamos utilicen la salida Pl. Glòries  | OSIPreActTrNproExh   |
| 232 | Romper el cristal para acceder al martillo  | OSIPre0TrNproExh     |
| 233 | Romper el vidrio de la caja de la maneta  | OSIPre0TrNproExh     |
| 235 | Sábados, domingos y festivos durante el horario de servicio del metro   | F                    |
| 236 | Salida cerrada  | F                    |
| 238 | Se atenderán las indicaciones de los empleados y las de los avisos colocados en el interior de los autobuses.   | OSIPre0TrRefExh      |
| 239 | Se dispondrá de billetes, tarjeta, abono o pase válidos para el trayecto que se desea recorrer.   | OSIPre0TrRefExh      |
| 240 | Se entrará y saldrá por las puertas señalizadas.  | OCopIPre0TrRefExh    |
| 241 | Se evitará el deterioro o el maltrato de los autobuses y las paradas.   | ODisIPre0TrRefExh    |
| 242 | Se permiten hasta 3 transbordos, y es obligatorio validarlos cada vez   | OCopIPre0TrRefExh    |
| 245 | Se sancionará con multa de 30,05 a 516,87 euros: b) El incumplimiento de las prohibiciones y mandatos previstos en el artículo 293, siempre que aquel no pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo  | OSIPreActTrNproA     |
| 247 | Se sancionará con multa de 1033,75 a 2073,49 euros: f) El incumplimiento de las prohibiciones tipificadas en el artículo 294, en todo caso así como de las tipificadas en los puntos 1,2,3,8 y 13 del artículo 293, cuando tal incumplimiento pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo | OSIPreActTrNproA     |
| 248 | Se tiene derecho al canje de una tarjeta multiviaje cuando ésta corresponda al trayecto a recorrer, no se encuentre deteriorada y sea   | OAdvbIPre0IntrRefExh |

|     |  |                    |
|-----|--|--------------------|
|     | rechazada por una máquina validadora.  |                    |
| 249 | Ser informado del funcionamiento del servicio, de sus incidencias y de los tipos de billetes y tarifas | OSIPre0IntrNproExh |
| 250 | Ser transportados siempre que el vehículo no supere su capacidad máxima.                               | OSIPre0IntrNproExh |

The extracts above show us a variety of structures: non-sentential constructions, i.e. phrases, as well as simple, complex and compound sentences. It is important to state that the number of components is also different ranging from phrases with only two words included to complex constructions with more than 30 words used. Despite the divergence in all the factors described above, the vocabulary used in these statements is rather opaque, what has contributed the most to the negative understanding of those constructions.



**Figure 34**

In the present chart we can see a similar situation, since there are two statements, i.e. 270 and 271, marked with the understanding degree 4, three statements marked with the degree 3, four statements marked with a 2, while the rest show the number 1. The average score here is 1.64.

In the extracts below we can see the lowest-scored statements with their characterizations:

|     |  |                       |
|-----|--|-----------------------|
| 251 | Ser tratado con corrección por los empleados de la empresa y ser atendido en las peticiones de ayuda e información, con la posibilidad de usar los intercomunicadores para ello.   | OCopIPre0IntrNproExh  |
| 252 | Ser tratados correctamente por los empleados y recibir información sobre los servicios y las posibles modificaciones.  | OCopIPre0IntrNproExh  |
| 255 | Si el bebé ha de permanecer en el cochecito: sujétalo firmemente con la mano, no lo suelte nunca.  | OAdvbIPre0IntrNproExh |
| 256 | Si el pago se hace de inmediato, tendrá una reducción del 50%.   | OAdvbIPre0IntrNproExh |
| 257 | Si, en alguna de las situaciones anteriores, un viajero se niega a identificarse ante los empleados, estos solicitarán la presencia de los agentes de seguridad o del orden público para que lo identifiquen, pudiéndole exigir que abandone el autobús. | OAdvbIPre0IntrNproExh |
| 258 | Si la plataforma está ocupada por un viajero en silla de ruedas, deje el cochecito donde no moleste a los demás viajeros.  | OAdvbIPre0IntrNproExh |
| 259 | Si se baja del autobús y se coge otro en sentido contrario, se debe volver a validar la tarjeta.   | OAdvbIPre0IntrNproExh |
| 262 | Si un viajero lleva una tarjeta integrada correcta y validada al inicio de un desplazamiento, pero no validada en el momento que transbordar, deberá pagar el importe equivalente al precio del billete sencillo de una zona.                            | OAdvbIPre0IntrNproExh |
| 263 | Si un viajero lleva una tarjeta, un abono o un pase personalizados, deberá demostrar que es su titular.  | OAdvbIPre0IntrNproExh |
| 264 | Si va en bicicleta, utilice los accesos señalizados y no las escaleras mecánicas.  | OAdvbIPre0IntrNproExh |
| 265 | Si viaja con un cochecito de bebé, siempre que sea posible: lleve el bebé en brazos, pliegue el cochecito y déjelo en la plataforma central.   | OAdvbIPre0IntrNproExh |
| 269 | Siga la dirección que marquen los empleados, no se separe del grupo  | OSIPre0TrNproExh      |
| 272 | Subir al tren o bajar del mismo, estando éste en movimiento  | OSIPreActIntrNproExh  |
| 273 | Sugerencias, quejas y reclamaciones  | F                     |

|     |   |   |
|-----|---|---|
| 274 | Tarifas incluidos IVA y tasa de seguridad                                       | F |
| 275 | Tarjeta personalizada con acreditación mediante DNI o carnets de los operadores | F |

We can see in these examples that only the last three entries represent non-sentential phrases, whilst all other statements are simple, complex and compound sentences, all with exhortative function. Despite the last three statements, the majority of constructions are quite extensive with a high number of constituents. The vocabulary implied is also opaque, as it was in case of previous graphs in this group.

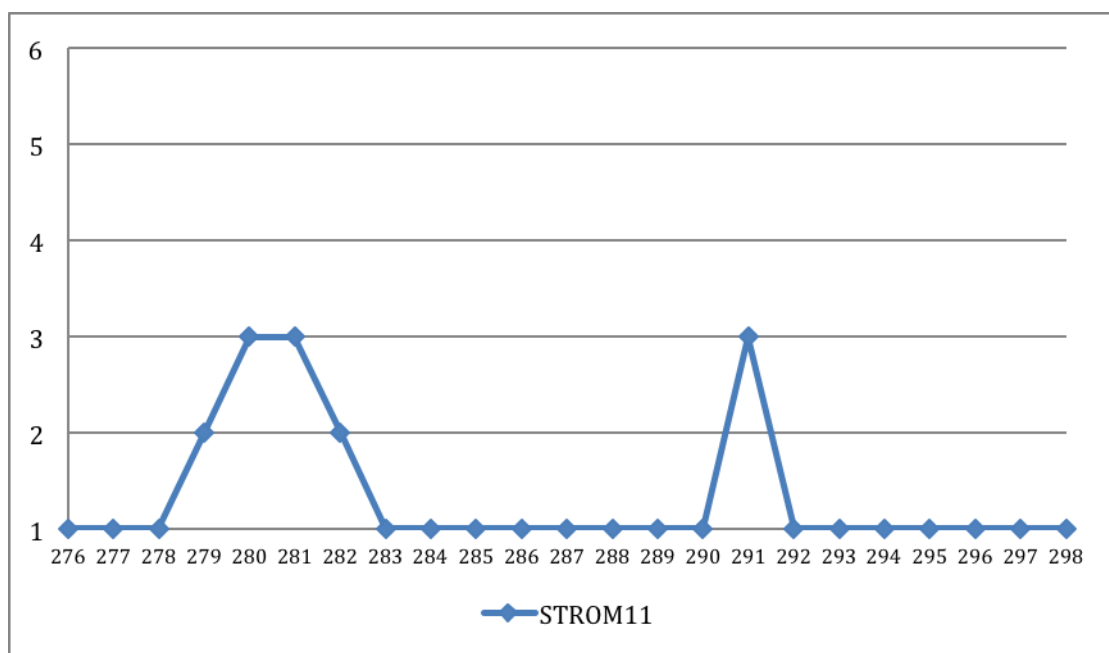


Figure 35

In this chart there are only 3 statements marked with the understanding degree 3, two statements marked with a 2 and the rest of statements manifest the lowest grade possible equal to 1 expressing a total lack of understanding. On the whole, the average score for this chart is 1.35.

Let us analyze the lowest-scored statements with their tagging specification:

|     |  |                      |
|-----|--|----------------------|
| 276 | Tarjeta personalizada para menores de 25 años con acreditación mediante DNI o carnets de los operadores.                         | F                    |
| 277 | Tener asientos de uso preferente las personas con movilidad reducida, las mujeres embarazadas y las personas de la tercera edad. | OSIPreActIntrNproExh |



|     |  |                      |
|-----|--|----------------------|
| 278 | Terminantemente prohibido el uso indebido.   | F                    |
| 283 | Título personalizado mediante DNI o carnets acreditativos de los operadores  | F                    |
| 284 | Título personalizado mediante DNI para niños entre 4 y 12 años   | F                    |
| 285 | Título personalizado mediante DNI para personas menores de 25 años   | F                    |
| 286 | Título multipersonal y horario   | F                    |
| 287 | Título unipersonal y horario   | F                    |
| 288 | Títulos de transporte  | F                    |
| 289 | Títulos integrados   | F                    |
| 290 | Todo comportamiento que implique peligro para la integridad física de los demás usuarios o pueda considerarse molesto u ofensivo para éstos o para los agentes del ferrocarril   | OAdjPPreActIntrNproA |
| 292 | Utilice las otras puertas  | OSIPre0TrNproExh     |
| 293 | Utilizar en caso de emergencia para solicitar la parada del tren   | OSIPre0TrNproExh     |
| 294 | Valide siempre el título al entrar, incluso si efectúa transbordo  | OExpIPre0TrNproExh   |
| 295 | Validez: 1 año renovable, sólo en el ámbito de la zona 1, en los servicios de metro y autobús que son competencia del Área Metropolitana de Barcelona (AMB), en las líneas de Ferrocarrils de la Generalitat de Catalunya y en la des de Trambaix y Trambesòs. | F                    |
| 296 | Validez: 1 día desde la primera cancelación hasta el fin del servicio  | F                    |
| 297 | Validez: 30 días consecutivos desde la primera cancelación   | F                    |
| 298 | Validez: 90 días consecutivos desde la primera cancelación   | F                    |

These statements represent all the possible general types we have established: phrases, simple, complex and compound sentences. The majority of constructions, however, represent rather expanded units, although we can note some phrases with only 2-5 components. Thus, we can assume, that it is highly probable that the key aspect here is the semantics applied in these statements, since many of the forms are rather opaque and do not help understand the entire meaning of constructions.

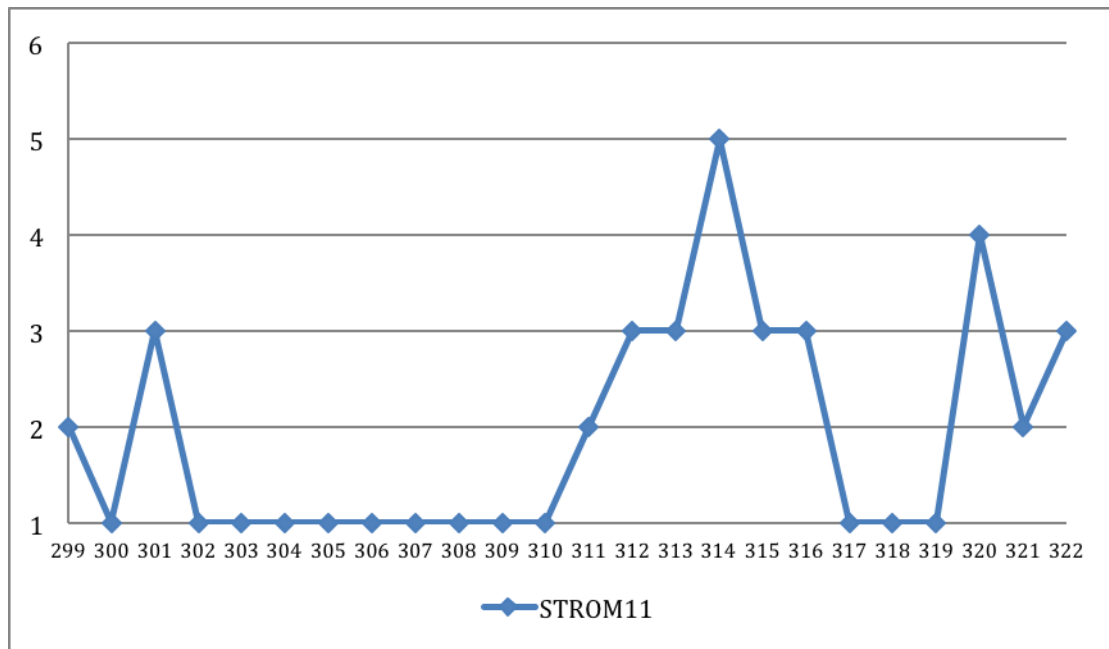


Figure 36

The results obtained in this chart are quite dispersed. Thus, we can see the second statement in the whole set of graphs marked with a grade 5, while another one is marked with a number 4 and the rest with the grades ranging from 1 to 3. The average degree of the results obtained for this chart is 1.92.

Now, let us observe the statements with the lowest score obtained so as to analyze their structures further on:

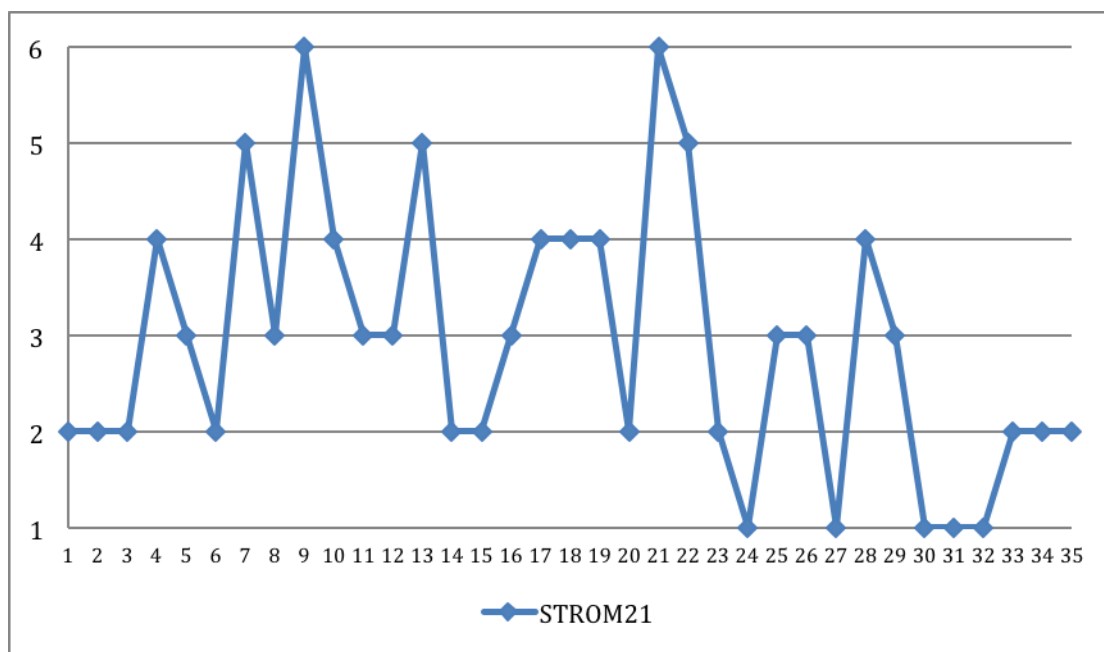
|     |   |                      |
|-----|---|----------------------|
| 300 | Validez: un curso escolar   | F                    |
| 302 | Ver el listado de localización de las estaciones por zonas  | OSIPre0TrNproA       |
| 303 | Viajar con el billete validado (excepto los menores de cuatro años)   | OSIPre0IntrNproExh   |
| 304 | Viajar en lugares distintos de los habilitados a tal fin en los coches y locales en los términos que resultan de la normativa específica sobre la materia | OSIPreActIntrNproExh |
| 305 | Viajar gratis los menores de 4 años   | OSIPre0IntrNproExh   |
| 306 | Viajar sin billete, o llevarlo sin validar o con el plazo de validez agotado será motivo de sanción   | OSPPreActIntrNproA   |
| 307 | Viajar sin billete o tarjeta válidos puede ser sancionado por la Administración con una multa de hasta 600.   | OSPPreActIntrNproA   |
| 308 | Viajar sin título de transporte o con título que resulte insuficientemente en función de las  | OSIPreActIntrNproExh |

|     |  |                      |
|-----|--|----------------------|
|     | características del viaje y condiciones de utilización según la tarifa aplicable |                      |
| 309 | Viajar con el billete validado (excepto los menores de cuatro años)              | OSIPreActIntrNproExh |
| 310 | Viajar sin título de transporte válido comporta el pago de 100 euros             | OSPPreActIntrNproA   |
| 317 | Tranvía azul   | F                    |
| 318 | Tren de Alta Velocidad   | F                    |
| 319 | Video vigilancia   | F                    |

These statements represent phrases and simple sentences with exhortative and declarative functions. We can also notice the divergence in the number of constituents included, ranging from very short constructions with only 2 words to rather complex units with more than 20 words. Although we can clearly witness the presence of some transparent words, the majority of words are rather opaque, de to which these statements obtained the lowest degree possible.

After having analyzed all the results obtained by the only representative of the first age group of Romanian monolinguals, let us draw some general conclusions. Thus, on the whole, we might have noticed, that the results presented for this subsection are quite low with the average score equal to 1.6. Considering more in details the structural characterization implied in reference to these statements, which can be entirely observed in the Volume II of the present work, we have noticed that in relation to those few statements which received the highest scores, all of them represent non-sentential phrases with very transparent vocabulary and a low number of constituents. On the contrary, the lowest-scored statements presented dispersed constructions with a various number of constituents as well. In some of these statements we were able to observe some clearly transparent words. Interestingly enough, nonetheless, these words did not play the vital role in perceiving the meaning of the entire statements or other comprising them words. As regards the statements functions implied, we can state that the differentiation between exhortative and declarative functions did not prove to be significant in understanding.

Now, let us pass to the analysis of the results obtained for the only representative of the second age group of Romanian informants so as to be able to make more exact conclusions in reference to the entire sample group.



**Figure 37**

This is the first chart corresponding to the second age group representative of Romanian monolingual sample. Considering this graph, we can see that the obtained results are quite dispersed, ranging from 1 to 6. The average value, however, is 2.91.

Due to the variety of understanding degrees marked by this informant, for a more scrupulous analysis let us firstly consider those forms which received the highest mark possible, i.e. 6, referring to a total understanding of the entire statement as well as its constituents. Thus, we can observe that there are two such examples, which we will present below altogether with their tagging characteristics:

|    |                |   |
|----|----------------|---|
| 9  | Acceso a Metro | F |
| 21 | ¡Atención!     | F |

We can note that these statements are non-sentential phrases with very low number of components in addition to a clearly transparent lexicon applied.

Now let us consider those forms which obtained the lowest mark of the ones proposed, referring to a total lack of understanding:

|    |  |                         |
|----|--|-------------------------|
| 24 | Avise al empleado más próximo y siga sus instrucciones | OCopIPre0Intr/TrNproExh |
| 27 | Beneficiarios: poseedores del Carnet Groc              | F                       |

|    |  |                   |
|----|--|-------------------|
|    | Metropolità o bien del Carnet Rosa<br>Metropolità de Tarifa Reducida   |                   |
| 30 | Cada cliente deberá conservar el billete en buen estado hasta el final del trayecto y presentarlo cuando el personal de la empresa lo solicite | OCopPre0TrNproExh |
| 31 | CAPITULO V. Prohibiciones y obligaciones en la utilización de los transportes ferroviarios.  | F                 |
| 32 | CAPITULO VI Régimen sancionador  | F                 |

We can see in these extracts the combination of various structural types such as: phrases and compound sentences. Nonetheless, despite this divergence, we can witness rather extensive constructions, with the exception of the last statement, with presumably opaque vocabulary.

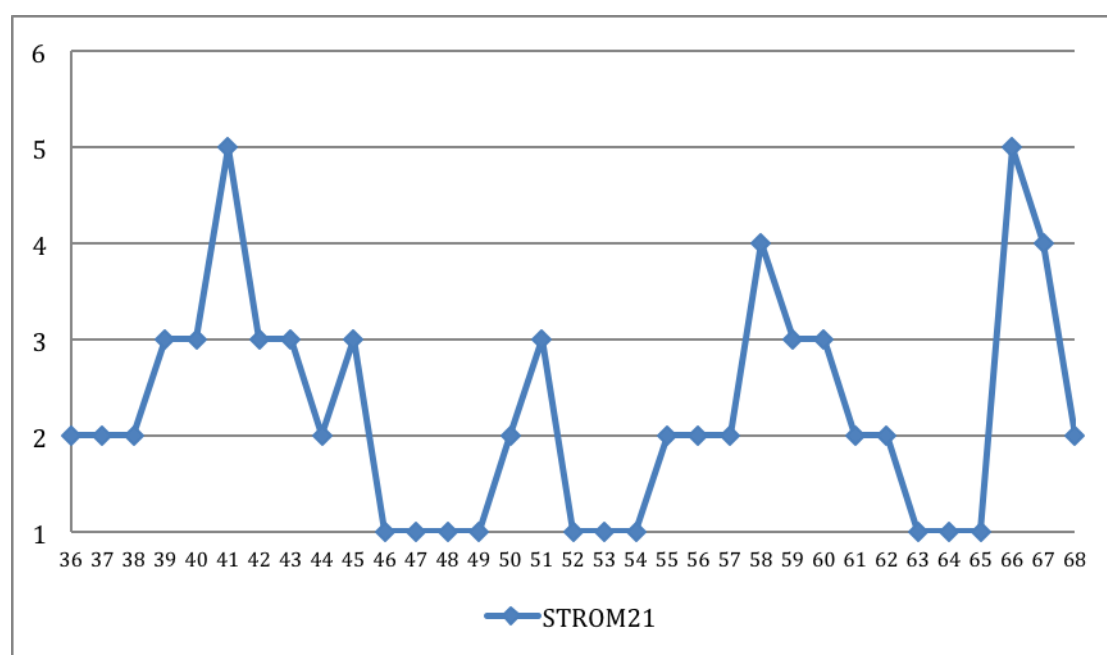


Figure 38

The situation presented in the present chart is similar to the previous one with understanding degree grades ranging from 1 to 5. The average score here is 2.24. Nevertheless, the major difference of this chart from the previous one is that there are no statements with the highest score. Instead, we can note two statements with the degree 5, referring to a positive understanding of the statement with few unclear words. Let us consider these examples below:

|    |                                      |   |
|----|--------------------------------------|---|
| 41 | Condiciones generales de utilización | F |
|----|--------------------------------------|---|

|    |                      |   |
|----|----------------------|---|
| 66 | Dirección evacuación | F |
|----|----------------------|---|

In relation to these statements we can note the same basic situation as the one in the highest-scored statements in the previous chart. Thus, both these statements are phrases with rather transparent vocabulary.

In addition, we can also state that there are 10 examples of the lowest-scored constructions, which will be displayed below:

|    |   |                       |
|----|---|-----------------------|
| 46 | Cualquier acto que pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo  | F                     |
| 47 | Cuando aun siendo municipios limítrofes, para realizar este desplazamiento se tengan que atravesar otros municipios   | OAdvbIPre0IntrNproExh |
| 48 | Cuando estés en una parada, pide al conductor que se detenga  | OAdvbIPre0IntrNproExh |
| 49 | Cuando la estación de origen o de destino esté situada en la corona 1   | OSPPre0IntrNproExh    |
| 52 | De conformidad con el artículo 52 de la Ley 7/2004, de 16 de julio, de medidas fiscales y administrativas, modificada por la Ley 26/2009, de 23 de diciembre, de medidas fiscales, financieras y administrativas  | F                     |
| 53 | De conformidad con la Ley Orgánica 15/1999 de Protección de Datos de Carácter Personal, el usuario podrá ejercer sus derechos de acceso, rectificación, cancelación y oposición, o dirigir cualquier consulta, enviando una notificación por escrito y adjuntando fotocopia del DNI | OSPPreActTrNproA      |
| 54 | Deberán respetarse por los usuarios las obligaciones establecidas en los reglamentos de utilización y en los contratos - tipo de transporte ferroviario, que, en su caso, apruebe la administración   | OAdjIPreActIntrNproA  |
| 63 | Desplazamientos ilimitados, dentro de la zona de residencia, en todos los modos de transporte   | F                     |
| 64 | Desplazamientos ilimitados, en las zonas delimitadas por la primera validación, en todos los modos de transporte según las zonas a atravesar (de 1 a 6 zonas)   | F                     |

|    |   |   |
|----|---|---|
| 65 | Desplazamientos internos por la red del tranvía | F |
|----|---|---|

Thus, considering their structural characteristics, these statements can be divided in two categories: phrases and complex sentences. In spite of this difference, nevertheless, all these constructions received the lowest score referring to a total lack of their understanding. Hence, we can assume that, perhaps, the key factor lying in the basis of the failure in understanding does not have to do so much with the morphological complexity of given constructions, but rather with other aspects. For example, we can notice that all these statements are rather extensive units with a big number of components. In addition, the semantics implied is also opaque in its majority, with the exception of few transparent words, which, however, did not facilitate the understanding process.

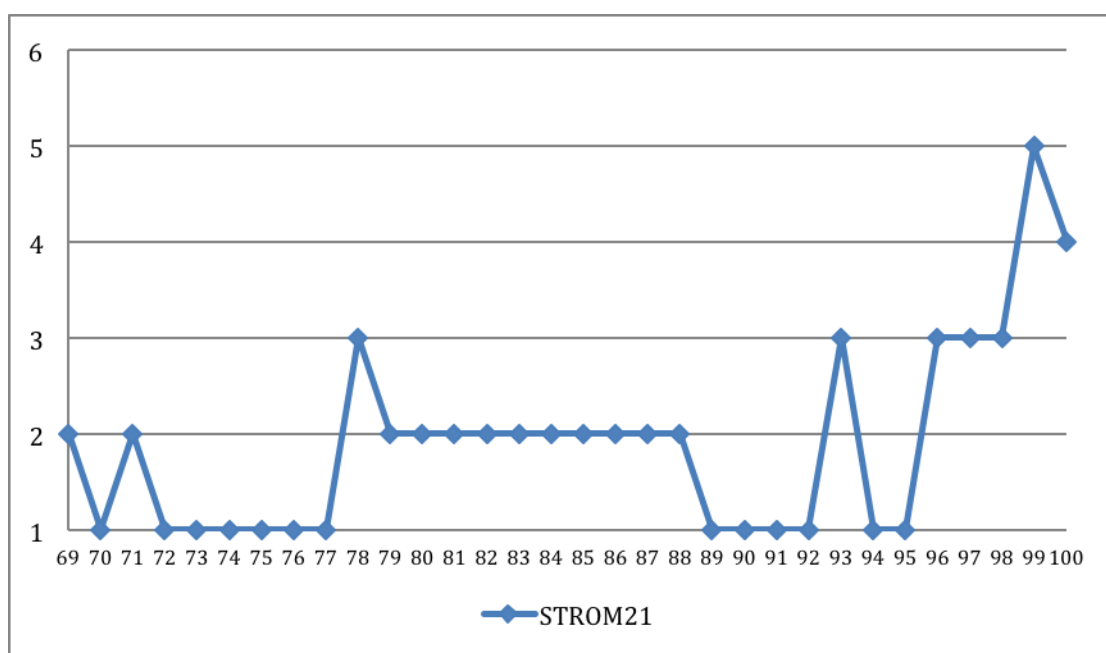


Figure 39

The present chart manifests very low results obtained for the first half of statements, whilst the second half shows much higher score with the understanding degrees marked ranging between 2-4 in its majority achieving the maximum of the degree 5. The total average score, nonetheless, is quite low and is equal to 1.9.

Let us consider now the lowest-marked statements so as to establish common characteristics between them:

|    |  |                             |
|----|--|-----------------------------|
| 70 | Distribuir propaganda, pegar carteles, mendigar, organizar rifas o juegos de azar y vender bienes o servicios en los trenes, instalaciones y dependencias de la línea, sin autorización de la empresa explotadora; y en general, mantener actividades o efectuar acciones que por su naturaleza puedan perturbar a los usuarios y alterar el orden público | OAdjPre0TrNproExh           |
| 72 | El cochecito puede volcar y provocar un grave accidente al bebé  | OCopPPreActIntr/TrRef/NproA |
| 73 | El funicular de Montjuïc está incluido en el sistema tarifario integrado y en los billetes y abonos de TMB   | OSPPreActIntrNproA          |
| 74 | El incumplimiento de las prohibiciones y las obligaciones previstas en la Ley 4/2000, de 31 de marzo, Ferroviaria, y en el presente Reglamento, constituyen infracciones que pueden implicar el pago de las cantidades que establece el artículo 66 de dicha ley y las normas que la desarrollen   | OAdjPPreActTrNproA          |
| 75 | El personal de la empresa podrá prohibir la entrada u ordenar la salida del vehículo a los viajeros que incumplan las obligaciones anteriores  | ODisPPreActTrNproA          |
| 76 | El TRAM le informa de que, para su seguridad, dispone de sistema permanente de captación de imágenes, y las llamadas serán grabadas y los datos facilitados en las mismas se incorporarán a un fichero con objeto de atender su solicitud  | OCopPPreActIntrNproA        |
| 77 | El uso indebido será castigado por la ley art. 11.2 APT. C) del reglamento de viajeros de este ferrocarril   | OSPPreActIntrNproA          |
| 89 | En caso de infracción, la empresa formulará una denuncia ante la Administración  | OSPPreActTrNproA            |
| 90 | En el caso de un desplazamiento concreto que tenga el origen y el destino estaciones contiguas o en municipios limítrofes situados en diferente zona tarifaria, se podrán utilizar los títulos de transporte integrados de 1 zona siempre y cuando no se realice ningún transbordo y con las siguientes excepciones  | OSPPreActTrNproA            |
| 91 | En el interior del tren sitúese en la plataforma   | ODisIPre0IntrNproExh        |



|    |   |                    |
|----|---|--------------------|
|    | de entrada o en el espacio reservado para este uso, teniendo en cuenta que sólo se permiten dos bicicletas por espacio  |                    |
| 92 | En los servicios de transporte del AMB se permite también la utilización del Passi d'Acompanyant del AMB y del Passi y la Targeta de Pensionista de Ferrocarrils de la Generalitat de Catalunya | OSIPreActTrRefA    |
| 94 | Es la percepción mínima que establece la Ley si no llevas un título válido  | OAdjIAtrActTrNproA |
| 95 | Es obligatorio ceder estos asientos a personas que merecen una atención especial  | OSIPreActTrNproA   |

Unlike all other lowest-scored constructions analyzed above, in these extracts we can only see sentential forms: simple, compound and complex. In addition, they are all quite extensive with a high number of constituents. Last and not least, the opaque vocabulary is also representative having played a crucial role in such low understanding ranking.

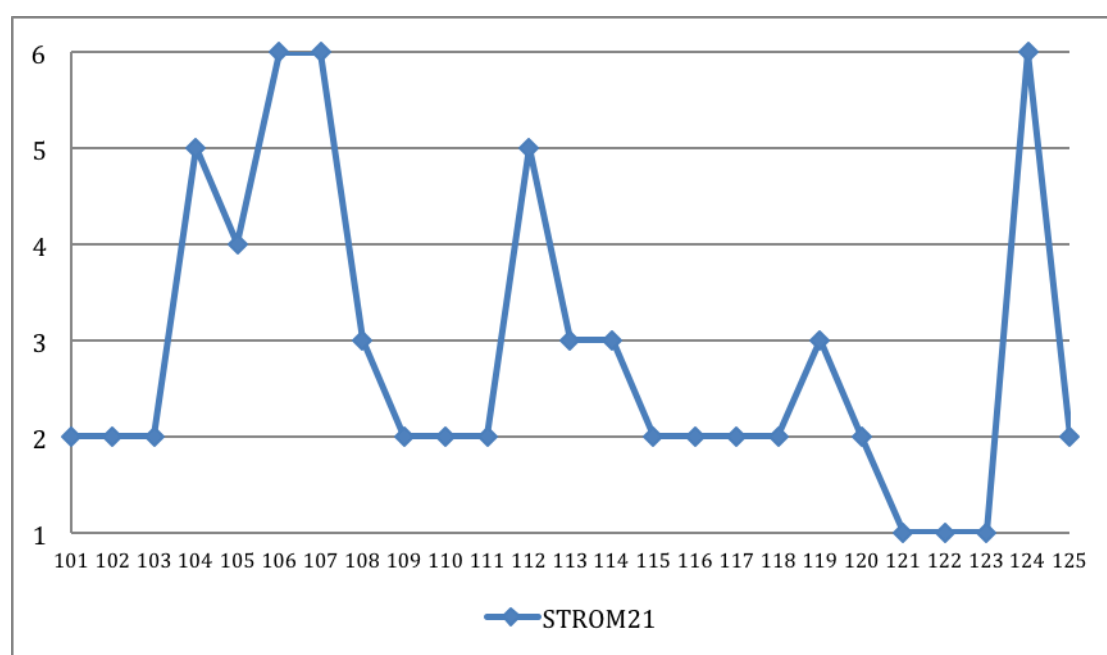


Figure 40

The present chart shows quite interesting results, since we have 3 statements marked with the highest possible grade, i.e. 6, all of which are non-sentential phrases with highly transparent for a Romanian speaker vocabulary and a low number of constituents, as we can see below:

|     |                           |   |
|-----|---------------------------|---|
| 106 | Estación Marítima         | F |
| 107 | Estación terminal         | F |
| 124 | Infracciones y sanciones. | F |

Two other statements are marked with a number 5. It is important to state that almost all of them are non-sentential phrases with a transparent lexicon implied, as we have just marked above. The average score for this chart is equal to 2.84.

Considering the lowest-scored statements, we can distinguish merely 3 examples, which we are to analyze as follows:

|     |   |                      |
|-----|---|----------------------|
| 121 | Hacer uso sin causa justificada de los mecanismos de parada de los trenes.  | OSIPre0IntrNproExh   |
| 122 | Hazle una señal cuando se esté acercando, así se parará y podrás salir      | OExpIPre0IntrNproExh |
| 123 | Impedir o forzar la apertura o cierre de la puertas de acceso a los coches. | OSIPre0TrNproExh     |

Thus, we can see that two of these statements are simple sentences, whilst the third entry is a compound sentence. All the three, nonetheless, express exhortative meaning. In addition, we already mentioned in the majority of previously low-marked statements, there is a rather complex type of constructions implied with highly opaque vocabulary.

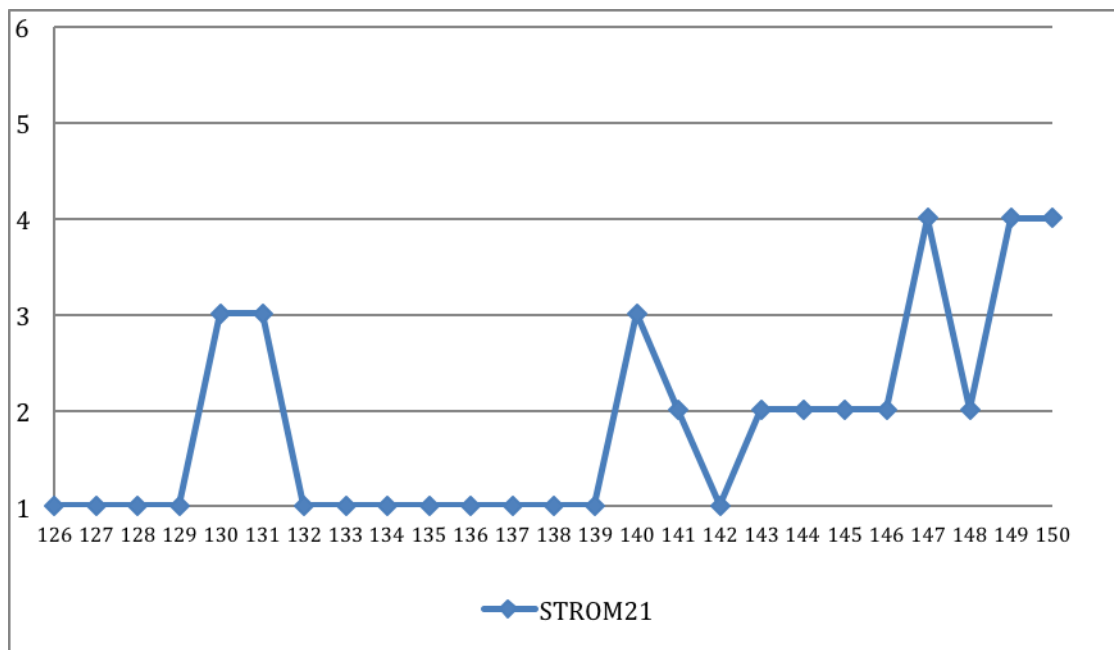


Figure 41

Regarding the given chart, we can see that there are three statements, i.e. 147, 149 and 150, marked with the number 4, being in this way the highest-marked statements. There are three more statements marked with a 3, while all the rest are marked with 1 and 2. The average score here is 1.84.

Let us consider below the lowest-marked statements considering the results in this chart:

|     |  |                       |
|-----|--|-----------------------|
| 126 | La alteración, la manipulación o la utilización incorrecta de un billete o tarjeta causarán su retirada por parte de los empleados.  | OSPPreActTrNproA      |
| 127 | La competencia para la imposición de las sanciones previstas en el artículo 295 del presente Reglamento corresponderá a los Gobernadores civiles o Delegados del Gobierno con jurisdicción en la provincia en la cual se haya cometido la infracción de que se trate | OSPPreActIntrNproA    |
| 128 | La edad se puede ampliar si se acredita que se está cursando estudios mediante la obtención de un carnet acreditativo de la ampliación de la T-jove.   | OAdvbPPre0IntrNproExh |
| 129 | La percepción mínima por viajar sin título de transporte válido es de 100 euros.   | OSPPreActIntrNproA    |
| 132 | Lanzar o depositar objetos o materiales de cualquier naturaleza, o realizar vertidos en cualquier punto de la vía y sus aledaños e instalaciones anejas, dentro de la zona de dominio público, o al paso de los trenes   | OSIPreActIntrNproExh  |
| 133 | Las acciones que puedan implicar deterioro o causar suciedad en los trenes o instalaciones, o, en general, que perjudiquen los intereses del ferrocarril o de las empresas explotadoras  | ODisPPreActIntrNproA  |
| 134 | Las personas con movilidad reducida tienen derecho a utilizar asientos de uso preferente.  | OSPPreActIntrNproA    |
| 135 | Las tarifas se establecen en función del número de zonas por las que discurre el trayecto, hasta un máximo de 6 zonas.   | OSPPreActIntrSrefA    |
| 136 | Las tarjetas, abonos o pases sin banda magnética se deben mostrar al conductor al entrar en el autobús.  | OSPPreActIntrSrefA    |

|     |   |                    |
|-----|---|--------------------|
| 137 | Las tarjetas con banda magnética se deberán validar siempre en las máquinas                                 | OSPPreActIntrSrefA |
| 138 | Las tarjetas del sistema tarifario integrado dan derecho a transbordo entre medios de transporte integrados | OSPPreActIntrNproA |
| 139 | Los ascensores son de uso preferente para los usuarios en situaciones especiales                            | OSPPreActIntrNproA |
| 142 | Ley 26/2009, de 23 de diciembre, de medidas fiscales, financieras y administrativas.                        | F                  |

Thus, we can see here that all of these statements, with the exception of the last one numbered 142, are sentences in their majority of a simple type with one representative of compound sentences as well as complex ones. Regarding the complexity of constructions and the number of constituents, we can see that there are rather extensive forms with predominantly opaque lexicon implied, what without doubts played the vital role.

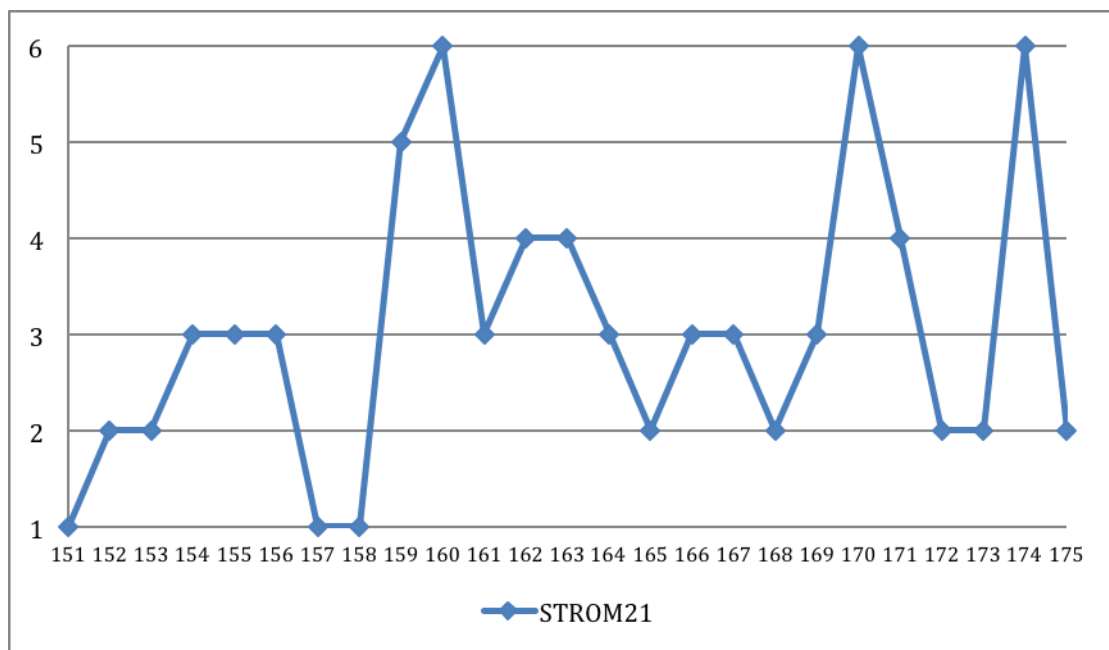


Figure 42

In the present graph we can see the highest grades obtained so far with 3 statements marked with a grade 6 and 1 with a grade 5. The average score in relation to this graph is 3.04.

Let us consider firstly below the highest-ranked statements:

|     |                                 |   |
|-----|---------------------------------|---|
| 160 | Monumentos de interés turístico | F |
|-----|---------------------------------|---|

|     |              |                    |
|-----|--------------|--------------------|
| 170 | No integrado | F                  |
| 174 | No pasar     | OSIPre0IntrNproExh |

Despite the fact that the last example is a simple sentence, all the constructions implied are very simple with 4 components as maximum and clearly transparent semantics used.

Let us consider further the lowest-scored statements from this chart:

|     |  |                      |
|-----|--|----------------------|
| 151 | Manipular los mecanismos de apertura o cierre de las puertas previstos para uso exclusivo del personal de la empresa explotadora               | OSIPreActIntrNproExh |
| 157 | Martillo rompecristales  | F                    |
| 158 | Más información sobre el sistema tarifario integrado y/o de otros títulos de transporte en <a href="http://www.atm.cat">http://www.atm.cat</a> | F                    |

Similarly to the situation described above, we can see phrases and simple sentences. Moreover, the number of constituents is also different with one example being composed of merely 2 components, whilst other two with more than 15 constituents. Hence, the key factor here is due to be the semantics implied.

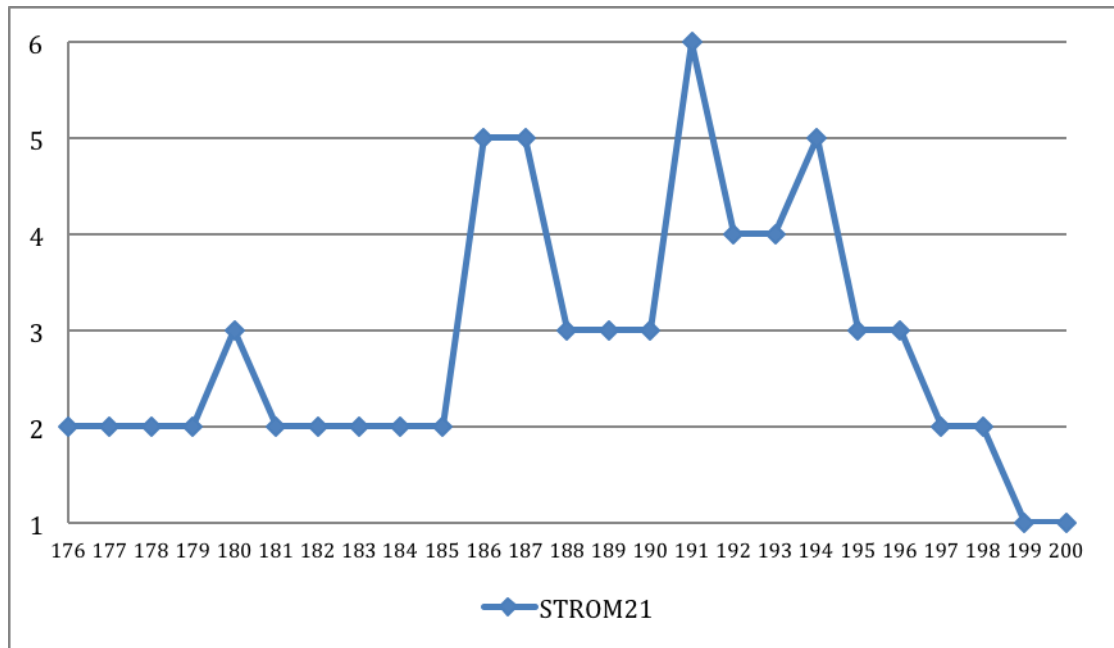


Figure 43

Considering this graph we can also note quite high average result obtained with the number 2.84. Besides that, we can see that the statement 191 got the highest grade possible, i.e. 6. This also corresponds to non-sentential phrases with transparent lexicon:

|     |                  |   |
|-----|------------------|---|
| 191 | Objetos perdidos | F |
|-----|------------------|---|

Considering the statements with the lowest score obtained, we can only distinguish 2 examples, which we are going to consider below:

|     |  |                    |
|-----|--|--------------------|
| 199 | Para hacerlos se dispone de 1 hora y 15 minutos para los títulos de 1 zona, tiempo que se incrementa en 15 minutos por cada zona adicional | OAdjIPre0IntrRefA  |
| 200 | Para su seguridad este tren está dotado de cámaras de videovigilancia.   | OSPPreActIntrNproA |

We can see that they are sentential constructions with rather big number of components and opaque vocabulary used.

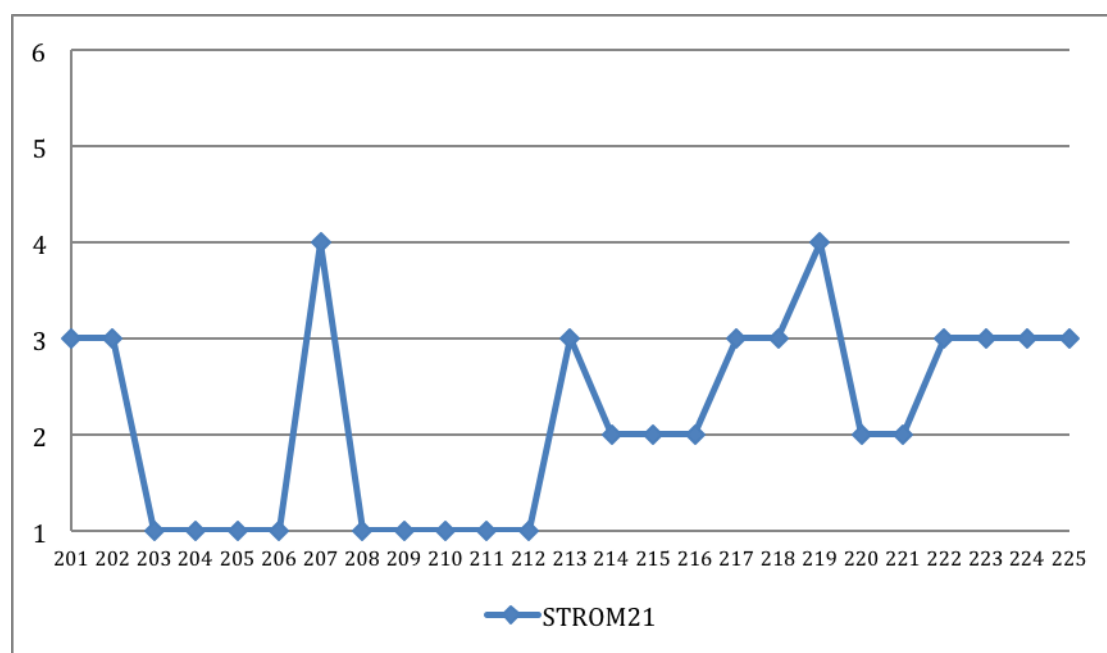


Figure 44

The present graph shows the average result of 2.16 points with the grades ranging from 1 to 4, with two statements marked as 4, nine statements marked as 3 and the rest as 1 or 2.

Let us consider now the statements with the lowest score obtained so as to analyze them further:

|     |  |                      |
|-----|--|----------------------|
| 203 | Penetrar en las cabinas de conducción de los trenes, locomotoras u otros lugares del material motor, rodante, o instalaciones reservadas para uso exclusivo de los agentes ferroviarios o personas autorizadas | OSIPreActIntrNproExh |
| 204 | Permanecer en las instalaciones ferroviarias fuera del horario en que esté prevista su utilización por los usuarios  | OSIPreActIntrNproExh |
| 205 | Permanezca atento a los comunicados por megafonía o a la información   | OSIPre0IntrNproExh   |
| 206 | Permite hacer transbordos entre las líneas T4, T5 y T6 del tranvía por un periodo de 30 minutos desde la primera cancelación   | OSIPreActTrNproA     |
| 208 | Por acuerdo de la ATM publicado DOGC número 6184 del 2/8/2012  | F                    |
| 209 | Por favor familiarícese con estos elementos de ayuda a la evacuación   | OSIPre0IntrNproExh   |
| 210 | Por obras de rehabilitación, la salida quedará cerrada desde el 4 de octubre hasta el 11 de diciembre de 2011.   | OSPPreActIntrNproA   |
| 211 | Por su seguridad, sistema permanente de captación de imágenes  | F                    |
| 212 | Precaución con la distancia entre andén y vagón  | F                    |

Thus, we can see here simple sentences with exhortative and declarative functions and non-sentential phrases. The number of constituents also varies, ranging from seven components up to thirty. As regards the vocabulary used in these constructions, we can state that it is predominantly opaque, as well as in case of previously analyzed graphs, although some of the words must be transparent for a native Romanian speaker, such as: *cabinas*, *trenes*, *material*, *instalaciones*, *atento*, *sistema*, etc. Nevertheless, we can assume that despite few transparent words implied, the vast majority of forms are non-transparent, thus, depriving informants from the clearness of the context and, therefore, understanding of these statements.

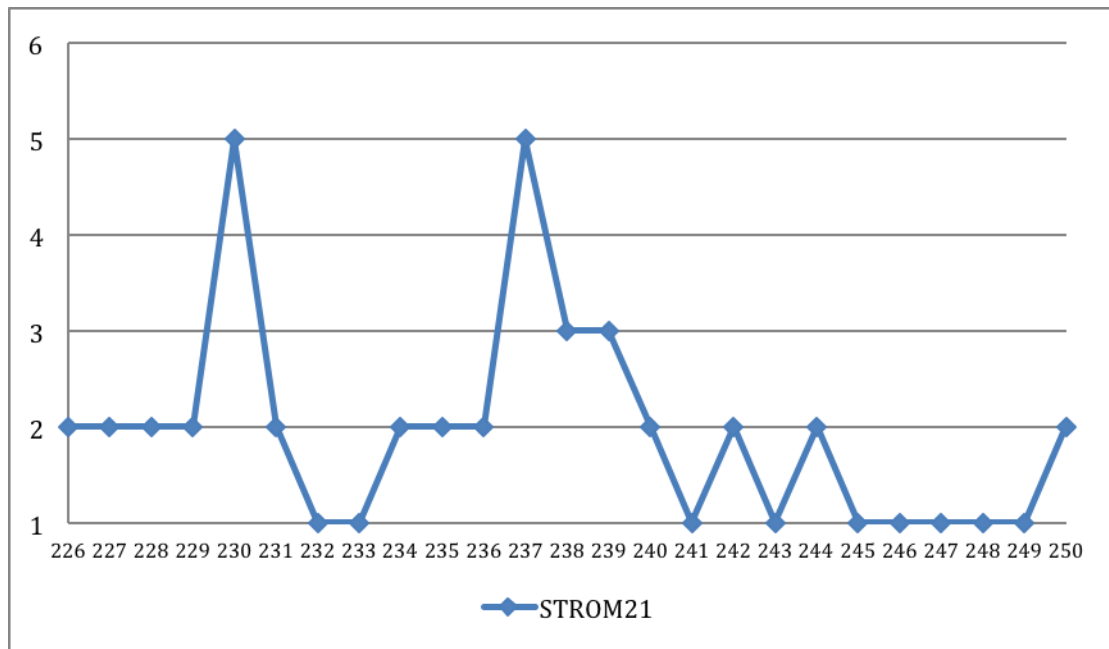


Figure 45

The results presented in the given table are quite dispersed, ranging between two statements marked with the grade 5, two other statements marked with a 3 and the rest of statements marked as 2 and 1. The average score here is 1.96.

Let us analyse below the lowest-marked statements:

|     |  |                   |
|-----|--|-------------------|
| 232 | Romper el cristal para acceder al martillo   | OSIPre0TrNproExh  |
| 233 | Romper el vidrio de la caja de la maneta   | OSIPre0TrNproExh  |
| 241 | Se evitará el deterioro o el maltrato de los autobuses y las paradas.  | ODisIPre0TrRefExh |
| 243 | Se reunirán las condiciones mínimas de salubridad e higiene.   | OSIPre0TrRefExh   |
| 245 | Se sancionará con multa de 30,05 a 516,87 euros: b) El incumplimiento de las prohibiciones y mandatos previstos en el artículo 293, siempre que aquel no pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo | OSIPreActTrNproA  |
| 246 | Se sancionará con multa de 516,88 a 1033,74 euros: c) La entrada y tránsito de personas por la vía férrea, fuera de los lugares determinados al efecto   | OSIPreActTrNproA  |
| 247 | Se sancionará con multa de 1033,75 a 2073,49 euros: f) El incumplimiento de las prohibiciones tipificadas en el artículo 294, en todo caso así como de las tipificadas en los  | OSIPreActTrNproA  |



|     |   |                      |
|-----|---|----------------------|
|     | puntos 1,2,3,8 y 13 del artículo 293, cuando tal incumplimiento pueda representar peligro para la seguridad del ferrocarril, sus usuarios, empleados, medios e instalaciones de todo tipo |                      |
| 248 | Se tiene derecho al canje de una tarjeta multiviaje cuando ésta corresponda al trayecto a recorrer, no se encuentre deteriorada y sea rechazada por una máquina validadora.               | OAdvbIPre0IntrRefExh |
| 249 | Ser informado del funcionamiento del servicio, de sus incidencias y de los tipos de billetes y tarifas  | OSIPre0IntrNproExh   |

Thus, we can see that all of these statements, with the exception of one, represent simple sentences with exhortative and declarative functions. In addition, the vast majority of them also have rather complex structures with a high number of words implied, what might have influenced strongly the understanding capacity the informant. Besides that, it is important to add that although the first two statements seem to have rather simple structures, the vocabulary applied is rather opaque, what has definitely represented another key factor in achieving understanding success.

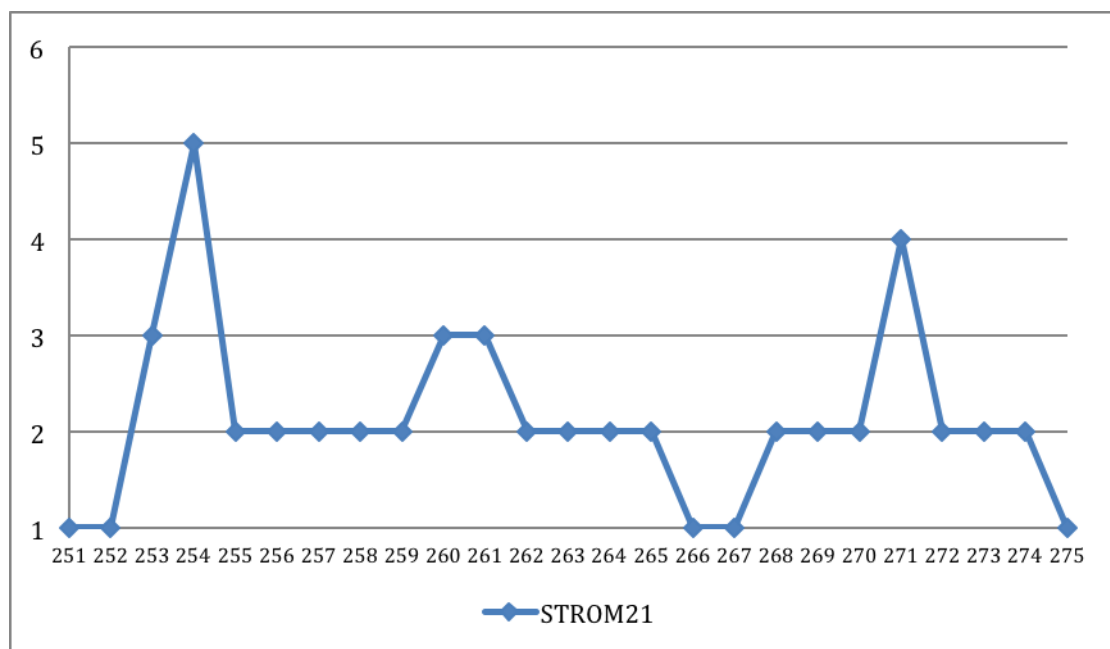


Figure 46

In the given chart we can see that although the average data is not so different from the previous charts, the results seem to be higher since the majority of obtained

grades are equal to 2, rather than 1, as in the previous charts. Besides, we have 1 statements marked with a 5 and another one with a 4 as well. The overall average grade for this chart is 2.12 consequently.

Firstly, let us analyse below both statements with the highest grade obtained for this chart:

|     |                              |   |
|-----|------------------------------|---|
| 254 | Servicio no integrado        | F |
| 271 | Sistema tarifario integrado. | F |

We can see that these are non-sentential constructions with a short number of constituents and rather transparent vocabulary implied. The same situation was observed in respect to all other statements with high understanding degrees established.

Now, let us observe below five statements with the lowest score obtained, so as to draw some conclusions in respect to the major understanding criteria:

|     |  |                       |
|-----|--|-----------------------|
| 251 | Ser tratado con corrección por los empleados de la empresa y ser atendido en las peticiones de ayuda e información, con la posibilidad de usar los intercomunicadores para ello. | OCopIPre0IntrNproExh  |
| 252 | Ser tratados correctamente por los empleados y recibir información sobre los servicios y las posibles modificaciones.  | OCopIPre0IntrNproExh  |
| 266 | Si viaja de pie, agárrese  | OAdvbIPre0IntrNproExh |
| 267 | Si viaja de pie, cójase a la barra.  | OAdvbIPre0IntrNproExh |
| 275 | Tarjeta personalizada con acreditación mediante DNI o carnets de los operadores  | F                     |

The situation observed in these extracts is rather curious, since, primarily, we can see all types of statements defined with the exception of simple sentences. In addition, there is no consistency regarding the number of constituents since we can see statements with more than 20 words included altogether with seemingly simple constructions with only five words. Thus, we can state that regarding the present chart and statements observed, the major criterion was semantic, relating to rather opaque vocabulary included, what has definitely influenced the informant's choice of the understanding degree.

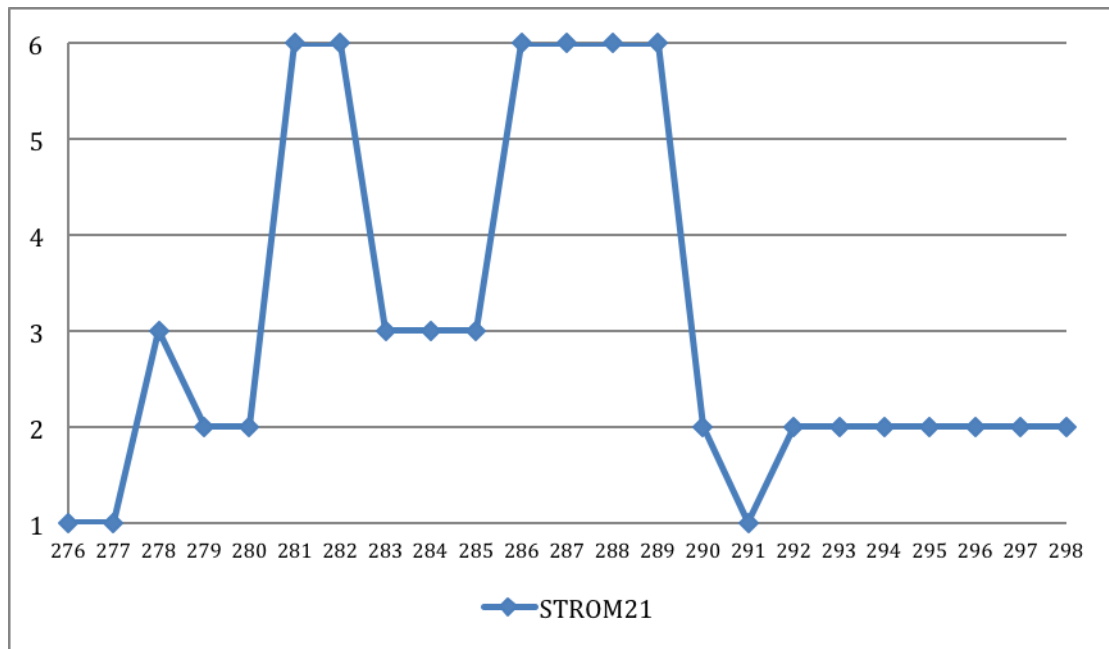


Figure 47

In the present chart we can definitely see the highest results obtained so far with the average score 3.09 and the total number of 6 statements marked with the highest understanding grade of the ones proposed, namely 6. Those statements are: 281, 282, 286-289, all of which refer to non-sentential phrases with transparent vocabulary involved. The other scores, however, range between 1 and 3 with the majority of them at the level of 2.

Let us firstly consider below the highest-marked statements with their characterizations codes:

|     |                                |   |
|-----|--------------------------------|---|
| 281 | Título gratuito                | F |
| 282 | Título multipersonal y horario | F |
| 286 | Título multipersonal y horario | F |
| 287 | Título unipersonal y horario   | F |
| 288 | Títulos de transporte          | F |
| 289 | Títulos integrados             | F |

Thus, as we have already stated, we can see that these extracts follow the overall system observed so far regarding the statements with the highest understanding degree marked, i.e. the vast majority of those are non-sentential constructions with highly transparent vocabulary for a native Romanian speaker.

Further, let us analyse the only representatives of the lowest-marked statements for this chart:

|     |  |                      |
|-----|--|----------------------|
| 276 | Tarjeta personalizada para menores de 25 años con acreditación mediante DNI o carnets de los operadores.                         | F                    |
| 277 | Tener asientos de uso preferente las personas con movilidad reducida, las mujeres embarazadas y las personas de la tercera edad. | OSIPreActIntrNproExh |
| 291 | Toque la pantalla  | F                    |

The situation observed in relation to these statements is rather curious as, on the one hand, we can witness simple sentences and phrases; on the other hand, there is a difference regarding also the number of constituents with the last statement having only three words included. Despite all this, we can definitely state that the vocabulary implied is rather opaque for a Romanian speaker, although some words might be transparent, such as: *personalizada*, *carnets*, *preferente*, *personas*. Nevertheless, it seems to be clear that the existence of few transparent words does not present any significant contribution to the understanding of these statements since other constituent words, being opaque, overlap the significance of transparent words.

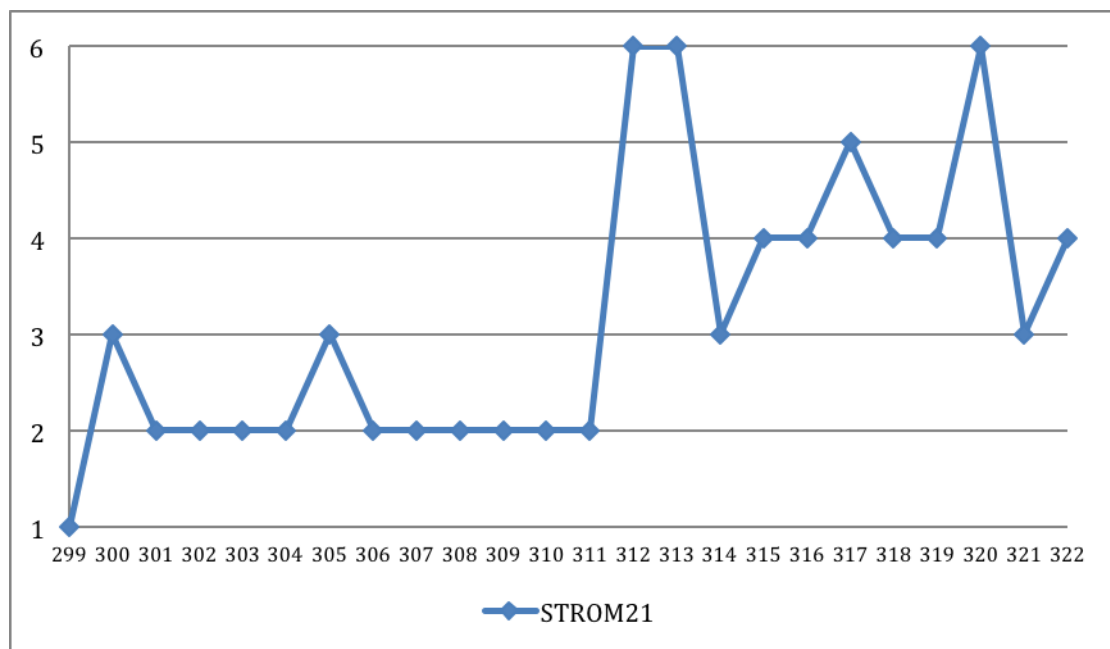


Figure 48

This chart also shows very high results compared to other graphs presented. In fact, the average score here, equal to 3.17 points, is the highest as regards the whole sub-section in question. The second half of the chart presents the higher grades

selected in comparison with the first section, where the average score is set at the level of 2 points. It is important to note that the last 11 statements also refer to non-sentential phrases with rather transparent for Romanian-speaking people vocabulary. This could explain the high ranking in reference to certain statements not only in the case of the present group of informants, but also as regards the other two groups as well.

Let us consider below the statements with the highest degree possible selected equal to 6:

|     |                     |   |
|-----|---------------------|---|
| 312 | Circuito controlado | F |
| 313 | Escaleras mecánicas | F |
| 320 | Zonas verdes        | F |

We can see that these statements follow the tendency observed in relation to all other highest-marked statements, i.e. they are phrases with highly transparent vocabulary implied and a small number of components involved.

In relation to the lowest-ranked words, we can only observe one such statement, which will be displayed as follows:

|     |   |   |
|-----|---|---|
| 299 | Validez: hasta el siguiente cambio de tarifas, sólo en el ámbito de la zona 1, en los servicios de metro y autobús que son competencia del Área Metropolitana de Barcelona (AMB), en las líneas de Ferrocarrils de la Generalitat de Catalunya y en la red de Trambaix y Trambesos. | F |
|-----|---|---|

We can state that despite being a phrase, this statement includes rather opaque vocabulary, apart from representing rather an extended construction with a big number of words, what may well have complicated the task of understanding this statement.

Thus, after having presented the data acquired for the second age group of Romanian monolinguals represented by only one informant, we are going to pass to the general comparative study in relation to all the groups of informants involved in this sample group, i.e. Romanian monolinguals, so as to define some general conclusion regarding their understanding capacity specifications.

### Results interpretation

Thus, considering the results obtained for the Romanian monolingual sample group, we can see that both representatives showed a low score with the average result for the first age group equal to 1.6, while slightly higher score obtained by the representative of the second age group and equal to 2.5.

Considering the major specifications drawn in relation to the highest- and the lowest-marked statements in this sample group, we can observe similar tendency to that of Russian monolinguals. Thus, we can see that the majority of the highest-ranked statements belong to non-sentential group of statements, namely phrases. In addition, the number of words was rather low with the average number of 5-7 components. And finally and, perhaps, most importantly, the vocabulary implied in these statements was highly transparent for a Romanian speaker, what must have played the vital role in understanding those statements.

In relation to the lowest- marked statements analysed in the present section, we can have witnessed representatives of almost all types of statements established: phrases, simple, compound and complex sentences. Hence, it seems that the very structure of these statements is not crucial in understanding the statements. Moreover, it is important to mention that the number of words implied is also various, ranging from 5 components to 30 and more. Therefore, there is no system regarding this aspect either. Finally, it seems that the only factor in common between all the lowest-marked statements is the semantics applied, since the vast majority of words are opaque constructions. Nevertheless, we have also mentioned cases when there were also transparent words presented in statements. Nonetheless, despite this specification, it is important to state that the number and the significance of other, opaque, words played the most important role not helping the understanding of the whole sentence and its constituents.

Thus, after having observed the results obtained for the Romanian sample group, we must pass to the analysis of the results acquired for the group of Russian-Romanian bilingual individuals, so as to make more concluded statements regarding all sample groups further on.

## 2.3 Russian-Romanian bilinguals

As regards this group of informants it is important to note that due to the fact that the present informants refer to both languages involved, we are going to present data obtained by both age groups in reference to the Russian language, as well as to the Romanian language subsequently.

*Russian-Romanian bilinguals. 1<sup>st</sup> age group. The Russian language*

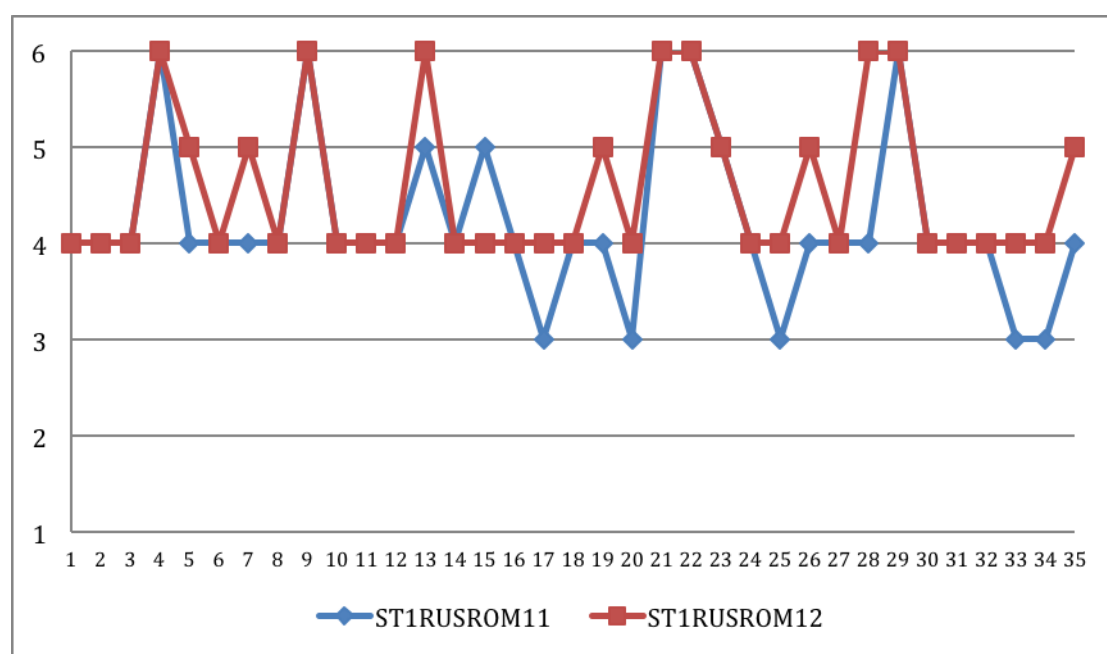


Figure 49

This is the first chart of the ones proposed for the obtained results by the Russian-Romanian bilingual sample group. Before analysing it in details, let us point out that the structure of this sub-section will be equal to the previous ones, with us analysing the results obtained for this group of informants in reference to their specified age group and, in addition, language concerned. Thus, we will primarily consider the results acquired for the Russian language and then pass to the data obtained for the Romanian language, all presented by our bilingual informants. Hence, in respect to this graph we can notice right away the high level of understanding degree grades marked by both informants. It would be interesting to

analyse whether this tendency will be preserved in respect to further data. Considering the average results acquired here we can note the following: 4.23 for the 1<sup>st</sup> informant and 4.57 for the 2<sup>nd</sup>. It is important to note that marked grades all range from 3 to 6.

In addition, following the same structure presented in the previous sections, we must indicate that there were four statements presented by the informant ST1RUSROM11 and seven statements by the informant ST1RUSROM12 with the highest degree possible, i.e. 6, referring to a complete understanding of the whole statement as well as its constituents. Furthermore, both informants coincided in four statements with the numbers 4, 21, 22 and 29. Let us consider now all those highest-ranked statements below:

|    |                                    |   |
|----|------------------------------------|---|
| 4  | 20:30H - finalización del servicio | F |
| 9  | Acceso a Metro                     | F |
| 13 | Actuación en caso de emergencia    | F |
| 21 | ¡Atención!                         | F |
| 22 | Autobuses de la zona               | F |
| 28 | Billetes y tarjetas                | F |
| 29 | Buen viaje                         | F |

We can see that all these statements represent non-sentential constructions, namely phrases, with a low number of words included and highly transparent vocabulary.

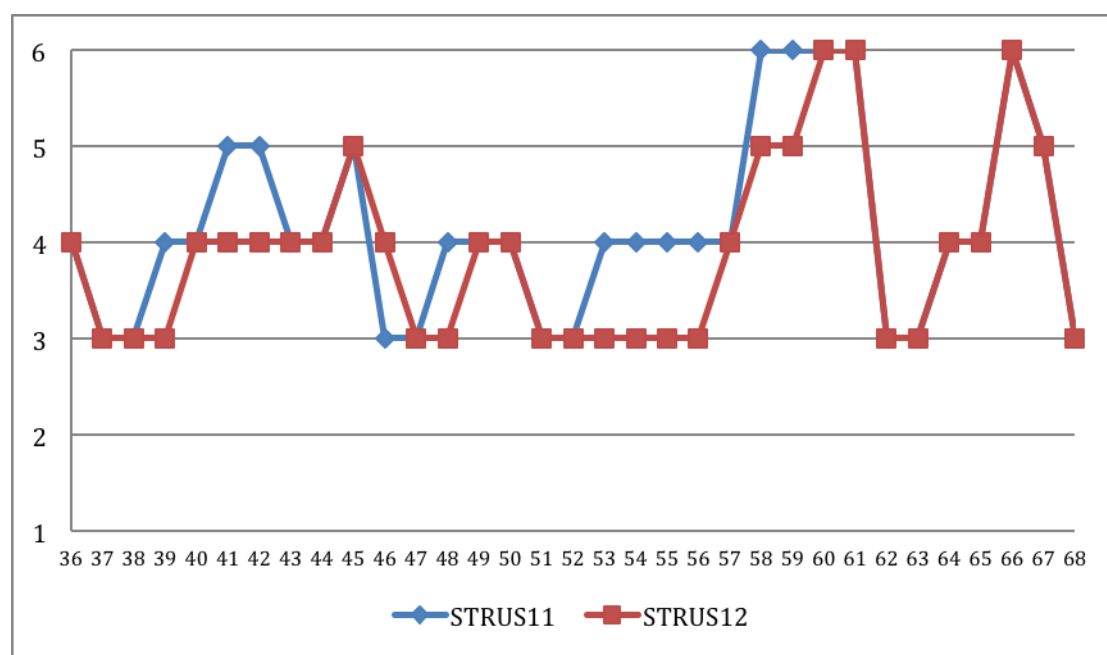


Figure 50



The present graph manifests similar results obtained for both informants, at the same time, we must state the grades range from 3 to 6 with the highest marked for statements 60, 61 and 66 by both informants in addition to statements 58 and 59 marked also by the first informant. The average scores are: 4.15 and 3.87. Let us consider below the highest-ranked statements:

|    |                          |   |
|----|--------------------------|---|
| 58 | Derechos del cliente     | F |
| 59 | Derechos de los viajeros | F |
| 60 | Desbloqueo de puertas    | F |
| 61 | Descuentos de hasta 50%  | F |
| 66 | Dirección evacuación     | F |

The situation regarding these statements is identical to the one in reference to the previous highest-ranked statements, since they all represent phrases with few words and transparent lexicon included.

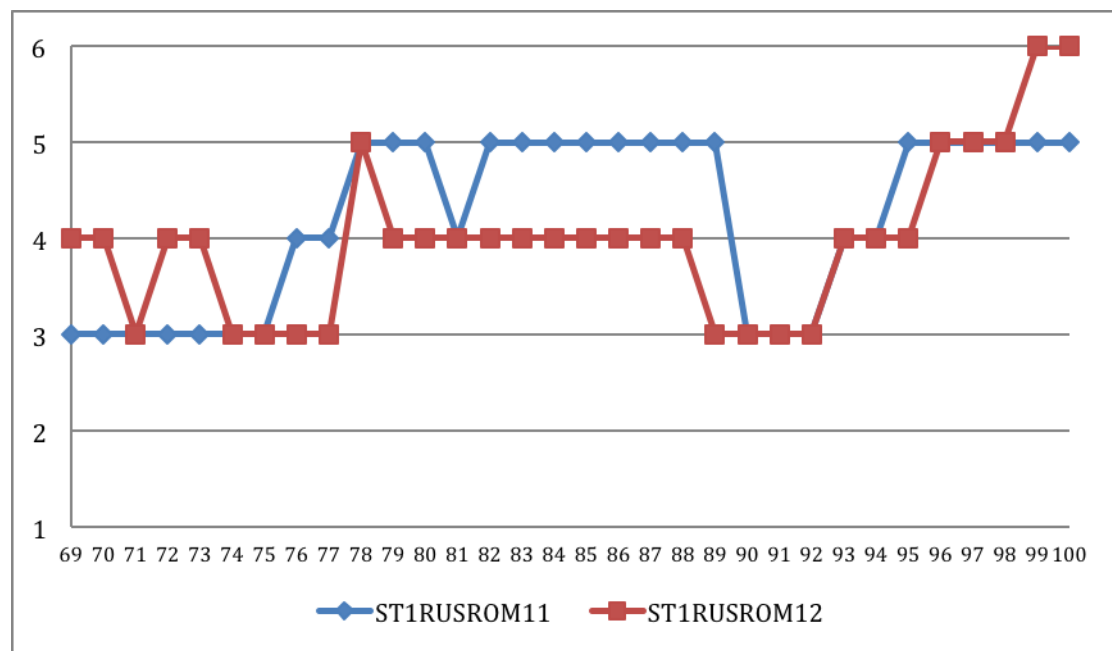


Figure 51

The situation proposed in this chart is similar to the previous one, with the average score obtained by the 1<sup>st</sup> informant equal to 4,22 and the 2<sup>nd</sup> 3.97.

Interestingly, along with the fact that, as well as in case of the previous graphs, there are no lowest-scored statements presented, this chart has only two statements with the highest score obtained by the second informant of this group regarding

statements 99 and 100, whilst the first informant marked them with the degree 5. Let us consider them below:

|     |                           |                  |
|-----|---------------------------|------------------|
| 99  | Espacio interior adaptado | F                |
| 100 | Espere respuesta          | OSIPre0TrNproExh |

These statements follow the tendency described above with the difference that the second statement of the one proposed represents a simple sentence with exhortative function. All in all, despite that, the vocabulary implied in highly transparent and there are only two words included, what has definitely contributed to the high ranking of the construction.

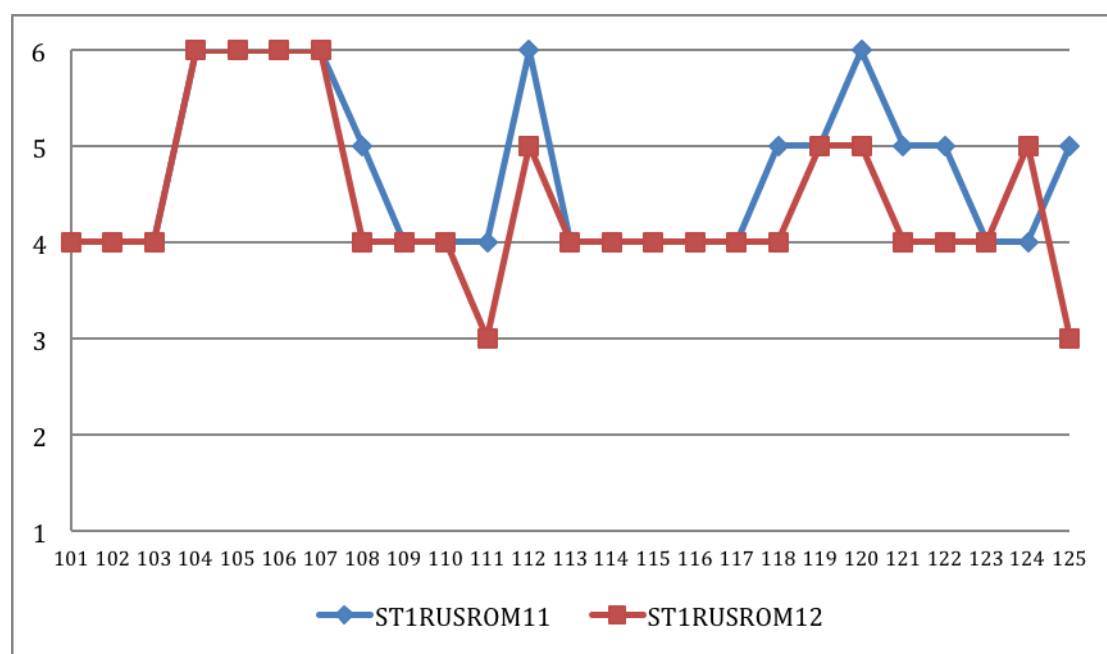


Figure 52

The present graph shows the average score obtained by the first informant as 4.72, while for the second informant it is 4.4. Regarding the grades marked, we can see that they are quite dispersed ranging from 3 to 6 respectively.

Let us consider below the six highest-ranked statements by the first informant of this group and the four by the second informant. It is important to note that the statements 104-107 coincide in their ranking by both informants, whilst the other two statements were marked with the degree 5 by the second informant:

|     |                         |   |
|-----|-------------------------|---|
| 104 | Estación con ascensor   | F |
| 105 | Estación de Ferrocarril | F |

|     |                                     |                    |
|-----|-------------------------------------|--------------------|
| 106 | Estación Marítima                   | F                  |
| 107 | Estación terminal                   | F                  |
| 112 | Familias monoparentales y numerosas | F                  |
| 120 | Hable con el Centro de Control      | OSIPre0IntrNproExh |

These statements represent in their majority phrases, with the exception of the last construction being a simple sentence with exhortative function. Considering semantic aspect, we can state that the vocabulary implied is rather transparent. Moreover, the constructions exhibited are not so complex with the maximum number of four words.

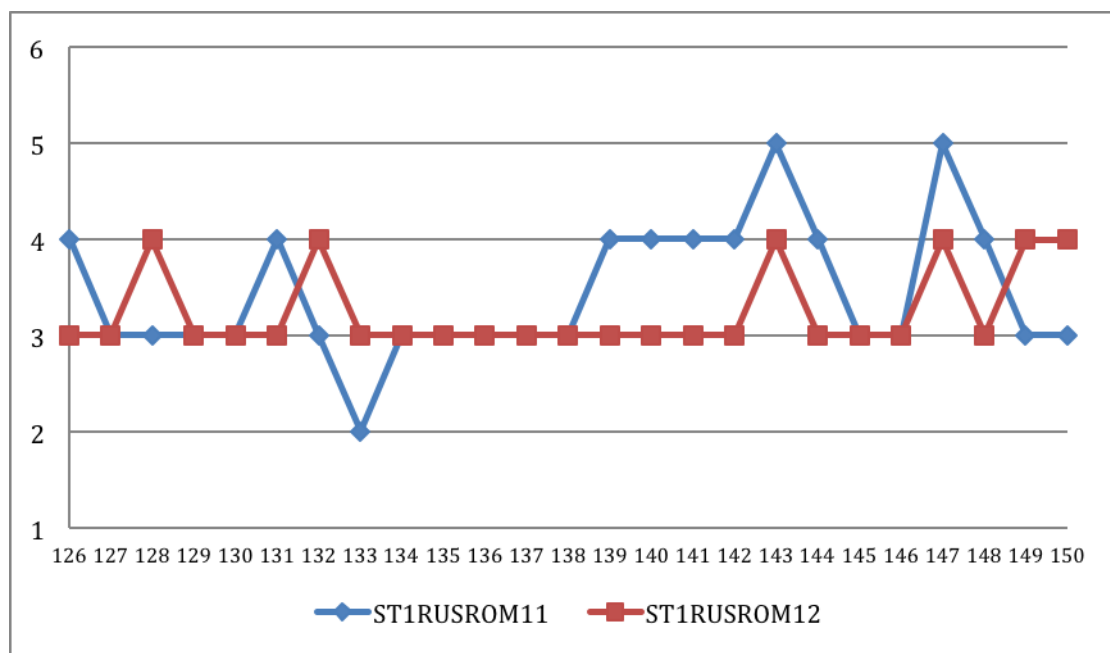


Figure 53

The present chart shows significantly lower scores obtained by both informants with their average values equal to 3.44 and 3.24 correspondingly. The 1<sup>st</sup> informant marked the lowest grade regarded so far with the degree 2 for the statement 133, whilst none of the informants chose the highest grade 6. Let us consider below the lowest-marked statement presented:

|     |   |                      |
|-----|---|----------------------|
| 133 | Las acciones que puedan implicar deterioro o causar suciedad en los trenes o instalaciones, o, en general, que perjudiquen los intereses del ferrocarril o de las empresas explotadoras | ODisPPreActIntrNproA |
|-----|---|----------------------|

Thus, we can see that it corresponds to a disjunctive compound sentence with declarative function. The number of words is very high leading to a massive complexity of the construction. As regards the lexicon implied, we can see that despite the fact that there are several clearly transparent words, such as: *acciones*, *trenes*, *instalaciones*, *intereses*, the majority of forms including the key words are opaque and make it difficult the understanding of the meaning of the whole sentence and separate words included.

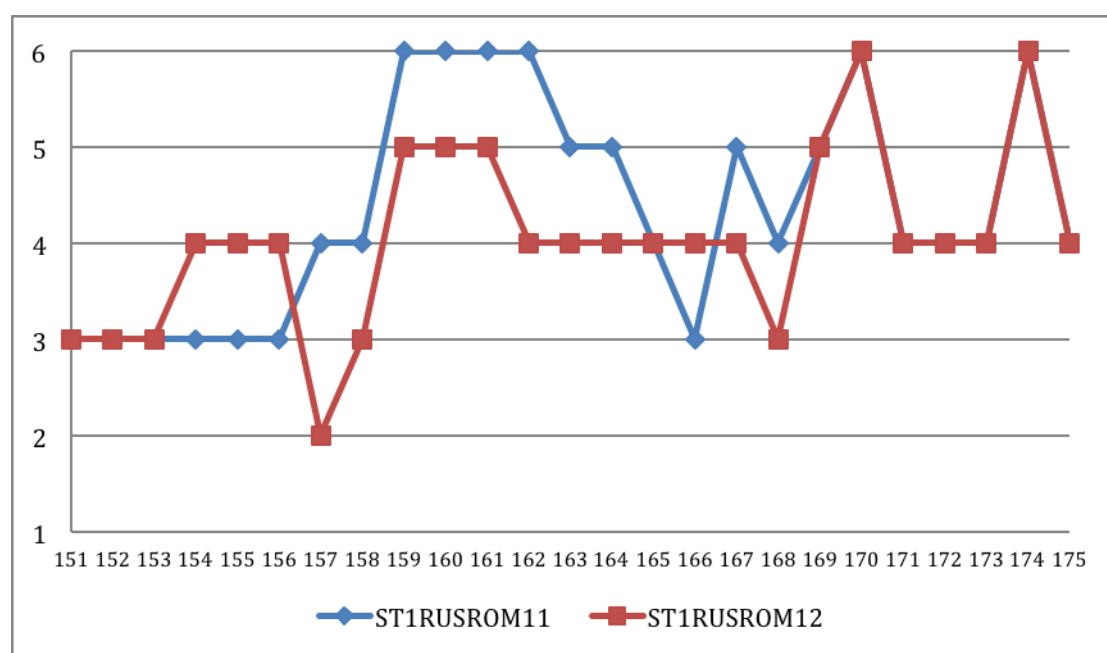


Figure 54

Surprisingly enough, this chart shows equal results obtained by both informants in relation to the last 7 statements. On the whole, the average score for both is quite similar with the number of 4.36 for the 1<sup>st</sup> informant and 4.04 for the second.

Thus, we can state that there are six statements with the highest degree marked by the first informant of this group and two statements by the second informant. Furthermore, the last two statements coincide by both informants. Let us consider all those statements as follows:

|     |                                    |                    |
|-----|------------------------------------|--------------------|
| 159 | Mensual ilimitado                  | F                  |
| 160 | Monumentos de interés turístico    | F                  |
| 161 | Muchas gracias por tu colaboración | F                  |
| 162 | No acercarse al borde              | OSIPre0IntrNproExh |

|     |              |                    |
|-----|--------------|--------------------|
| 170 | No integrado | F                  |
| 174 | No pasar     | OSIPre0IntrNproExh |

These constructions represent simple sentences with exhortative function and phrases with a low number of components and transparent vocabulary.

Regarding the results obtained by the second informant we can note the second lowest-scored statement considered so far. Let us analyse this structure below:

|     |                         |   |
|-----|-------------------------|---|
| 157 | Martillo rompecristales | F |
|-----|-------------------------|---|

Surprisingly enough, this statement represents a phrase with only two words included. Nevertheless, the vocabulary used is highly opaque what makes it extremely difficult to perceive correctly the whole construction.

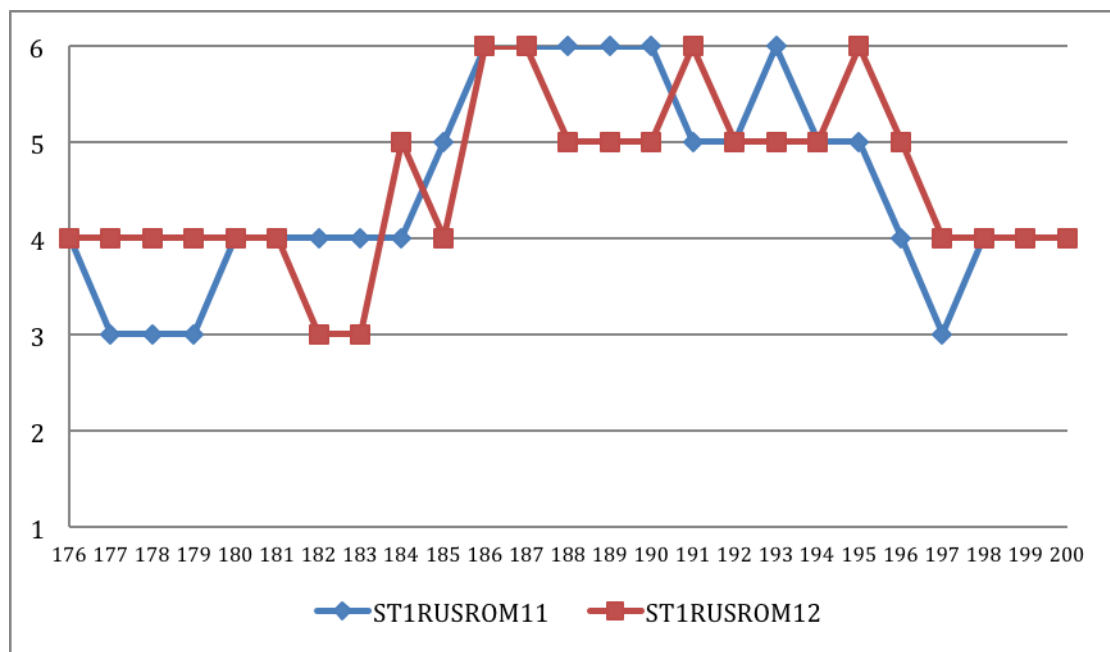


Figure 55

The present graph shows almost identical average score obtained by both informants of this age group: 4.52 for ST1RUSROM11 and 4.56 for ST1RUSROM12. At the same time all the scores obtained range between degrees 3 and 6, with the statements 186 and 187 with the highest grade by both informants, the statements 188-190 and 193 with the highest grade marked by the first informant only and the statements 191 and 195 by the second respectively. Let us consider them below:

|     |                                       |   |
|-----|---------------------------------------|---|
| 186 | Normas de uso                         | F |
| 187 | Normas de uso de los autobuses        | F |
| 188 | Número de viajes y horario: ilimitado | F |
| 189 | Número de zonas del trayecto          | F |
| 190 | Número ilimitado de viajes            | F |
| 191 | Objetos perdidos                      | F |
| 193 | Oficina de Información al Ciudadano   | F |
| 195 | Origen y final de línea               | F |

In respect to the statements in question, we must indicate that they are all phrases with a low number of constituents and transparent vocabulary.

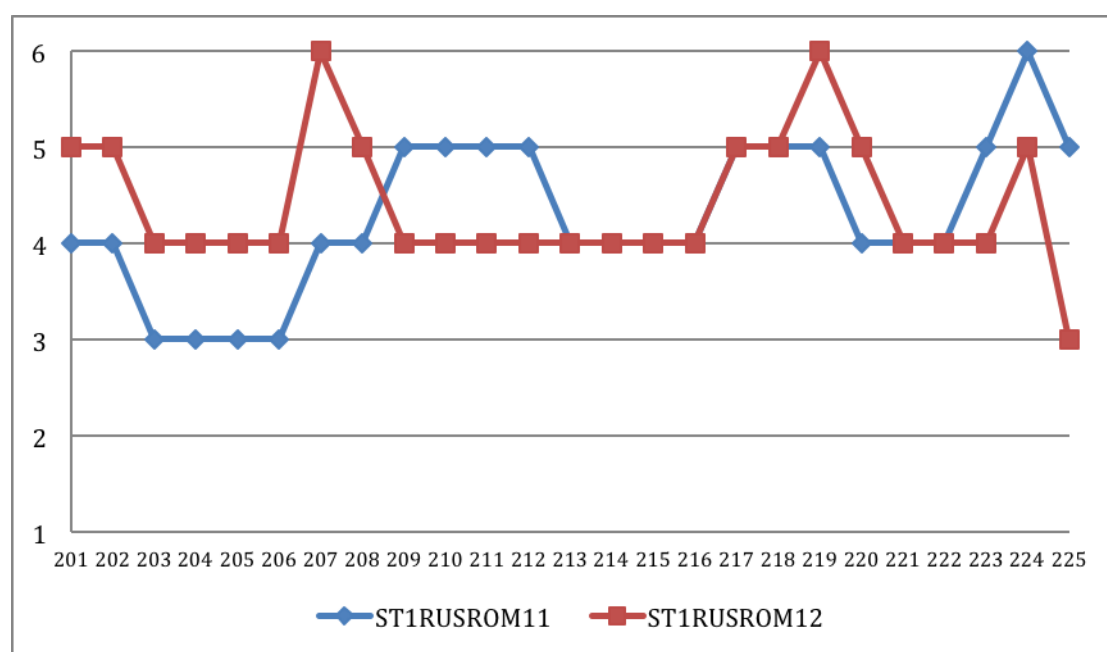


Figure 56

The situation occurred in this graph is similar to the previous one since both informants have similar average number: 4.28 for the 1<sup>st</sup> and 4.4 for 2<sup>nd</sup>. The degrees marked by both informants generally range from 3 to 6. Furthermore, there are only three statements presented with the highest degree marked: one statement with the number 224 by the first informant of this group and two, i.e. statements 207 and 219, by the second informant. Let us consider them below altogether with their tagging characterizations:

|     |                  |   |
|-----|------------------|---|
| 207 | Plazas máximas   | F |
| 219 | Protección civil | F |

|     |                                |   |
|-----|--------------------------------|---|
| 224 | Punto de Atención al Ciudadano | F |
|-----|--------------------------------|---|

We can state that the general information regarding these statements is identical to the previously mentioned highest-ranked constructions, namely they all represent phrases with a low number of constituents and transparent vocabulary implied.

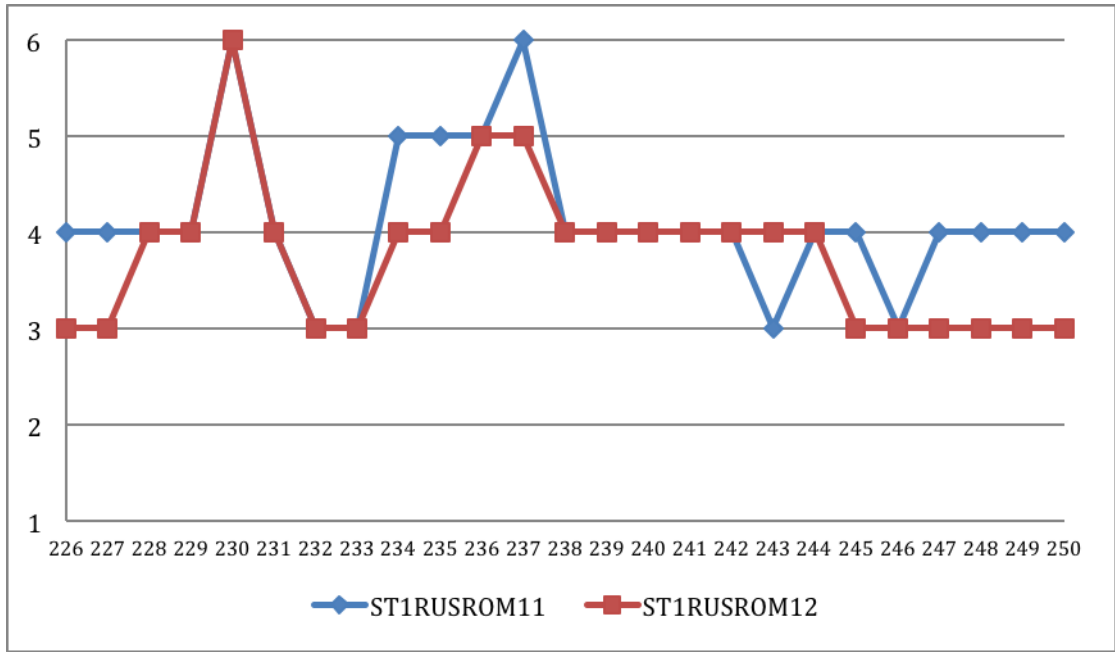


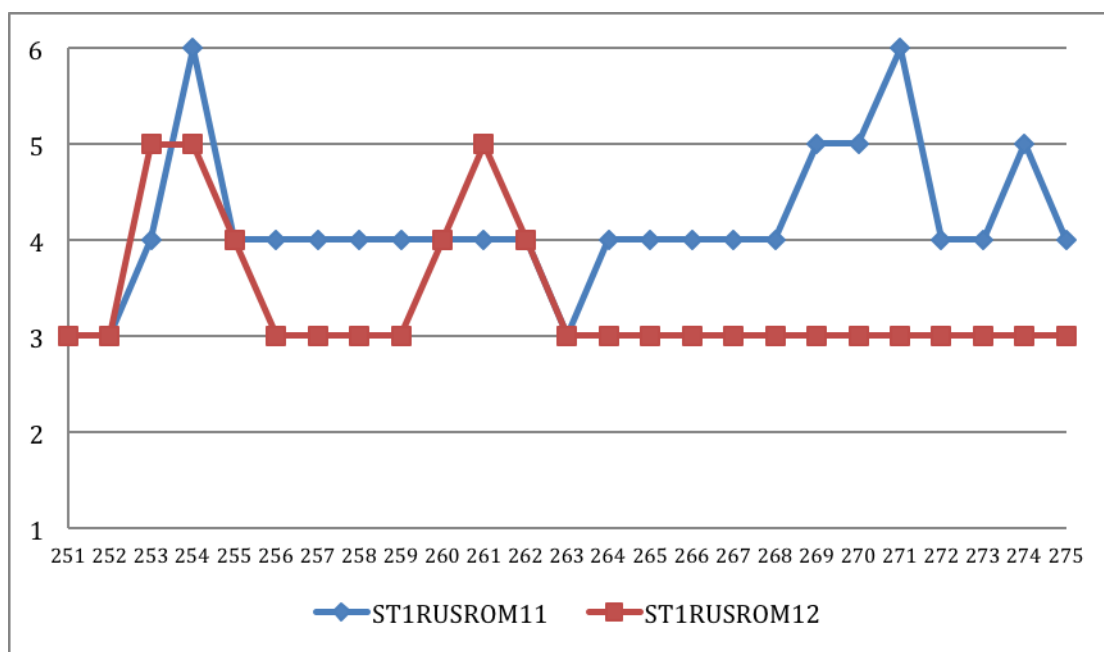
Figure 57

In the present chart we can see that both informants chose the highest grade for the statement 230, while they also coincided in statements 228, 229, 231-233, 236, 238-242, 244 and 246 with their scores generally ranging from 3 to 6. The average results for both, therefore, are: 4.23 for ST1RUSROM11 and 3.76 for ST1RUSROM12.

Nevertheless, among all the degrees marked we can see that there are only two highest-marked statements presented, one for each informant. Let us consider them below together with their characterization:

|     |                            |                  |
|-----|----------------------------|------------------|
| 230 | Respetar las prohibiciones | OSIPre0TrNproExh |
| 237 | Salida de emergencia       | F                |

We can see that the general tendency for the highest-ranked statements is followed this, despite the first statement representing a simple sentence with exhortative function.



**Figure 58**

The present graph shows rather different data by both informants with the 1<sup>st</sup> one ranking at the highest statements 254 and 271, whilst the highest degree marked by the second informant represent grade 5 referring to a high understanding of the whole construction with few unclear words occurred.

The average result for this chart is: 4.16 for the 1<sup>st</sup> informant and 3.36 for 2<sup>nd</sup>. The general results range between degrees 3 and 6, what is identical to the situation described in respect to the previous graphs. In addition, it is important to note that, similarly to the previous graphs presented, there are no lowest-marked statements ranked with the lowest degree marked at the point 3.

Thus, let us consider below the only two highest-marked statements by the first informant of this group:

|     |                              |   |
|-----|------------------------------|---|
| 254 | Servicio no integrado        | F |
| 271 | Sistema tarifario integrado. | F |

We can see that they both represent phrases with the same number of constituents, namely only three words included. In addition, vocabulary implied is also transparent, what definitely played the crucial role in contributing to the successful comprehension of the whole construction as well as its constituents.



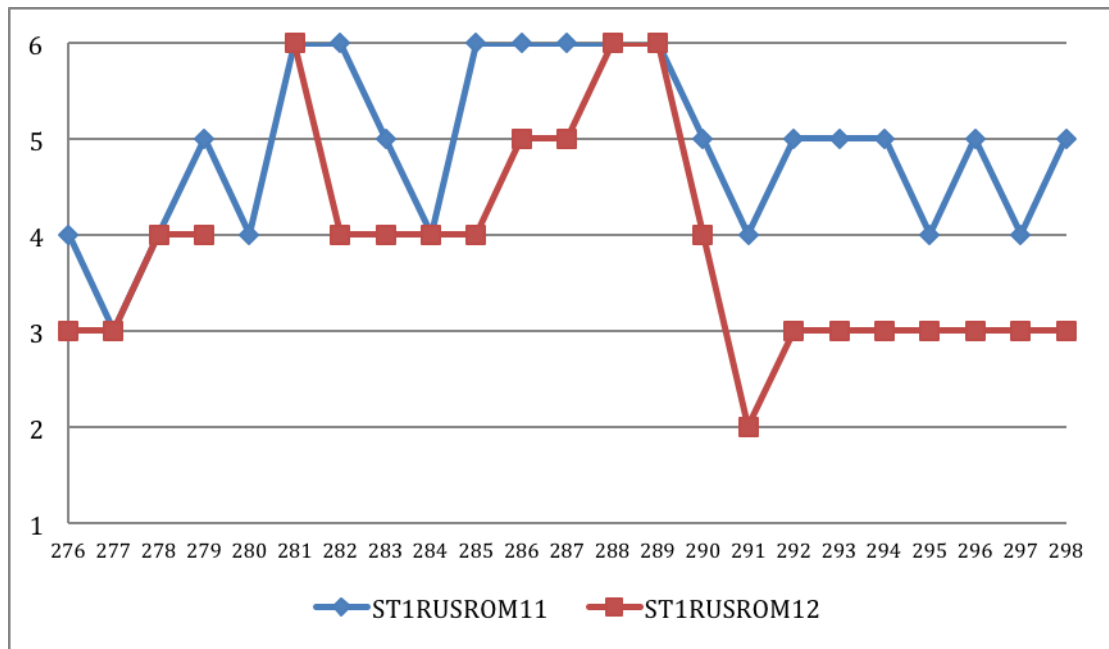


Figure 59

In this chart we can note the second informant having marked the third lowest grade observed so far, i.e. 2, for the statement 291. On the whole, the average data here is very high for the 1<sup>st</sup> informant, equal to 4.91 and slightly lower for the second, equal to 3.86. Let us consider below the lowest- marked statement presented together with its tagging characterization proposed:

|     |                   |   |
|-----|-------------------|---|
| 291 | Toque la pantalla | F |
|-----|-------------------|---|

We can see that this statement is a phrase with only three words included. Nevertheless, the vocabulary implied is highly opaque what makes it very complicated the understanding of this construction.

As regards the statements with the highest degree obtained, we can state that there are seven such constructions presented by the first informant of this group and three by the second, whilst the statements marked by the second informant completely coincide with the ones proposed by the first informant as well. Let us consider now all these statements as follows:

|     |  |   |
|-----|--|---|
| 281 | Título gratuito  | F |
| 282 | Título multipersonal y horario                                     | F |
| 285 | Título personalizado mediante DNI para personas menores de 25 años | F |
| 286 | Título multipersonal y horario                                     | F |
| 287 | Título unipersonal y horario                                       | F |

|     |                       |   |
|-----|-----------------------|---|
| 288 | Títulos de transporte | F |
| 289 | Títulos integrados    | F |

Thus, as well as in case of other highest-marked statements, all these constructions are phrases with a low number of components and transparent vocabulary. The only statement with rather complex construction here is statement 285 with 10 words included, among which there is an abbreviation. Nonetheless, the semantics implied contributed positively to a successful understanding of the phrase.

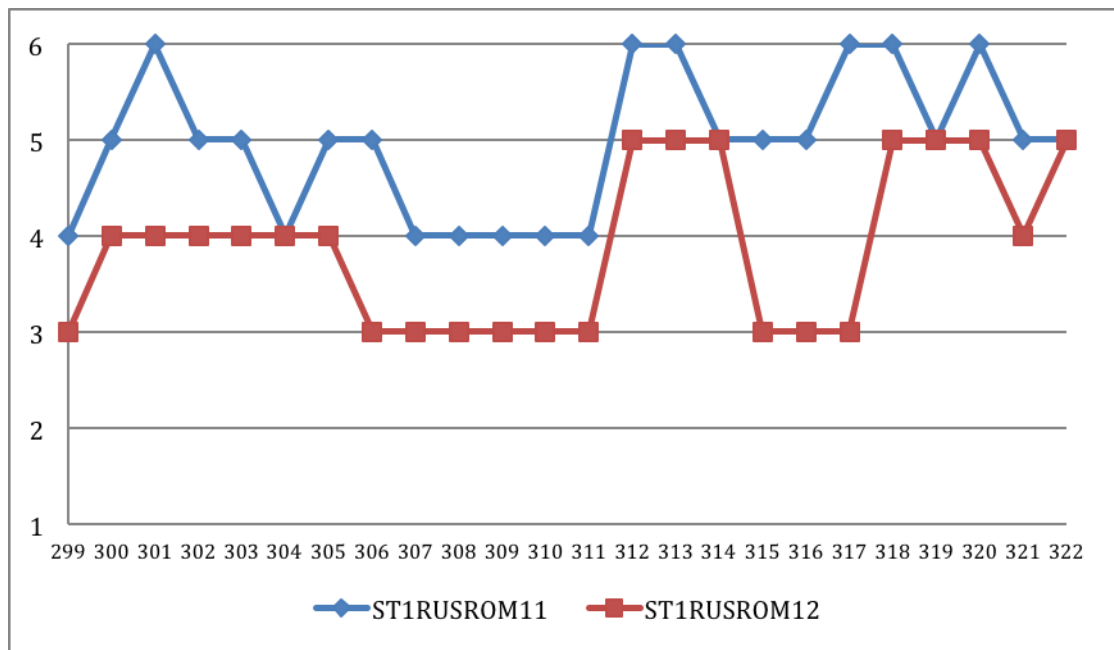


Figure 60

Just from looking at this chart, we can notice that the obtained grades are similarly traced by both informants with the only difference that those proposed by the first informant are one or two degrees higher. Thus, the average score here is almost identical to the one from the previous chart, with the highest score observed so far equal to 4.96 points and presented by the first informant, whilst the second informant's average score is 3.87.

Regarding the highest-marked statements, we can notice that they are presented only by the first informant. Let us analyse them below:

|     |                     |   |
|-----|---------------------|---|
| 301 | Venda de tiquets    | F |
| 312 | Circuito controlado | F |
| 313 | Escaleras mecánicas | F |

|     |                        |   |
|-----|------------------------|---|
| 317 | Tranvía azul           | F |
| 318 | Tren de Alta Velocidad | F |
| 320 | Zonas verdes           | F |

Similarly to other statements with the highest degree obtained, these constructions represent phrases with few words implied and all of which are rather transparent.

### Results interpretation

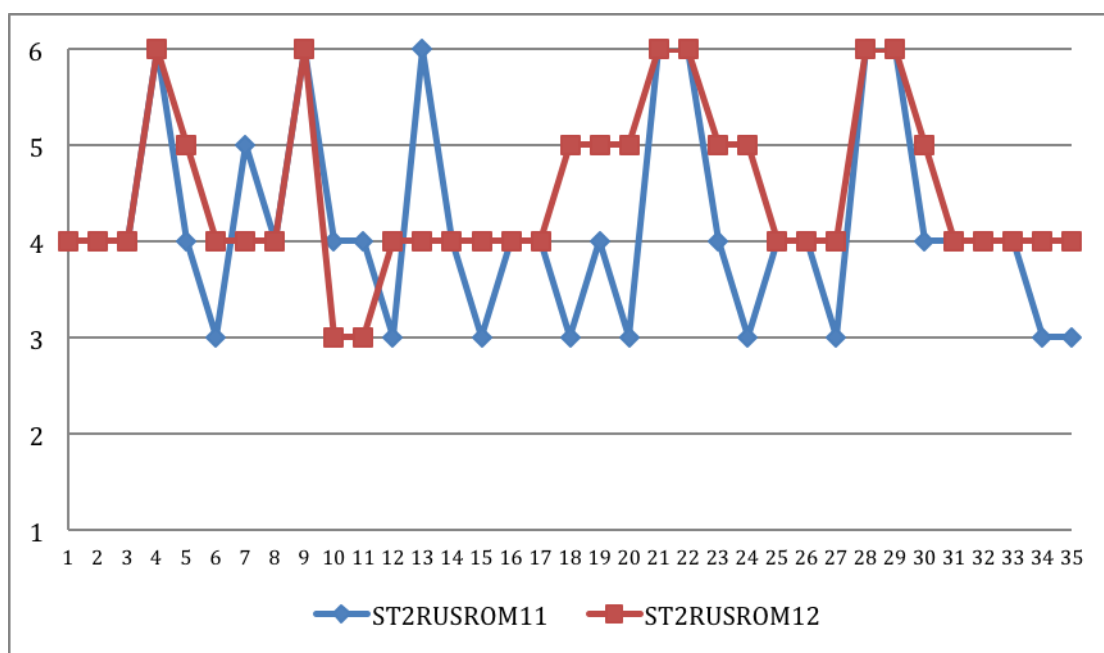
All in all, after having generally observed the data obtained for the first age group of Russian-Romanian bilingual informants, we can see that the average score obtained by both informants is very high in general, exceeding the average number equal to 3.5. Interestingly, the lowest average score obtained for this group is equal to 3.99 and is presented by the informant ST1RUSROM12. In addition, this score is higher than the highest average score obtained for the Russian monolingual group. The other average score presented here is ranked even higher with 4.34 points.

On the other hand, it is important to note that there were no lowest-scored statements presented with only three statements with degree 2 proposed, corresponding to a total lack of understanding the complete statement with only few familiar words presented.

Additionally, regarding the highest-ranked statements, we can see that they represented similar characterizations in respect to their type, structure, complexity and semantics. Thus, they were all in their vast majority phrases. Besides, they were composed by a low number of words and they represented rather transparent vocabulary.

Nevertheless, before making conclusions on the subject of obtained results proposed for different groups of informants regarding both languages considered, let us firstly pass to the analysis of results obtained for the same age group in respect to the Romanian language questionnaire “Statement”, so as to be able to compare the results obtained for both languages implied in the present investigation with the subsequent analysis of general results presented for all groups of informants.

*Russian-Romanian bilinguals. 1<sup>st</sup> age group. The Romanian language*



**Figure 61**

Considering the results of the first chart presented here we can see that the second informant shows higher results with the average score equal to 4.48 points as opposed to 4.17 points for the first informant. The grades for both, however, range between 3 and 6 degrees.

Thus, considering the highest-scored statements, we can indicate that there are seven such statements presented by the first informant and six statements presented by the second informant. Interestingly, all six statements by the second informant completely coincide with the ones proposed by the first informant, with only one statement marked only by the first informant and not the second. Let us consider those statements below:

|    |                                    |   |
|----|------------------------------------|---|
| 4  | 20:30H - finalización del servicio | F |
| 9  | Acceso a Metro                     | F |
| 13 | Actuación en caso de emergencia    | F |
| 21 | ¡Atención!                         | F |
| 22 | Autobuses de la zona               | F |
| 28 | Billetes y tarjetas                | F |
| 29 | Buen viaje                         | F |

It is interesting to note that these statements were also selected as the highest-ranked constructions as regards the same age group and their results for the Russian language with different division according to each informant. On the whole, we can see here non-sentential constructions with few words implied and highly transparent vocabulary.

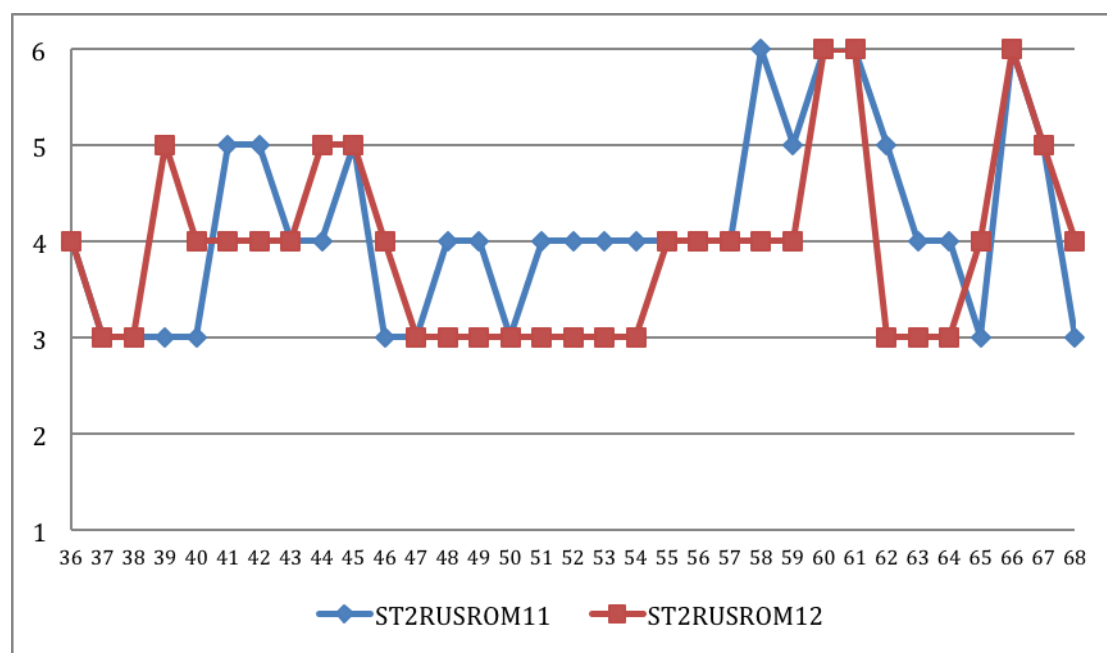


Figure 62

This chart shows the average results obtained for both informants as 4.15 and 3.91 points respectively. The degrees mark range between 3 and 6 points, as well as in case of the previous graph considered. Thus, there are no lowest-marked statements presented. As regards the highest-ranked statements, we can note that there are four of them presented by the first informant, three of which are also indicated by the second informant. Let us consider those forms as follows:

|    |                         |   |
|----|-------------------------|---|
| 58 | Derechos del cliente    | F |
| 60 | Desbloqueo de puertas   | F |
| 61 | Descuentos de hasta 50% | F |
| 66 | Dirección evacuación    | F |

Considering the structure of the statements in question, we can indicate the same basic characterizations as the ones described above in relation to the previous graph.

Apart from that, it is interesting to note that all these statements also coincide in the ranking with the results obtained in respect to the Russian language by the same age group. This factor shows us that our bilingual informants manifest similar understanding capacities in both languages implied. Nonetheless, to make more definite conclusions we must analyze the remaining graphs.

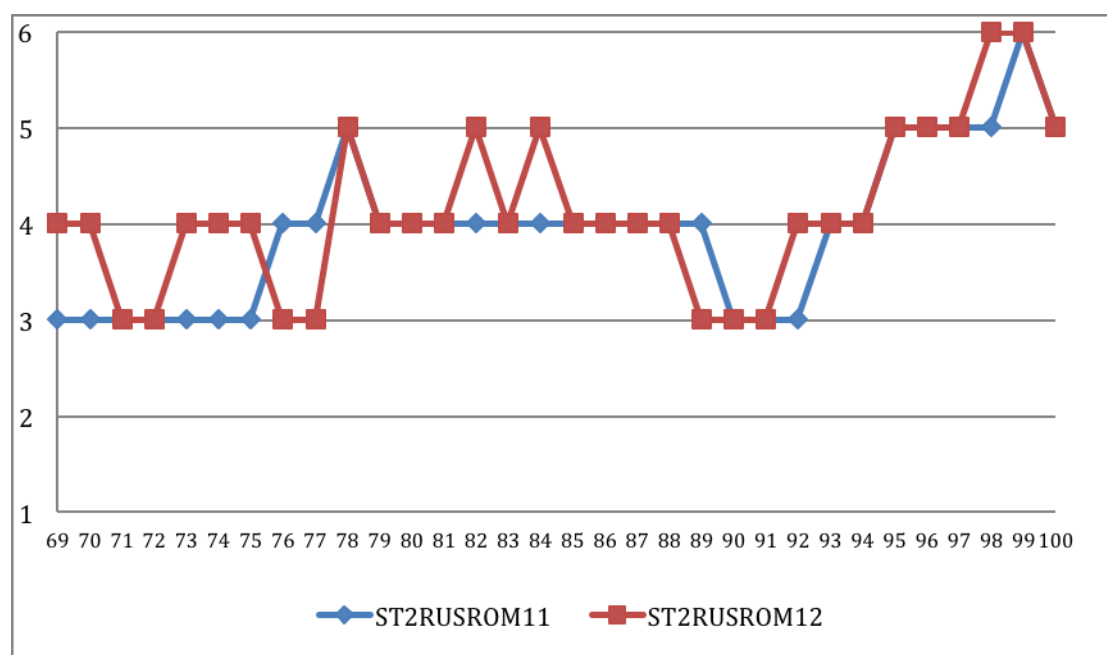


Figure 63

In the present graph we can note a very similar tendency of completing the questionnaire with the average score higher for the second informant and equal to 4.12, as opposed to the average score for the first informant equal to 3.93. On the whole, then range of grades is the same as in previous charts, i.e. manifesting results between degrees 3 and 6. In addition, there are only two statements with the highest degree possible, both presented by the second informant of this group, whilst one of the statements is also indicated by the first informant as well. Let us consider these two statements below:

|    |  |                       |
|----|--|-----------------------|
| 98 | Es peligroso apoyarse en las puertas cuando se abren | OAdvbIPreActIntrNproA |
| 99 | Espacio interior adaptado                            | F                     |

Thus, the first statement of this extract is a complex sentence with declarative meaning, whilst the second statement is a phrase. We can also note that in the first statement there are significantly more words implied than in the second. Nevertheless,

the vocabulary implied is rather transparent, what might explain the high ranking observed.

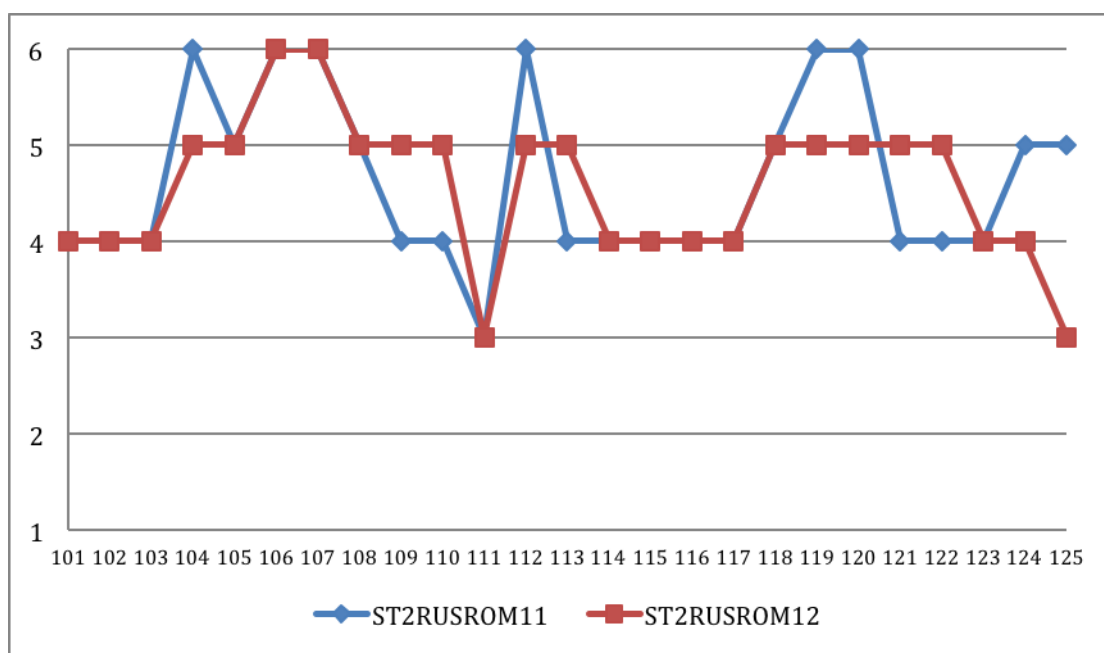


Figure 64

In the present chart we can see that there are various results presented here, all ranging from 3 to 6 points for each of the informants with their average score on the whole equal to 4.64 for SP2RUSROM11 and 4.56 for ST2RUSROM12 respectively. In addition, it is peculiar to note that there are only two statements with the score 3 presented, with all other statements showing quite high ranking from 4 to 6 degrees. Considering the highest-scored statements, however, we can find six such examples for the first informant, two of which coincide also with the high ranking results by the second informant. Let us consider those statements below:

|     |                                     |                    |
|-----|-------------------------------------|--------------------|
| 104 | Estación con ascensor               | F                  |
| 106 | Estación Marítima                   | F                  |
| 107 | Estación terminal                   | F                  |
| 112 | Familias monoparentales y numerosas | F                  |
| 119 | Gracias por su colaboración         | F                  |
| 120 | Hable con el Centro de Control      | OSIPre0IntrNproExh |

As in case of other highest-score statements, these are also phrases, with the exception of the last one being a simple sentence. The number of words is rather low and the vocabulary implied is transparent.

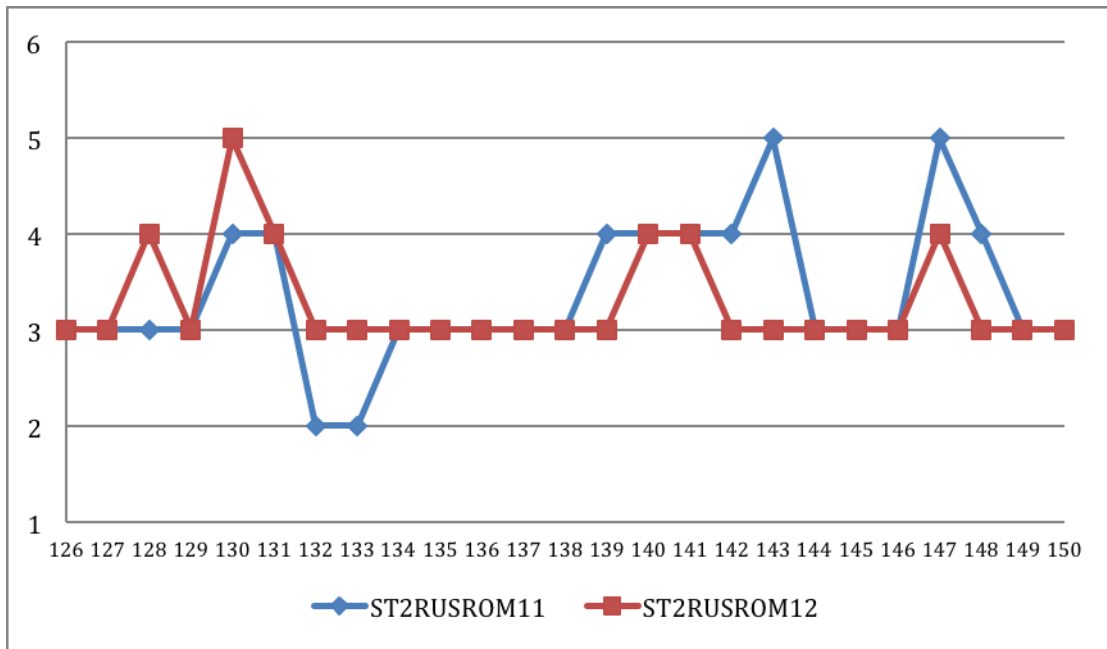


Figure 65

We can notice in this chart that the 1<sup>st</sup> informant marked the lowest grades for statements 132 and 133, thus, generally manifesting results for both informants ranging from 2 to 5 points. Hence, there are no statements with the highest score presented. The average scores for both informants, therefore, are: 3.36 and 3.28.

Let us consider below the two statements with the lowest score obtained altogether with their tagging characterizations:

|     |  |                      |
|-----|--|----------------------|
| 132 | Lanzar o depositar objetos o materiales de cualquier naturaleza, o realizar vertidos en cualquier punto de la vía y sus aledaños e instalaciones anejas, dentro de la zona de dominio público, o al paso de los trenes | OSIPreActIntrNproExh |
| 133 | Las acciones que puedan implicar deterioro o causar suciedad en los trenes o instalaciones, o, en general, que perjudiquen los intereses del ferrocarril o de las empresas explotadoras                                | ODisPPreActIntrNproA |

We can see that they are bot sentential constructions, with the first one representing a simple sentence, whilst the second a compound sentence. The number of words is quite high in addition to rather opaque vocabulary. It is interesting to note that the statement 133 was also marked with the degree 2 by the first informant in relation to the Russian questionnaire. The statement 132, however, received the degree 3.



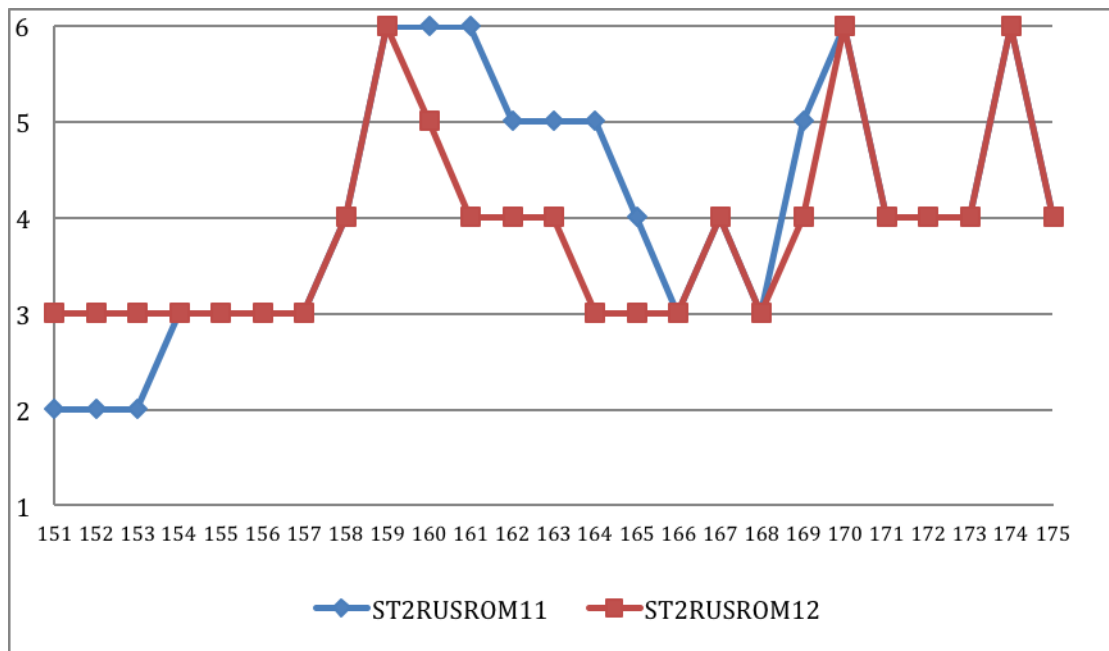


Figure 66

We can see in this chart that grades attached to statements 154-159, 166-168, 170-175 are identical for both informants. The first 3 statements, however, are marked lower by the 1<sup>st</sup> informant. The average scores for both are: 4.08 for the 1<sup>st</sup> informant and 3.84 for the 2<sup>nd</sup>.

Let us primarily consider below the three statement marked by the first informant with the degree 2 being the lowest-marked degree considered so far:

|     |  |                      |
|-----|--|----------------------|
| 151 | Manipular los mecanismos de apertura o cierre de las puertas previstos para uso exclusivo del personal de la empresa explotadora             | OSIPreActIntrNproExh |
| 152 | Manipular o destruir cualquier elemento del ferrocarril directamente relacionado con la normal y segura circulación                          | OSIPre0TrNproExh     |
| 153 | Manipular o destruir de forma directa o indirecta, cualquier obra o instalación fija o móvil, o cualquier elemento funcional del ferrocarril | OSIPre0TrNproExh     |

Thus, these statements are all simple sentences with exhortative function. The number of constituents is quite high exceeding the figure of 15 words implied. In addition, we must note that the vocabulary is predominantly opaque with few transparent words observed: *manipular, mecanismos, directamente, instalación, elemento, funcional*.

After having observed the lowest-scored statements, let us analyze those which received the highest grade possible equal to the degree 6. Here we can state that the first informant manifests five such statements, three of which are also marked by the second informant:

|     |                                    |                    |
|-----|------------------------------------|--------------------|
| 159 | Mensual ilimitado                  | F                  |
| 160 | Monumentos de interés turístico    | F                  |
| 161 | Muchas gracias por tu colaboración | F                  |
| 170 | No integrado                       | F                  |
| 174 | No pasar                           | OSIPre0IntrNproExh |

It is interesting to mention that these exact sentences were also the highest-ranked ones in respect to the Russian questionnaire “Statement”, what manifests one more time that our informants’ comprehension of both questionnaires is very similar.

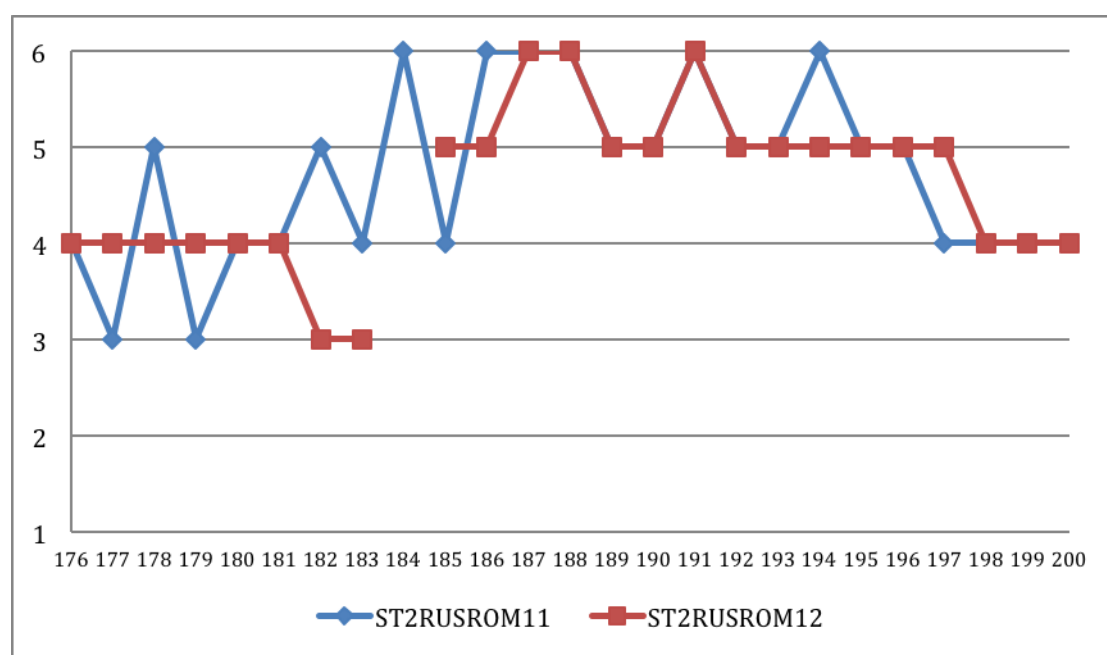


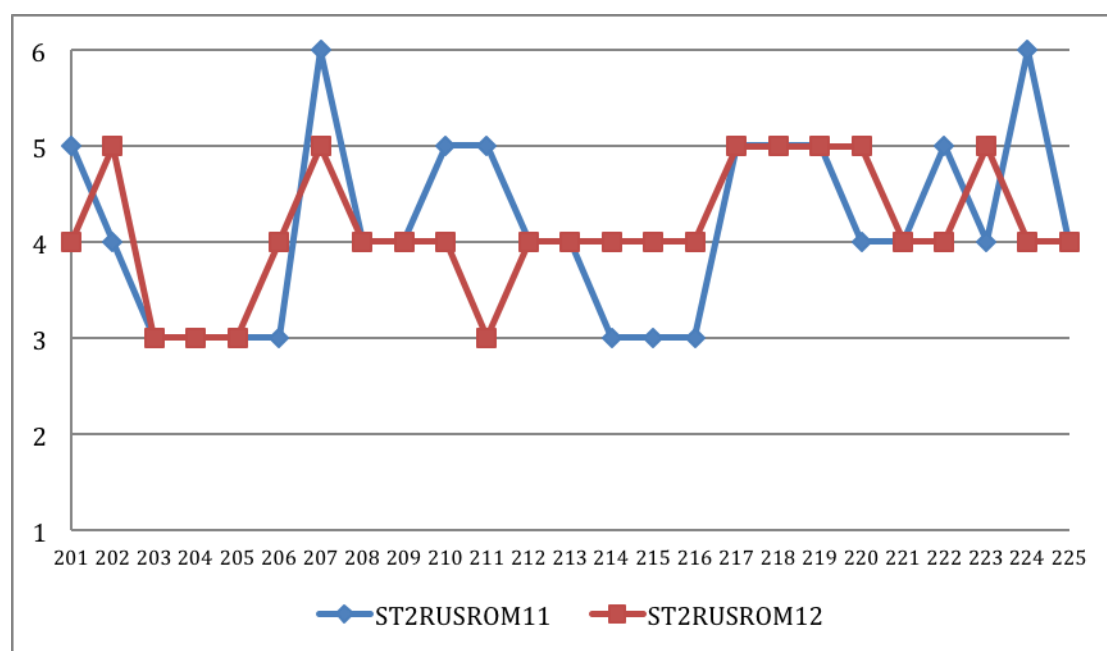
Figure 67

In this chart we can see quite dispersed results presented by both informants. The general grades range anyway from 3 to 6 and the average scores are as follows: 4.72 for ST2RUROM11 and 4.58 for ST2RUSROM12 respectively.

Considering the statements with the highest ranking, we can see that there are six such statements marked by the first informant with three of them also marked by the second informant of this age group. Let us consider them below:

|     |  |                    |
|-----|--|--------------------|
| 184 | No utilizar sin causa justificada            | OSIPre0IntrNproExh |
| 186 | Normas de uso                                | F                  |
| 187 | Normas de uso de los autobuses               | F                  |
| 188 | Número de viajes y horario: ilimitado        | F                  |
| 191 | Objetos perdidos                             | F                  |
| 194 | Oficinas de Información de Barcelona Turisme | F                  |

Thus, the first statement of this group is a simple sentence, although the remaining statements are all phrases. Despite this, they all share the same characteristics as regards their structure and lexicon: low number of constituents and transparent vocabulary implied.



**Figure 68**

In this chart the average degree grade for the first informant is equal to 4.16, whilst for the second 4.12 correspondingly. The grades established by both informants range from 3 to 6 points. Nonetheless, only the first informant marked the highest degree possible, namely in relation to statements 207 and 224. Let us consider them as follows:

|     |                                |   |
|-----|--------------------------------|---|
| 207 | Plazas máximas                 | F |
| 224 | Punto de Atención al Ciudadano | F |

Interestingly, both these statements were also the highest-ranked ones in relation to the Russian questionnaire as well, although the statement 207 was only marked by the second informant instead. Nevertheless, let us note that both these statements are phrases with very low number of constituents and highly transparent vocabulary.

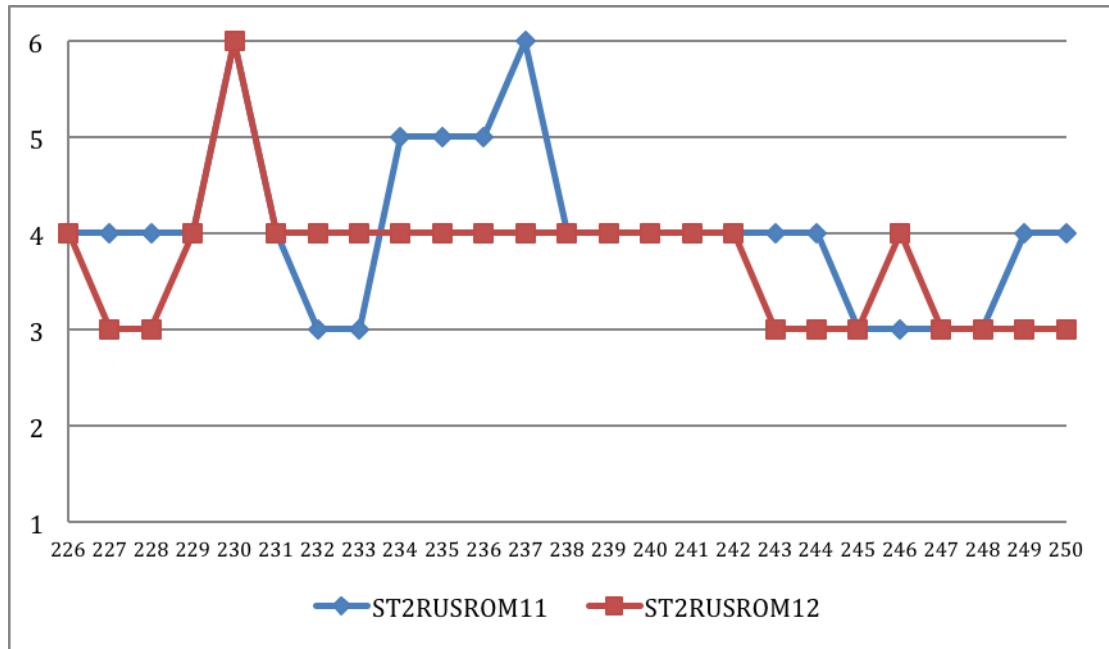


Figure 69

The graph in question shows different grades marked by both informants with both of them having the highest score for statements 230 by the 2<sup>nd</sup> and 237 by the 1<sup>st</sup>. Their average scores, therefore, are 4.04 for the 1<sup>st</sup> informant and 3.72 for the 2<sup>nd</sup>.

Let us consider below the highest-ranked statements observed:

|     |                            |                  |
|-----|----------------------------|------------------|
| 230 | Respetar las prohibiciones | OSIPre0TrNproExh |
| 237 | Salida de emergencia       | F                |

Rather curiously, the exact same situation was analyzed in respect to the Russian questionnaire “Statement”, including the fact that the statement 207 was marked by the second informant and 237 by the first. It indicates one more time that the results obtained for the Russian questionnaire prove to be valid since they are confirmed by the results obtained for the Romanian questionnaire.

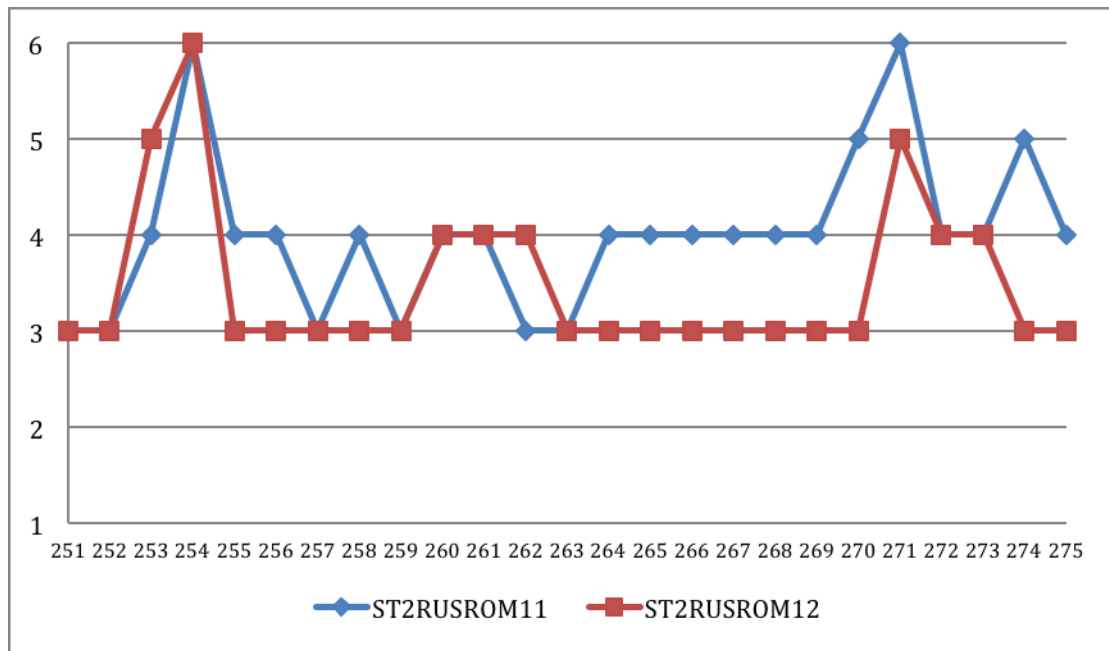


Figure 70

The present chart follows the tendencies expressed by previous graphs with the average score for the first informant equal to 4 and for the second informant equal to 3.48. Both informants’ understanding degree grades range from 3 to 6. Nonetheless, there are only two statement with the highest degree marked, with the first one being marked by both informants. Let us consider them below:

|     |                              |   |
|-----|------------------------------|---|
| 254 | Servicio no integrado        | F |
| 271 | Sistema tarifario integrado. | F |

Similarly to the situation described above, both these statements were also the highest-scored one in relation to the Russian questionnaire in question. However, the statement 254 was only marked by the first informant with the highest degree, whilst the first one marked it with the degree 5. Following the tendency observed so far, both these statements are non-sentential constructions with highly transparent lexicon.

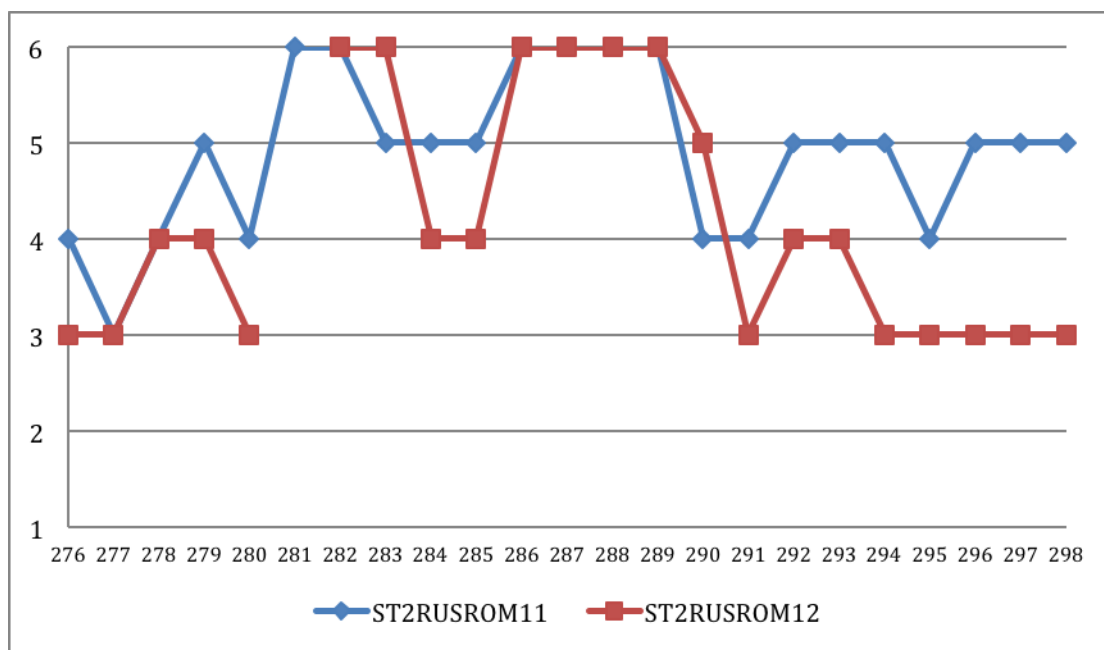


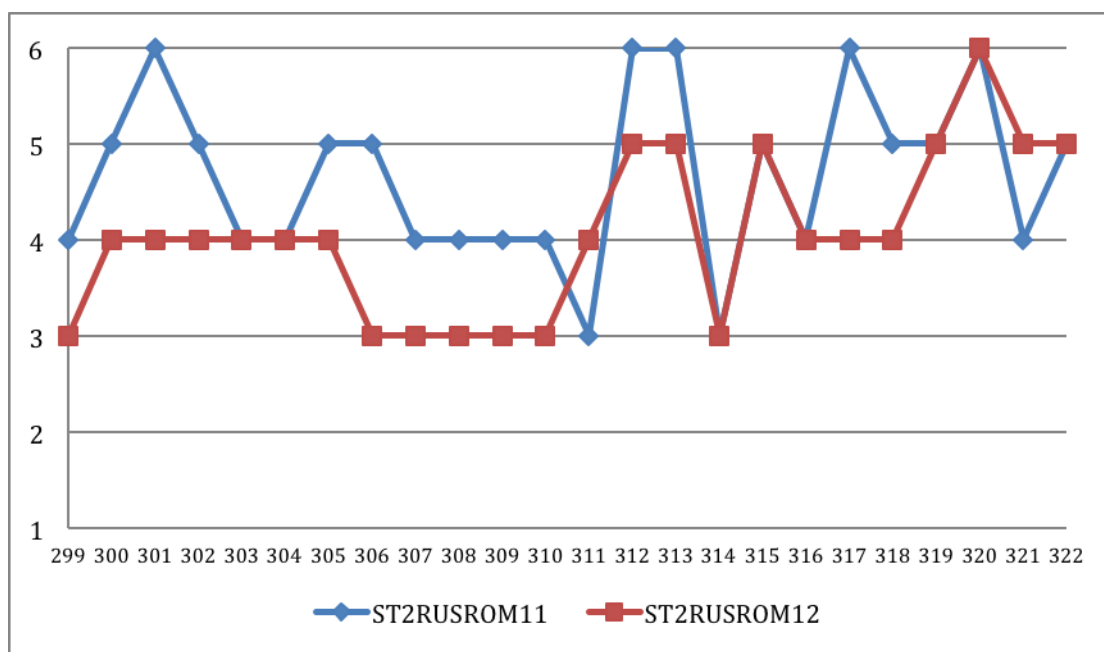
Figure 71

In the given chart we can note much higher results obtained for the 1<sup>st</sup> informant as opposed to the results presented for the 2<sup>nd</sup> informant with their average grades being as follows: 4.91 for ST2RUSROM11 and 3.18 for ST2RUSROM12. Similarly to other graphs, the general scores range between degrees 3 and 6.

Thus, we can observe in this chart seven statements with the highest degree marked, all of them by the first informant with the last six also marked by the first informant of this age group. Let us analyze them below:

|     |   |   |
|-----|---|---|
| 281 | Título gratuito   | F |
| 282 | Título multipersonal y horario  | F |
| 283 | Título personalizado mediante DNI o carnets acreditativos de los operadores | F |
| 286 | Título multipersonal y horario  | F |
| 287 | Título unipersonal y horario  | F |
| 288 | Títulos de transporte   | F |
| 289 | Títulos integrados  | F |

Hence, all these statements are phrases with transparent vocabulary implied. In addition, many of them also received the highest degree in respect to the results obtained by the first age group of our bilingual informants as regards the Russian questionnaire “Statement”.



**Figure 72**

In respect to this graph we can note quite dispersed results proposed by both informants with their average values 4.67 and 4.04 and understanding degree grades ranging from 3 to 6 respectively.

Considering the highest-scored statements, we can observe that the first informant marked five such statements, the last of which was also marked by the second informant of the group. Let us consider them as follows:

|     |                     |   |
|-----|---------------------|---|
| 301 | Venda de tiquets    | F |
| 312 | Circuito controlado | F |
| 313 | Escaleras mecánicas | F |
| 317 | Tranvía azul        | F |
| 320 | Zonas verdes        | F |

As it has already been stated above, all of these statements also received the highest score by the first informant in relation to the Russian questionnaire “Statement”. Nevertheless, the only difference is that the last statement of this group was marked with the degree 5 by the second informant. On the whole, as well as in case of all other highest-ranked statements, they are all phrases with a low number of constituents and highly transparent vocabulary used, what has definitely played a vital role in positive comprehension of the statements.

### Results interpretation

Thus, we have analyzed the results obtained by the first age group of informants for both questionnaires involved in our investigation: Russian and Romanian. It is important to mention that since our bilingual informants represent native-level competence in both languages, Russian and Romanian, it was crucial to redact the questionnaire for both languages and then compare the acquired results as it is vital for the correct analysis to manifest similar or even identical results in respect to both variations of the questionnaire “Statement”.

Secondly, apart from the analysis of results within the same group of informants, it was also important to study the main tendencies in our informants’ comprehension capacities so as to deduce some key factors contributing to a positive and successful comprehension of given statements.

Hence, considering both points established above, we could state that, firstly, both questionnaire presented in two different languages manifested very similar results in comprehension capacities of both informants of the first age group of bilingual sample. Furthermore, some highest-ranked statements were even identical in respect to both questionnaires as well as both informants correspondence. This fact is very important for us since it shows very clearly that our choice of informants was correct and that both our participants comprehend the statements in a similar way as regards the languages implied.

Secondly, the results obtained for the highest-marked statements manifest that there are several aspects involved in a successful comprehension of statements: structure, complexity, number of constituents and, most importantly, notion of transparency. Thus, the vast majority of statements with the highest degree obtained were phrases with a very low number of components and highly transparent vocabulary.

Finally, considering the average scores obtained for both informants, we can see that these are very high, above medium figure, being much higher than average scores presented for monolingual informants.

Now, after having analyzed the results obtained for the first group of bilingual sample, we are going to pass to the study of data proposed by the second age group of our bilingual informants so as to draw more conclusive reasoning.





*Russian-Romanian bilinguals. 2<sup>nd</sup> age group. The Russian language*

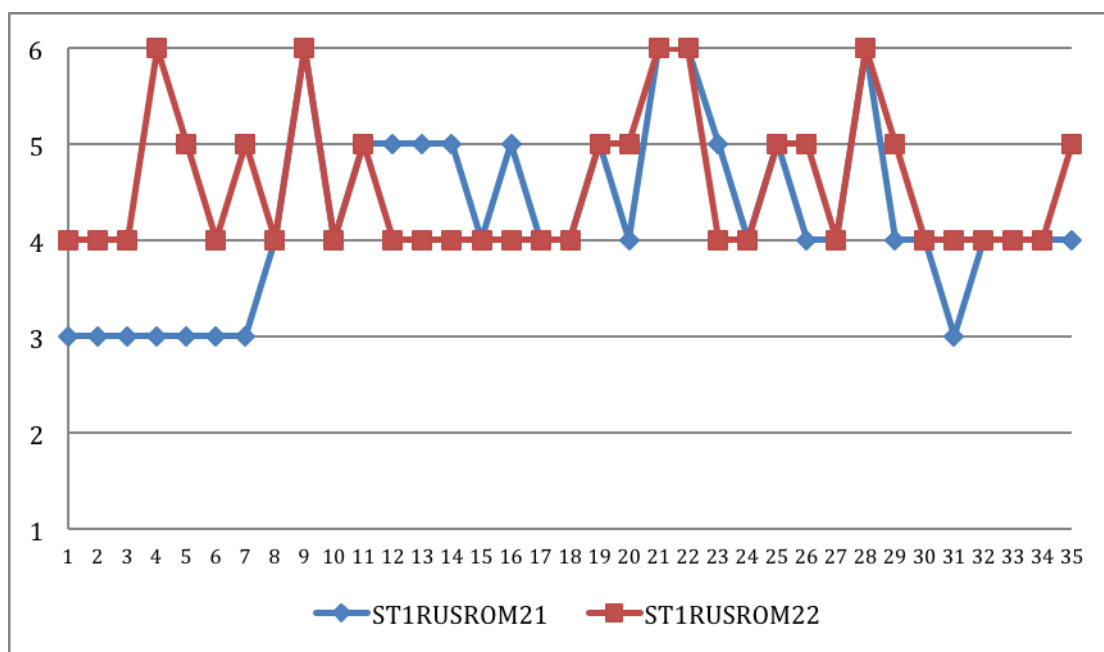


Figure 73

Considering the first chart obtained in reference to our second age group we can state high understanding degree grades marked by this age group of informants. Thus, the average results considering this graph are 4.23 for the first informant and 4.54 for the second informant respectively. Surprisingly enough, these data are almost equal to the ones obtained for the first age group as regards the same chart of statements. In addition, we can also note that general marks all range from 3 to 6 with the lowest one being presented only by the first informant in reference to statements 1-7 and 31 and the highest one being presented mostly by the second informant to refer to statements 4, 9, 21, 22 and 28. Interestingly, though, in statements 21, 22 and 28 both informants coincide in their high ranking of these statements. Let us consider all these highest-ranked statements below as follows:

|    |                                    |   |
|----|------------------------------------|---|
| 4  | 20:30H - finalización del servicio | F |
| 9  | Acceso a Metro                     | F |
| 21 | ¡Atención!                         | F |
| 22 | Autobuses de la zona               | F |
| 28 | Billetes y tarjetas                | F |

Thus, we can see that they are all phrases with a low number of constituents and highly transparent vocabulary implied.

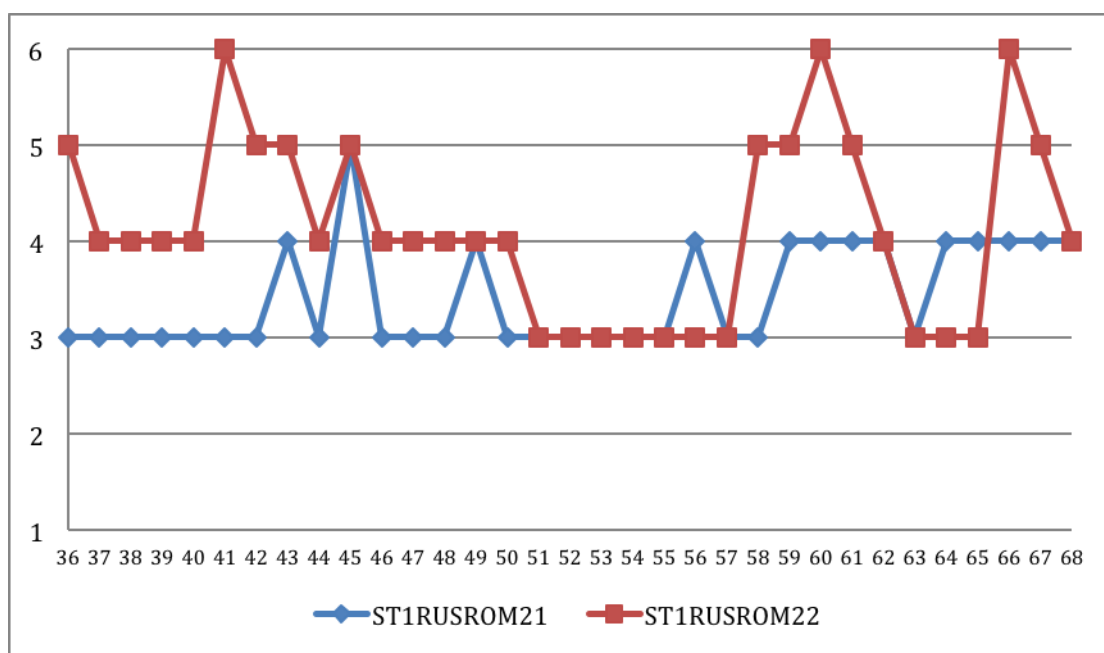


Figure 74

Considering the chart presented, we can see that the results obtained by the second informant are significantly higher with the average score 4.12. The first informant's average grade is 3.42 with the marks ranging from 3 to 5. Thus, the highest degree possible, i.e. the one equal to 6 and implying a complete understanding of the statement as well as its components, is only presented by the second informant. Furthermore, all the highest-scored statements are non-sentential phrases with transparent words:

|    |                                      |   |
|----|--------------------------------------|---|
| 41 | Condiciones generales de utilización | F |
| 60 | Desbloqueo de puertas                | F |
| 66 | Dirección evacuación                 | F |

The general characterization of these statements is identical to those described above in reference to the previous chart considered. Moreover, this characterization also coincides with the highest-scored statements obtained by the first age group of informants. In addition, statements 60 and 66 both received the highest degree possible by all the informants regarded so far: two representatives of the first age group of bilingual informants in both Russian and Romanian questionnaires

“Statement” as well as the second age group of informants in relation to the Russian questionnaire in question.

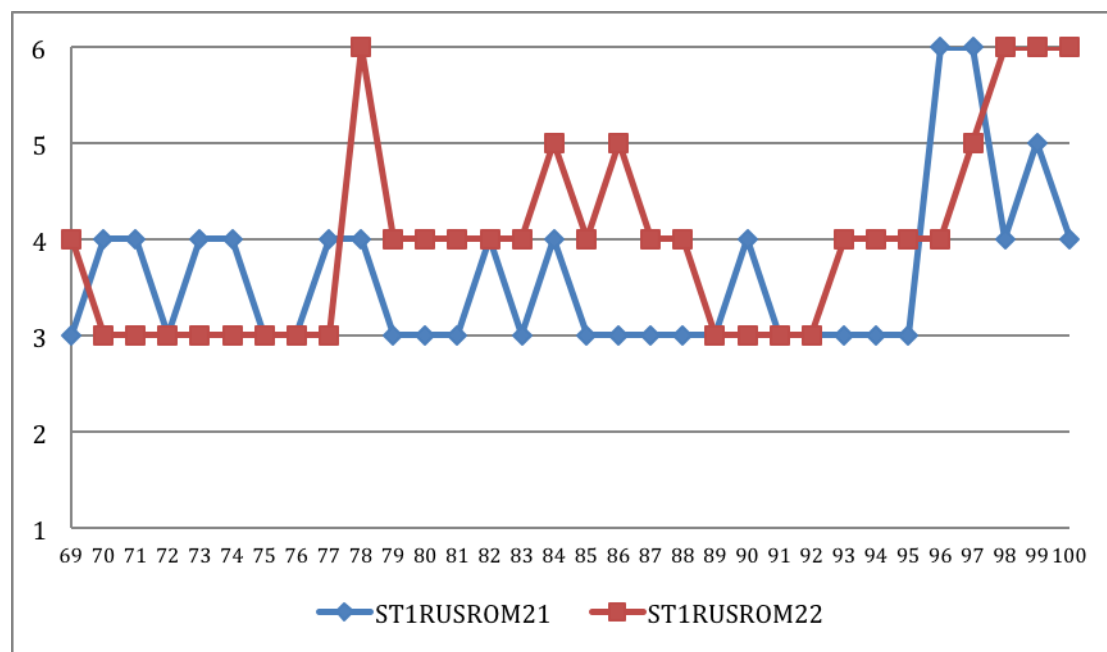


Figure 75

In reference to the graph presented we can see that both informants’ scores range from 3 to 6 with their average points equal to 3.59 for the 1<sup>st</sup> and 3.97 for the 2<sup>nd</sup>.

As regards the statements with the highest degree obtained, we can state that there are two such constructions obtained by the first informant (statements 96 and 97) and four statements marked by the second informant (with numbers 78, 98-100 respectively). Let us consider below all those statements with their tagging characterizations:

|     |  |                       |
|-----|--|-----------------------|
| 78  | El uso indebido será sancionado                      | OSPPreActIntrNproA    |
| 96  | Es obligatorio llevar el título adecuado             | OSIPreActTrNproA      |
| 97  | Es obligatorio validarlo al entrar                   | OSIPreActTrNproA      |
| 98  | Es peligroso apoyarse en las puertas cuando se abren | OAdvbIPreActIntrNproA |
| 99  | Espacio interior adaptado                            | F                     |
| 100 | Espere respuesta                                     | OSIPre0TrNproExh      |

The situation implied in reference to these statements is slightly different to those analyzed above, since we can only see one phrase presented, whilst all other constructions are simple or complex sentences. Moreover, the number of components is generally higher than established previously. Nonetheless, the key factor as regards the understanding of these statements remains the same, transparent lexicon.

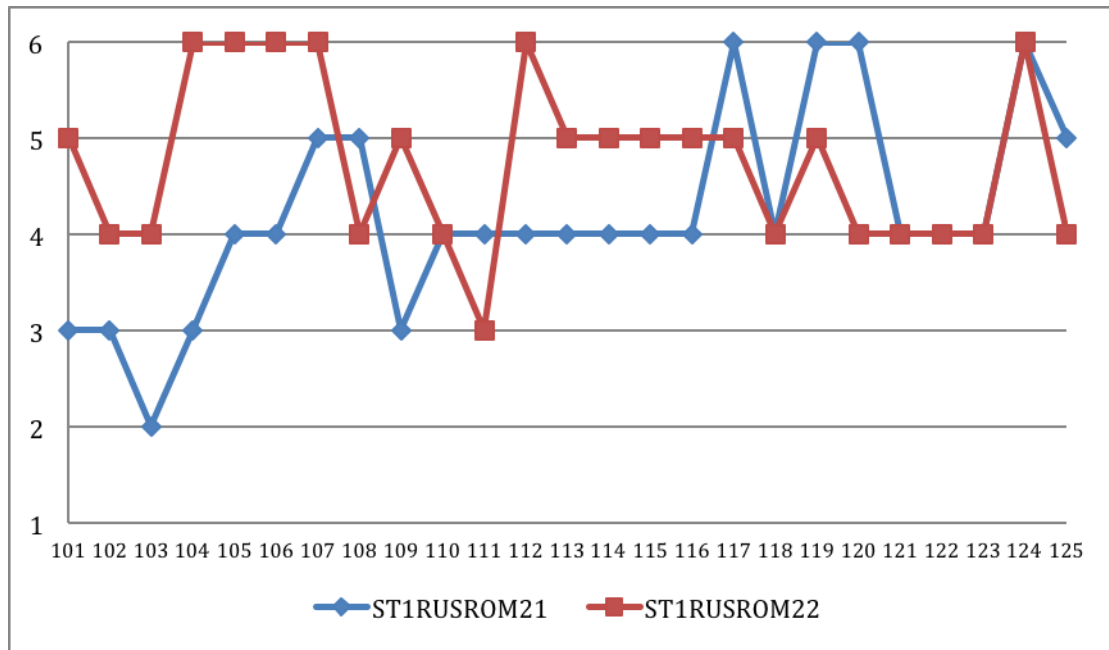


Figure 76

Regarding this chart we can see that the scores presented by both informants are slightly different here. Their average number is, however, 4.2 and 4.76 respectively.

In addition, we can see the lowest-ranked statements considered so far for this age group of informants, namely in respect to the statement 103, which obtained the score 2 and which was marked by the first informant. Let us consider it below:

|     |   |                      |
|-----|---|----------------------|
| 103 | Está prohibido viajar con animales (excepto los perros de asistencia, de seguridad y también los animales domésticos transportados en recipientes adecuados). | OCopIPrePasIntrNproA |
|-----|---|----------------------|

Thus, it is a compound sentence with a high number of components and opaque semantics implied.

In respect to other statements, we can state that their general scores range from 3 to 6, with four highest-scored statements marked by the first informant and six by the second. Let us consider below the highest-ranked statements:

|     |                                     |                    |
|-----|-------------------------------------|--------------------|
| 104 | Estación con ascensor               | F                  |
| 105 | Estación de Ferrocarril             | F                  |
| 106 | Estación Marítima                   | F                  |
| 107 | Estación terminal                   | F                  |
| 112 | Familias monoparentales y numerosas | F                  |
| 117 | Frecuencia de paso 10 minutos       | F                  |
| 119 | Gracias por su colaboración         | F                  |
| 120 | Hable con el Centro de Control      | OSIPre0IntrNproExh |
| 124 | Infracciones y sanciones.           | F                  |

We can see that all these statements, with the exception of 120, are phrases. Besides this, the vocabulary implied in them is highly transparent and there are only few components used.

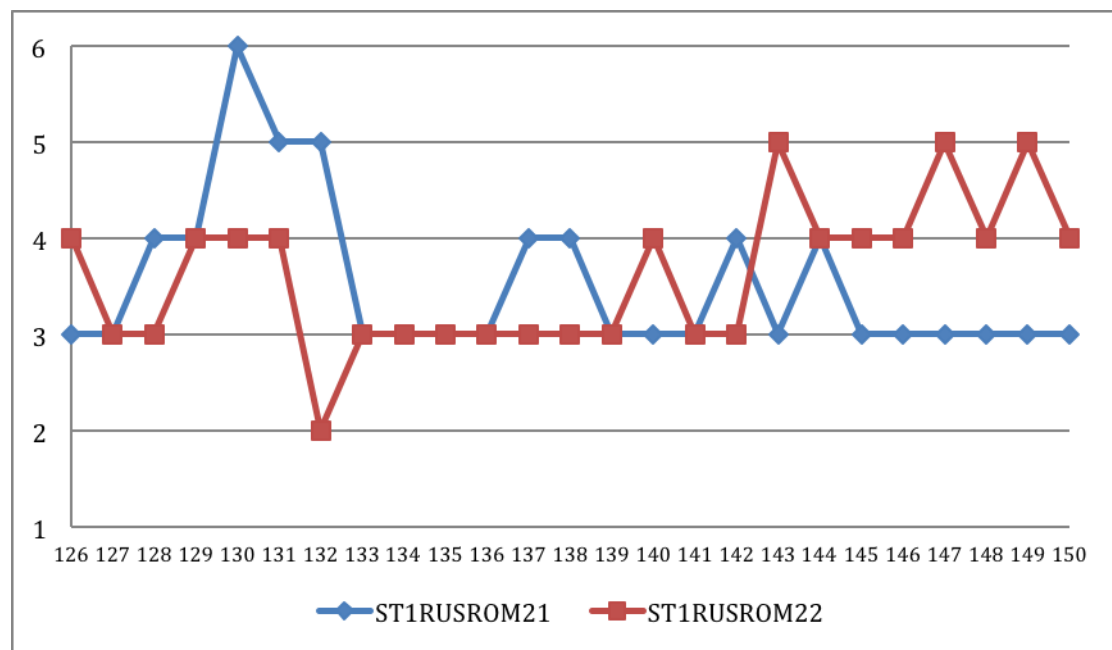


Figure 77

In this graph, we can state that the informants show wider grades ranking, i.e. from 2 to 6 points, with them coinciding almost completely in respect to statements 133-142 with their score equal to 3. The average scores presented for each informant are as follows: 3.52 for ST1RUSROM21 ad 3.6 for ST1RUSROM22.

As regards the highest- and lowest-scored statements, we can only see one example for each case: the highest score marked by the first informant and the lowest one by the second. Let us consider them below:

|     |                            |                    |
|-----|----------------------------|--------------------|
| 130 | La tarjeta debe validarse. | OSPPreActIntrSrefA |
|-----|----------------------------|--------------------|

It is a simple sentence with declarative function and rather transparent vocabulary.

|     |  |                      |
|-----|--|----------------------|
| 132 | Lanzar o depositar objetos o materiales de cualquier naturaleza, o realizar vertidos en cualquier punto de la vía y sus aledaños e instalaciones anejas, dentro de la zona de dominio público, o al paso de los trenes | OSIPreActIntrNproExh |
|-----|--|----------------------|

It is a simple sentence with exhortative function and a high number of components in addition to rather opaque vocabulary implied.

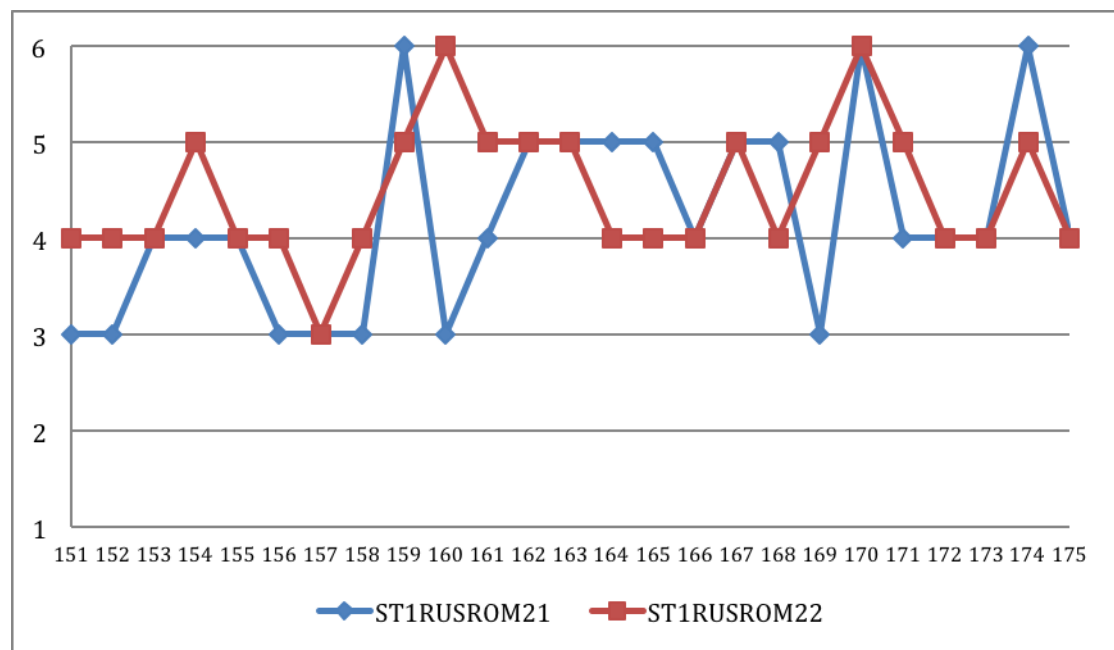


Figure 78

Considering this graph, we can see that the results obtained by both informants are quite similar here with their average numbers equal to 4.2 for the 1<sup>st</sup> informant and 4.48 for the 2<sup>nd</sup>. In addition, there are three highest-scored statements marked by the first informant and two presented by the second, with both informants coinciding in reference to statement 170. Let us analyse them as follows:

|     |                                 |                    |
|-----|---------------------------------|--------------------|
| 159 | Mensual ilimitado               | F                  |
| 160 | Monumentos de interés turístico | F                  |
| 170 | No integrado                    | F                  |
| 174 | No pasar                        | OSIPre0IntrNproExh |

The characterization of these statements is identical to the highest-scores statements analysed before: transparent vocabulary and rather simple structure.

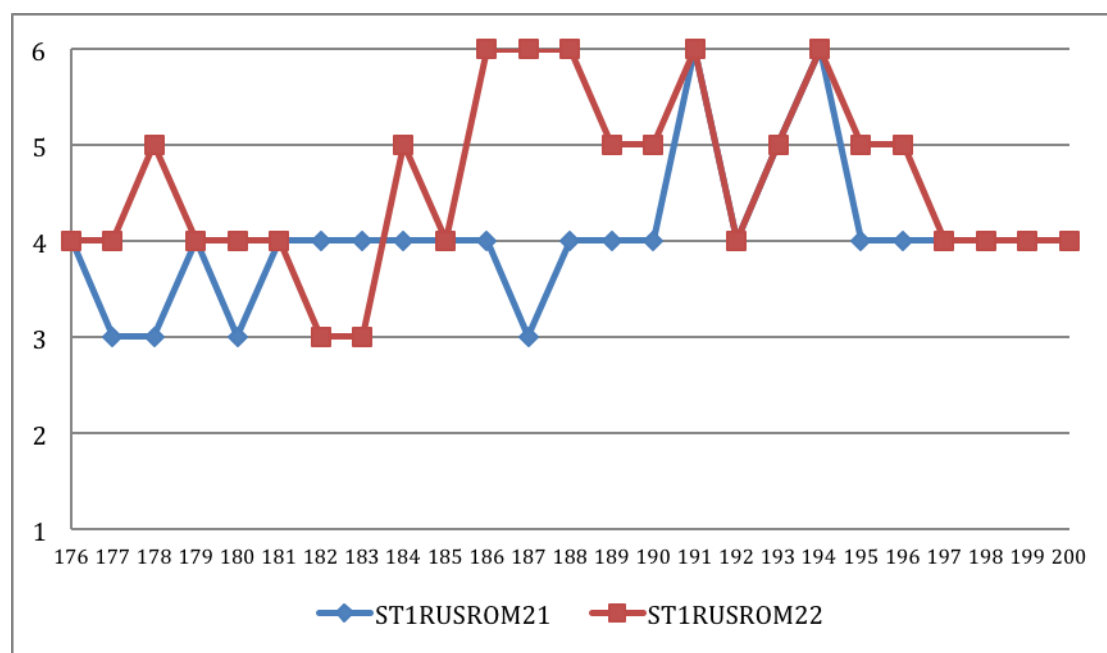


Figure 79

As regards the results obtained for this chart, we can see that the scores presented by the second informant are higher than those presented by the first. Thus, the second informant chose the highest grades for statements 186-188, 191 and 194, with the last two statements being chosen by the first informant as well. The average results obtained for this chart are: 4.04 and 4.6 for the 1<sup>st</sup> and 2<sup>nd</sup> informants.

Let us analyze below the highest-ranked statements marked by both informants together with their tagging characterizations:

|     |  |   |
|-----|--|---|
| 186 | Normas de uso                                | F |
| 187 | Normas de uso de los autobuses               | F |
| 188 | Número de viajes y horario: ilimitado        | F |
| 191 | Objetos perdidos                             | F |
| 194 | Oficinas de Información de Barcelona Turisme | F |



Interestingly, we can state that these same statements were ranked the highest by the first age group of informants in both questionnaires implied: Russian and Romanian. In relation to their structure characterization, we can note that it is identical to the highest-ranked statements observed above, representing presumably non-sentential constructions with a low number of components and transparent semantics.

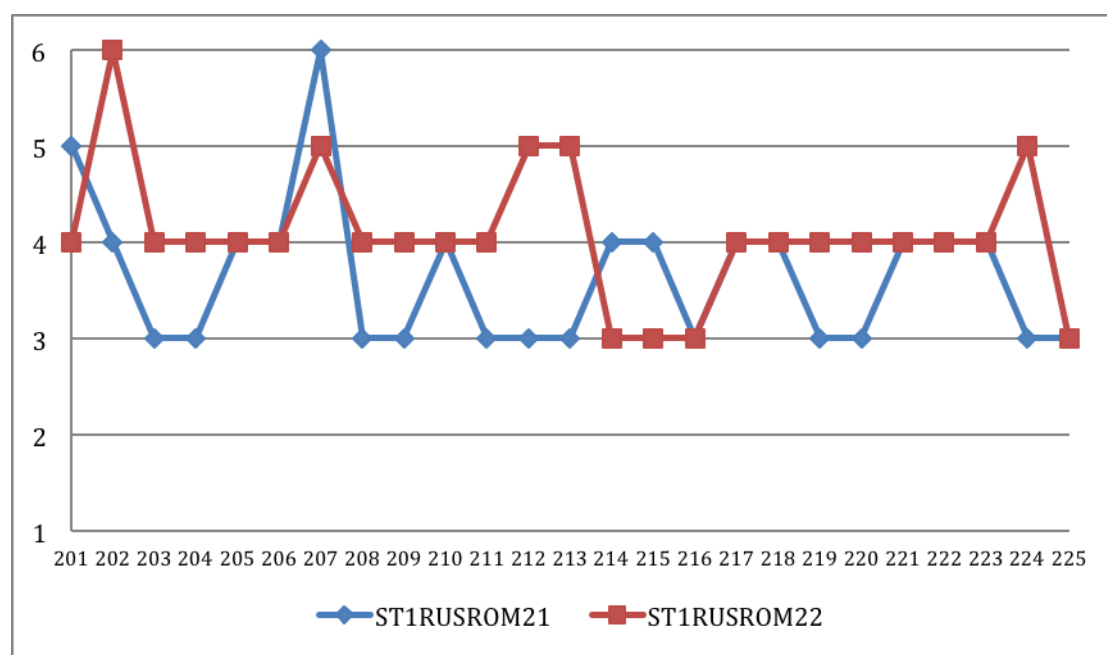


Figure 80

The given graph shows quite similar results proposed by both informants mostly ranging around marks 3 and 4. In general, there are five statements with degree 5 presented: one by the first informant with the rest by the second. Considering the highest-marked statements, we can see one example by each of the informants involved. Thus, the average scores for this chart are 3.64 for the first informant and 4.08 for the second.

Let us consider below the highest-scored statements with their tagging characterizations:

|     |                               |   |
|-----|-------------------------------|---|
| 202 | Parada de autobuses de vuelta | F |
| 207 | Plazas máximas                | F |

Hence, both these statements represent non-sentential constructions with rather transparent vocabulary implied. Moreover, rather surprisingly, the statement 207 was also marked as the highest-scored one in reference to the results obtained by the first

age group of bilingual informants in both questionnaires considered, Russian and Romanian. Thus, it shows that the majority of statements with the highest score share some common characteristic, which contribute positively to their successful understanding.

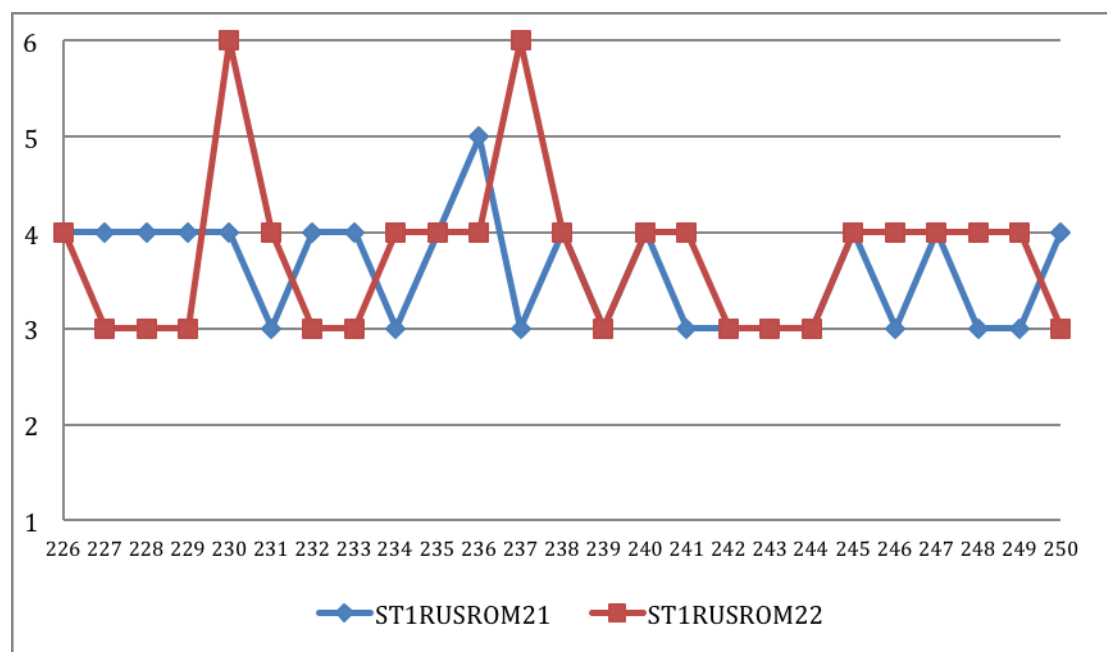


Figure 81

In the present chart we can see similar results obtained for both informants with their average values 3.6 and 3.76 for the 1<sup>st</sup> and 2<sup>nd</sup> informants respectively. Nonetheless, the 2<sup>nd</sup> informant chose the highest grade in reference to statements 230 and 237, as opposed to the 1<sup>st</sup> informant, having marked those statements the lowest. The scores obtained for both informants generally range from degrees 3 to 6, what has already been stated as a common characteristics for this sample group of bilingual informants.

Let us consider now the highest-scored statements so as to be able to analyse their structure characteristics as follows:

|     |                            |                  |
|-----|----------------------------|------------------|
| 230 | Respetar las prohibiciones | OSIPre0TrNproExh |
| 237 | Salida de emergencia       | F                |

We can see that the first statement is a simple sentence with exhortative function, whilst the second statement represents a phrase. Despite this difference, both of them share similar characteristics as regards their semantics and number of components.

Furthermore, it is curious to note that these statements were also the highest-marked ones by the first age group of informants, with the difference that the statement 230 was marked at highest by the second informant and the statement 237 by the first, regarding both questionnaires implied.

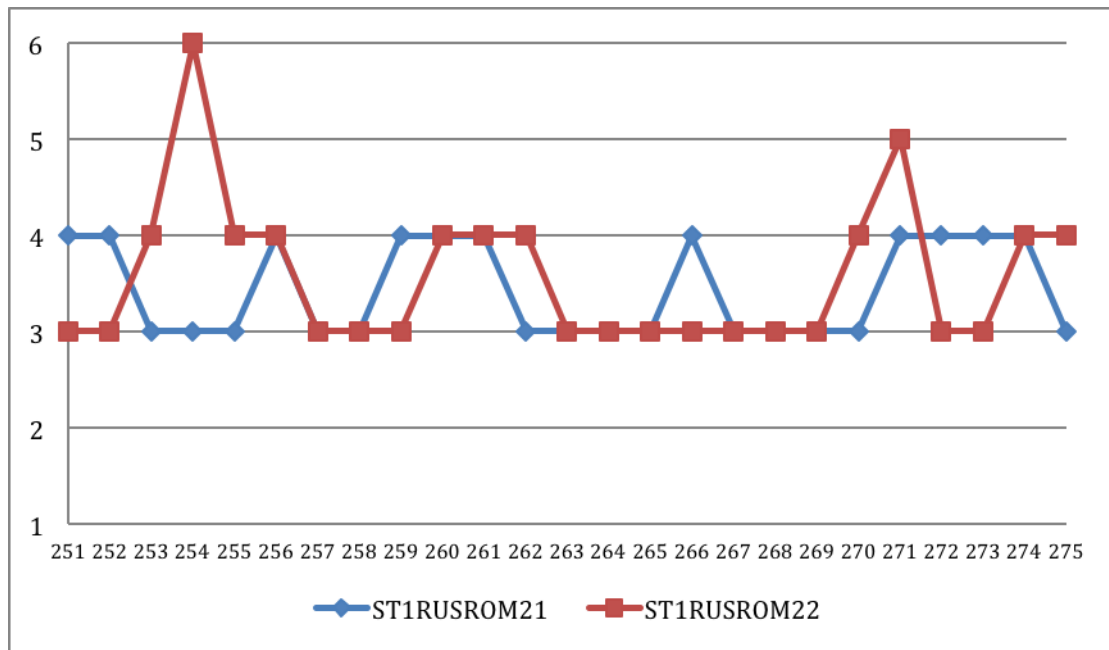


Figure 82

The present chart shows very similar results for both informants involved with the difference regarding the statement 254, where the 1<sup>st</sup> informant chose the lowest grade presented, i.e. 3, whilst the 2<sup>nd</sup> the highest equal to 6. On average, the scores are: 3.44 for ST1RUSROM21 and 3.56 for ST1RUSROM22 respectively.

Thus, as regards the highest-scored statements, we can see that there is only one statement resulted in degree 6, corresponding to a complete understanding of the construction as well as its constituents. Besides this, there is one more statement, which obtained the degree 5, i.e. relating to a high understanding of the construction on the whole as well as its constituents with few unclear words presented. It is important to state that both these statements correspond to results obtained for the second informant of this age group. Let us consider them below so as to define their common structure characteristics:

|     |                              |   |
|-----|------------------------------|---|
| 254 | Servicio no integrado        | F |
| 271 | Sistema tarifario integrado. | F |

Both these statements received the highest score by the first age group of informants as well in respect to both questionnaires involved: Russian and Romanian. Structurally, they both correspond to phrases with a low number of constituents and transparent vocabulary.

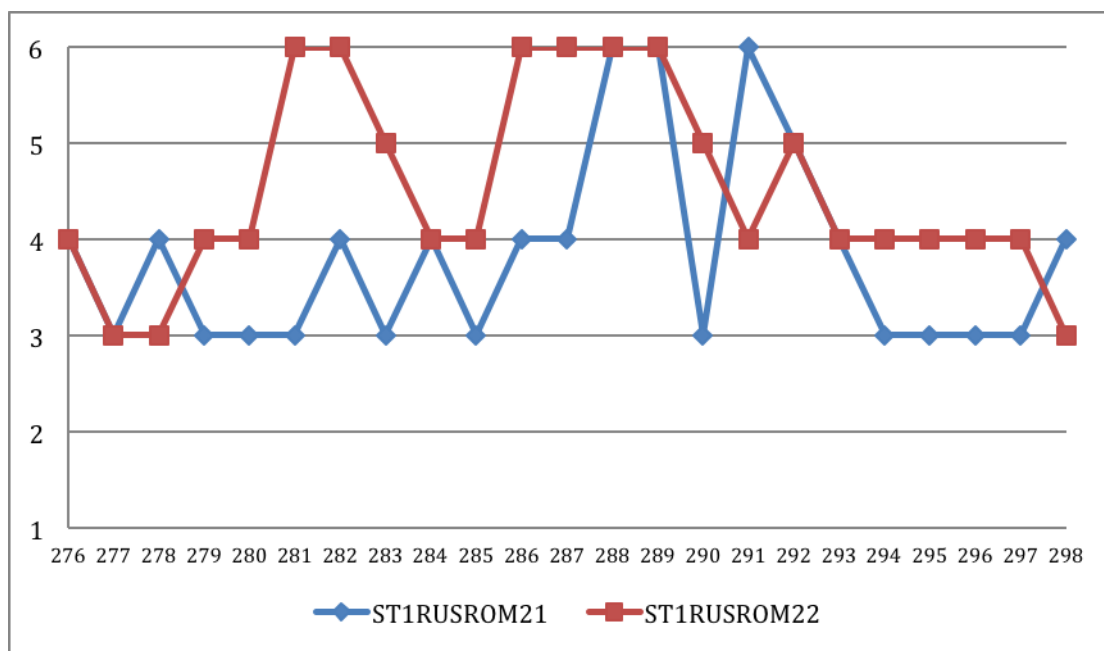


Figure 83

In the present graph we can see that the 2<sup>nd</sup> informant chose the highest grades in respect to 6 statements in total, while the 2<sup>nd</sup> to only 3. The average scores for both informants are 3.83 and 4.52. The general scores, however, all range from degrees 3 to 6.

Let us consider below the highest-ranked statements for both informants of this age group:

|     |                                |   |
|-----|--------------------------------|---|
| 281 | Título gratuito                | F |
| 282 | Título multipersonal y horario | F |
| 286 | Título multipersonal y horario | F |
| 287 | Título unipersonal y horario   | F |
| 288 | Títulos de transporte          | F |
| 289 | Títulos integrados             | F |

|     |                   |   |
|-----|-------------------|---|
| 291 | Toque la pantalla | F |
|-----|-------------------|---|

All these statements represent phrases and imply rather transparent vocabulary. In addition, it is important to note that the first six statements of this extract were also ranked at highest by the first age group of our bilingual informants in relation to both Russian and Romanian questionnaires “Statement”.

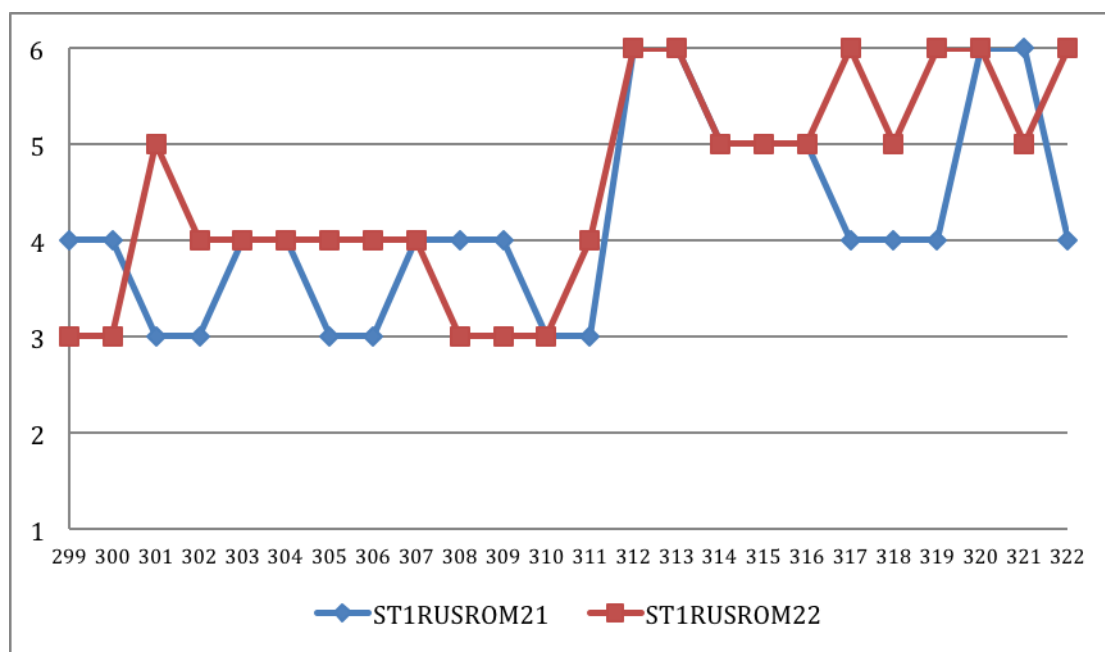


Figure 84

In this last chart presented for the second age group of bilingual individuals in reference to the Russian questionnaire “Statement”, we can see that the obtained results are quite similar for both informants with their average scores 4.21 and 4.54 respectively. In addition, we can see that both informants gave very high grades for the last 10 statements, which all represent non-sentential phrases with quite transparent lexicon involved in the majority of cases. The general scores, however, range from degrees 3 to 6, what has already been commonly observed in relation to previously analyzed graphs.

Thus, let us consider below the highest-scored statements given by both informants of this age group:

|     |                     |   |
|-----|---------------------|---|
| 312 | Circuito controlado | F |
| 313 | Escaleras mecánicas | F |
| 317 | Tranvía azul        | F |

|     |                    |   |
|-----|--------------------|---|
| 319 | Video vigilancia   | F |
| 320 | Zonas verdes       | F |
| 322 | Zona videovigilada | F |

It is important to state that statements 312, 313, 317 and 320 were also the highest-ranked ones in respect to the results obtained by the first age group of our bilingual sample in both questionnaires created, Russian and Romanian.

### Results interpretation

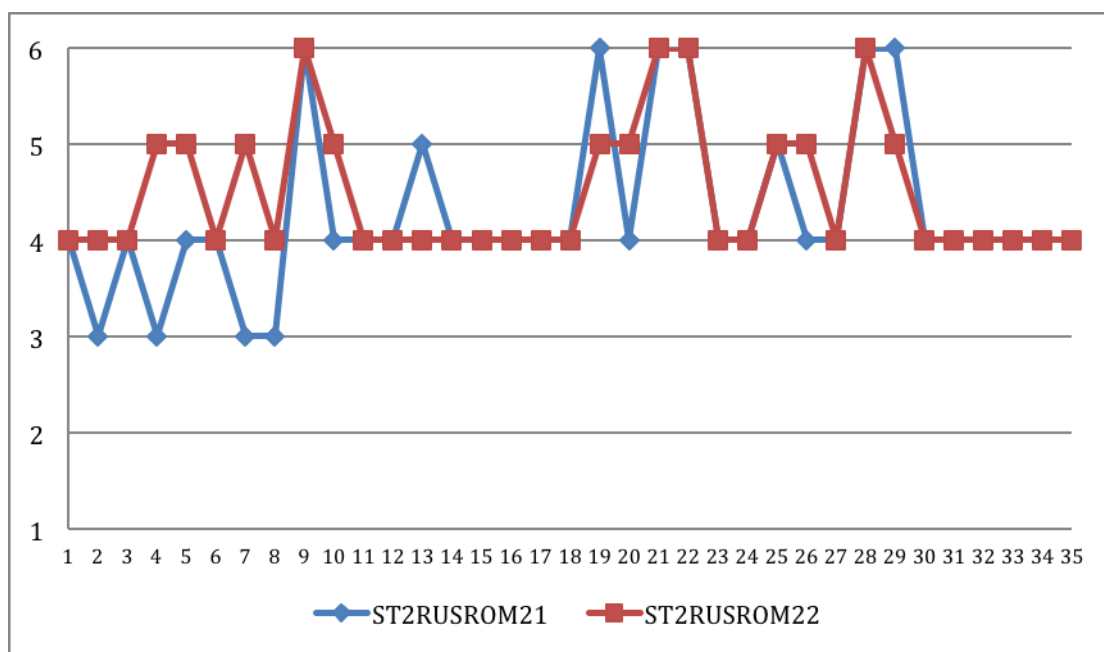
Thus, after having analyzed the results obtained for the second age group as regards the Russian questionnaire “Statement”, we can note that the average score obtained for both informants is similar to those for the first age group of bilingual informants. Thus, the informant ST1RUSROM21 presented the average value equal to 3.83, whilst the informant ST1RUSROM22 the average score equal to 4.21.

As regards to the average scores obtained by the monolingual and bilingual groups of informants we can see that there is no doubt that the bilingual informants in both age groups manifested much higher understanding degree grades in comparison to those of monolingual individuals as regards the Russian language. Thus, the average score obtained for the whole Russian monolingual group is 2.47, whilst the score presented by Russian-Romanian bilingual informants in reference to the Russian questionnaire “Statement” is 4.09. Nonetheless, this data will be considered more in details at the end of the present Chapter after having analyzed the results obtained by the second age group of our bilingual informants in respect to the Romanian questionnaire “Statement”.

Another important aspect which is worth mentioning is that considering the highest-scored statements marked by the first and second age groups, we have notes so far that most of them are identical, what manifests that they probably share some common characteristics which led to a very positive understanding capacity as regards both languages implied. On the other hand, this is only a general assumption which needs to be checked and proved after having presented all the data existing.

Now, after having studied the results obtained from the second age group of bilingual sample in the Russian questionnaire, we must pass to the analysis of data

obtained in reference to the Romanian questionnaire “Statement” so as to be able to make definite general conclusions in respect to the comprehension capacity of all groups of informants involved.



**Figure 85**

In reference to the first chart presented by the second age group of bilingual informants for the Romanian questionnaire “Statement”, we can see that the understanding degree grades marked by the 1<sup>st</sup> informant range from 3 to 6, whilst those of the 2<sup>nd</sup> informant only contain points from 4 to 6. Both informants, however, marked several of the statements with the highest degree grade of the possible ones equal to 6. At the same time, the 1<sup>st</sup> informant marked at the lowest grade the statements 2, 4, 7 and 8, all of which represent non-sentential phrases. Despite that, they caused some trouble in understanding their context. Considering the average results obtained by both informants, we can say that the first informant showed the average data equal to 4.28 points, while the second informant proposed the average score 4.48. As we can see from these figures, both informants showed quite high and quite similar scores. Thus, it would be interesting to see whether they would follow this tendency later on referring to other graphs of this list.

Let us now consider below the highest-scored statements from this chart. We can see that the first informant marked six such statements, four of which were also marked by the second informant as well:

|   |                |   |
|---|----------------|---|
| 9 | Acceso a Metro | F |
|---|----------------|---|



|    |                      |   |
|----|----------------------|---|
| 19 | Asientos reservados  | F |
| 21 | ¡Atención!           | F |
| 22 | Autobuses de la zona | F |
| 28 | Billetes y tarjetas  | F |
| 29 | Buen viaje           | F |

They are all non-sentential constructions with few constituents and highly transparent lexicon implied.

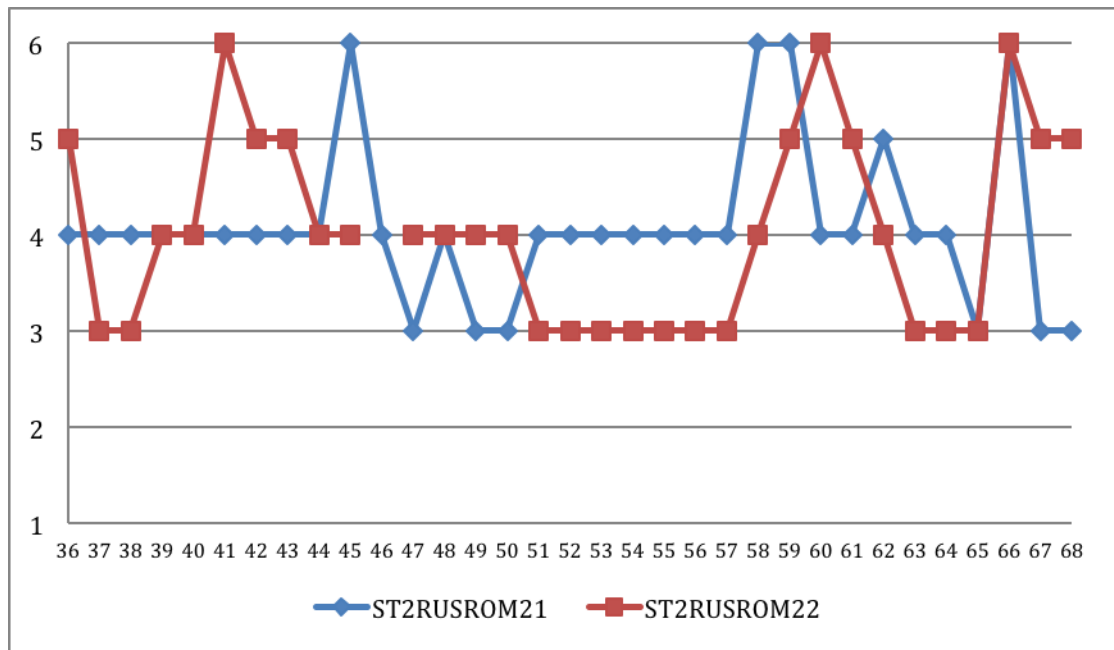


Figure 86

According to the present graph, the average score reached by the 1<sup>st</sup> informant is 4.09, while the average point for the 2<sup>nd</sup> informant is 4.03. Thus, both informants represent almost identical average results with their grades ranging from 3 to 6.

As regards the statements with the highest ranking, we can distinguish four such examples by the first informant and three by the second, whilst both informants coincide in their choice only in reference to the last statement of this group. Let us analyze all those statements as follows:

|    |                                      |   |
|----|--------------------------------------|---|
| 41 | Condiciones generales de utilización | F |
| 45 | Cuadro de tarifas 2012               | F |
| 58 | Derechos del cliente                 | F |
| 59 | Derechos de los viajeros             | F |
| 60 | Desbloqueo de puertas                | F |

Thus, we can see from this extract that the structural characteristics of these statements are identical to previously described ones, representing short phrases with transparent lexicon.

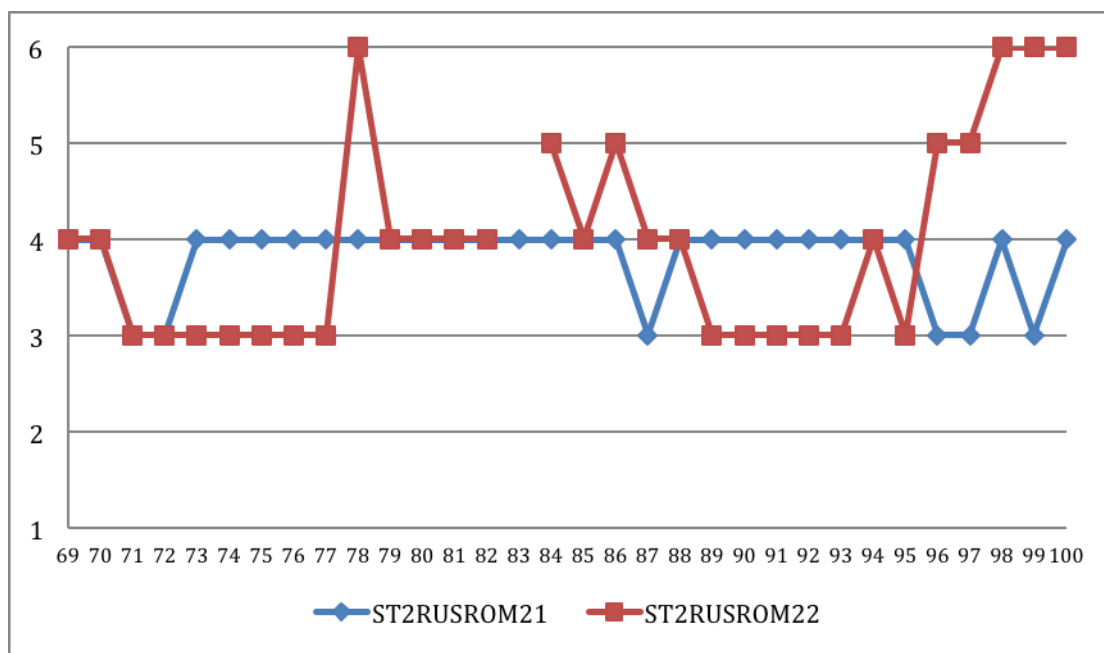


Figure 87

In this chart, we can see the average result for the first informant as 3.81 and for the second informant 3.97. Although the average scores are similar, the marked grades are very different. Thus, for the last question of this graph the 1<sup>st</sup> informant gave 3 points, whilst the second 6. All in all, the highest-ranked statements are only represented by the second informant, who marked four such constructions. The results obtained by the first informant all range between degrees 3 and 4 respectively.

Let us consider below the only examples of the highest-scores statements:

|     |  |                       |
|-----|--|-----------------------|
| 78  | El uso indebido será sancionado                      | OSPPreActIntrNproA    |
| 98  | Es peligroso apoyarse en las puertas cuando se abren | OAdvbIPreActIntrNproA |
| 99  | Espacio interior adaptado                            | F                     |
| 100 | Espere respuesta                                     | OSIPre0TrNproExh      |

Here we can see a variety of structures presented: phrases, simple and complex sentences. The number of constituents is also different. Nonetheless, the lexicon used

in all these statements is predominantly transparent. In addition, the last three statements also received the highest punctuation in reference to another questionnaire by the same age group and in reference to both questionnaires by the first age group of our bilingual sample.

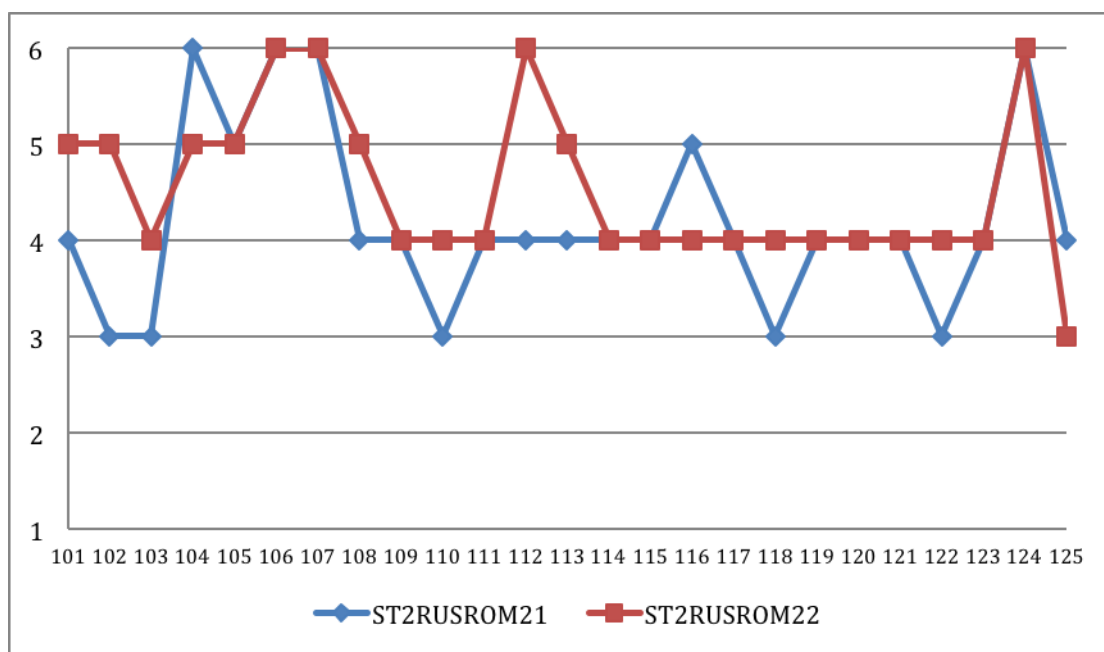


Figure 88

In this graph we can note quite dispersed answers given by both informants, with the general values ranging from 3 to 6. The average score for the first informant is 4.2 and for the second 4.52 respectively.

As regards the highest-scored constructions, we can see four such examples by the first informant and four by the second, whilst both informants coincide only in respect to three statements. Let us consider them all below:

|     |                                     |   |
|-----|-------------------------------------|---|
| 104 | Estación con ascensor               | F |
| 106 | Estación Marítima                   | F |
| 107 | Estación terminal                   | F |
| 112 | Familias monoparentales y numerosas | F |
| 124 | Infracciones y sanciones.           | F |

As we can see in this extract, all these statements are phrases with transparent vocabulary. Thus, we can define the notion of transparency the key factor in the process of understanding. On the other hand, not all transparent words are understood

in a right way since when they are used with opaque words, they tend to become opaque as well distorting the comprehension of statements.

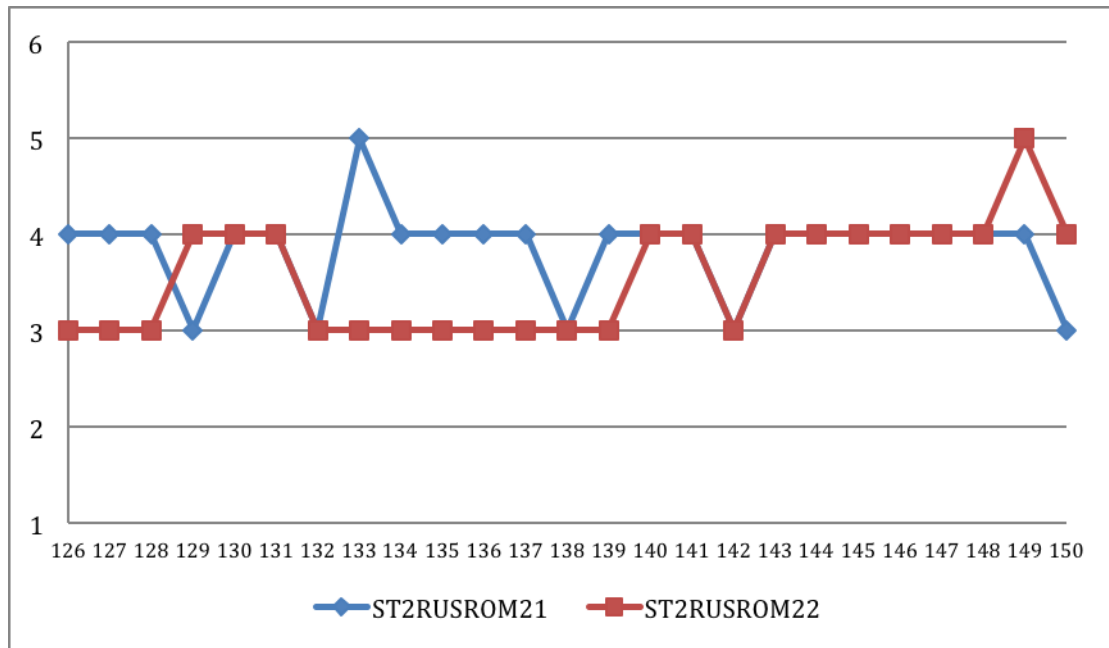


Figure 89

In the given chart we can notice similarly low grades marked by both informant with the general values ranging from 3 to 5. Thus, there are no highest- or lowest-scored statements to be analyzed. The average grades obtained for this graph are as follows: 3.84 for ST2RUSROM21 and 3.56 for ST2RUSROM22.

Since in this graph there are no statements with the highest degree possible, let us analyze below the only statements which obtained the understanding degree 5, referring to a positive understanding of the construction as well as its constituents with one or two existing unclear words. Both informants of this group have one such example marked:

|     |   |                      |
|-----|---|----------------------|
| 133 | Las acciones que puedan implicar deterioro o causar suciedad en los trenes o instalaciones, o, en general, que perjudiquen los intereses del ferrocarril o de las empresas explotadoras | ODisPPreActIntrNproA |
| 149 | Luz intermitente, espere un momento   | OSIPre0TrNproExh     |

We can see that none of these statements is a phrase. On the contrary, the first example represents a compound sentence, whilst the second a simple one. In addition,

the first statement has rather complex construction due to a high number of constituents. The second statement represents only five words included.

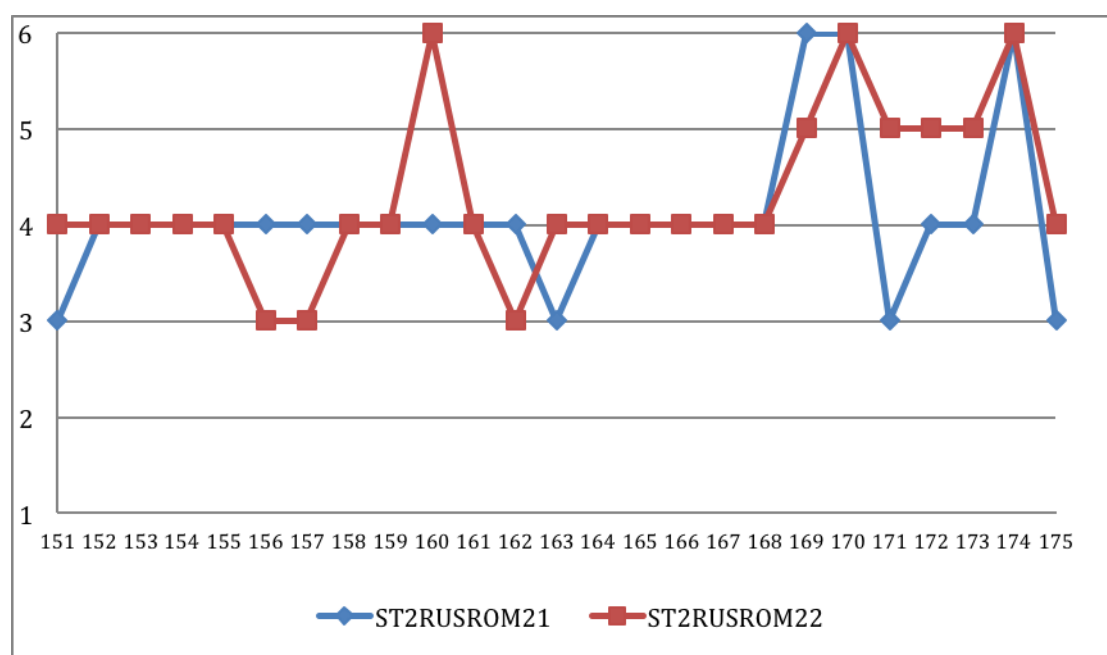


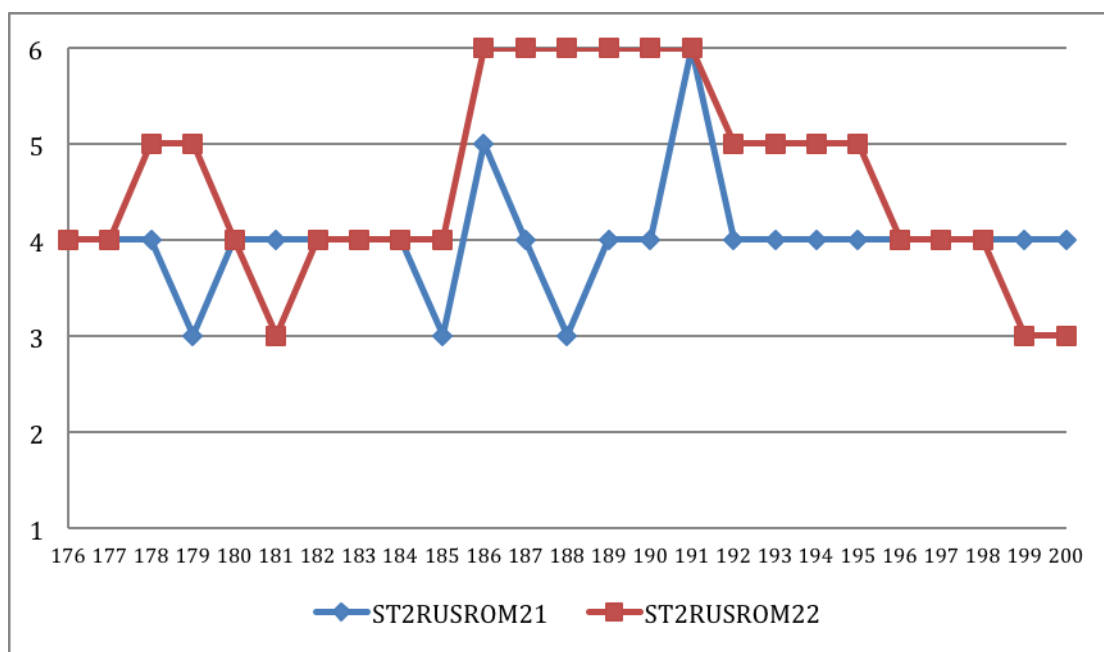
Figure 90

The given chart shows us the results obtained by both informants with three highest-marked statements by the 2<sup>nd</sup> informant and two by the 1<sup>st</sup>. In fact, for statements 170 and 174 they coincide in their maximum grade. The overall results generally range from degrees 3 and 6. The average values for both informants are 4.08 and 4.28 respectively.

Let us consider now the highest-ranked statements in this chart:

|     |                                      |                    |
|-----|--------------------------------------|--------------------|
| 160 | Monumentos de interés turístico      | F                  |
| 169 | No fumar en todo el ámbito del metro | OSIPre0IntrNproExh |
| 170 | No integrado                         | F                  |
| 174 | No pasar                             | OSIPre0IntrNproExh |

First of all, in this extract we can see representatives of non-sentential as well as sentential constructions. Nonetheless, the point in common between all these statements is a low number of components as well as transparent vocabulary implied. Secondly, rather interestingly, the statements 160, 170 and 174 all appeared among the highest-ranked statements as regards both languages considered for the first age group of our bilingual sample, in addition to the results of the second age group obtained for the Russian questionnaire “Statement” as well.



**Figure 91**

The present graph shows interesting results since for statements 185 and 188 the 1<sup>st</sup> informant gave the lowest score of all presented, while the 2<sup>nd</sup> the highest equal to 6. The average scores for both, however, are 4 and 4.6 respectively. The general results for both informants range between grades 3 and 6 with six statements with the highest degree marked by the second informant, the last of which was also marked the highest by the first informant. Let us consider these constructions below together with their tagging characterizations:

|     |                                       |   |
|-----|---------------------------------------|---|
| 186 | Normas de uso                         | F |
| 187 | Normas de uso de los autobuses        | F |
| 188 | Número de viajes y horario: ilimitado | F |
| 189 | Número de zonas del trayecto          | F |
| 190 | Número ilimitado de viajes            | F |
| 191 | Objetos perdidos                      | F |

Not surprisingly, all these statements are phrases with the maximum number of components equal to six words and highly transparent vocabulary used. Besides this, it is interesting to note that statements 186-189 and 191 received the highest degree possible by both age groups of our bilingual sample in questionnaires considered in both languages: Russian and Romanian respectively.

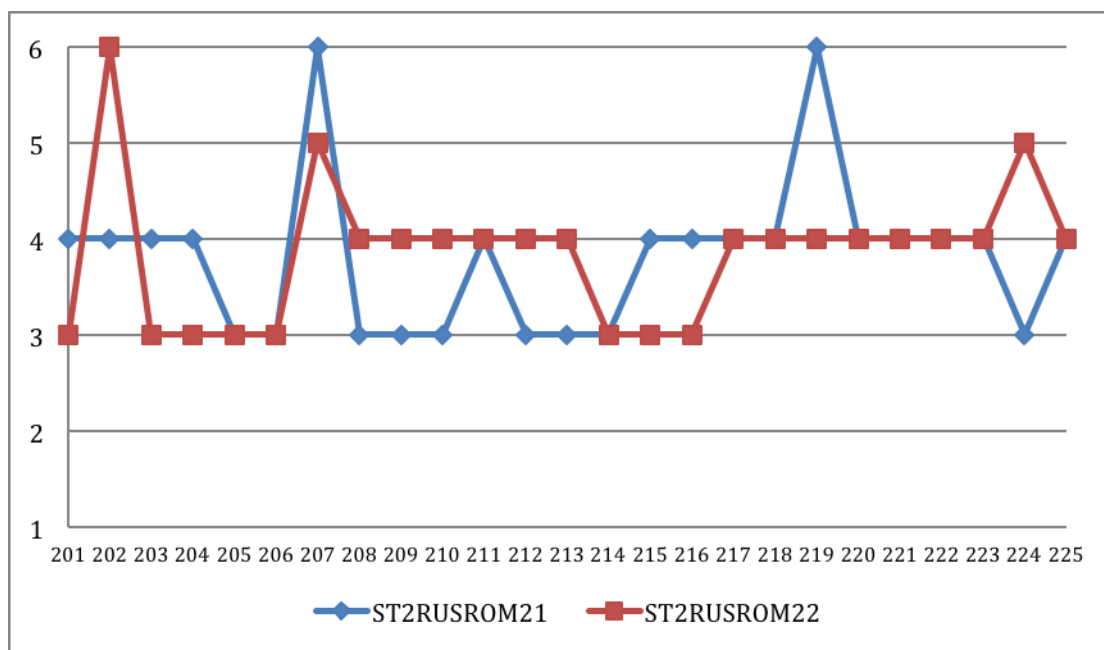


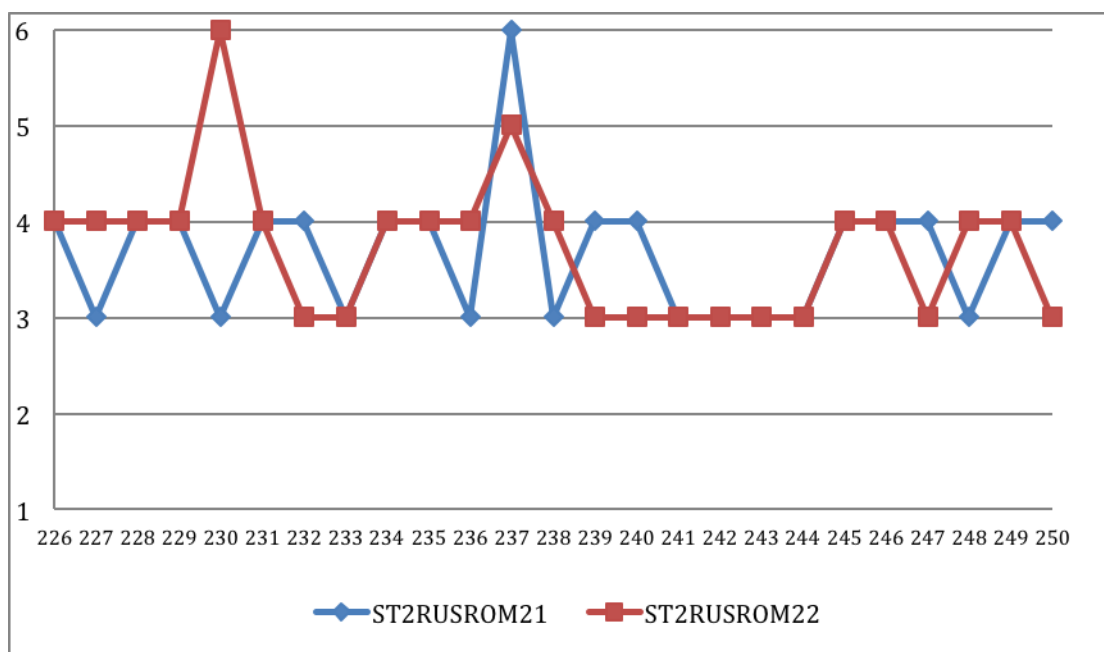
Figure 92

Referring to the average results obtained for this graph, we can see almost identical average results for both informants, namely 3.8 for the 1<sup>st</sup> and 3.84 for the 2<sup>nd</sup>. The general scores, however, range from 3 to 6.

In relation to the statements with the highest score obtained, we can indicate that the first informant presented two such examples, whilst the second only one. In addition, the informants do not coincide in none of the statements. Let us analyze the resulted highest-ranked constructions below:

|     |                               |   |
|-----|-------------------------------|---|
| 202 | Parada de autobuses de vuelta | F |
| 207 | Plazas máximas                | F |
| 219 | Protección civil              | F |

Thus, all these statements represent non-sentential constructions with a low number of constituents and rather transparent overall vocabulary. All these characteristics were already emphasized in reference to all highest-marked statements as the common characteristics among them all. Apart from that, it would be curious to note that the statement 207 also appeared as the highest-marked statement marked by the first age group of informants as regards both languages implied and also in reference to the second age group regarding both languages as well. It might indicate that this statement carries extremely transparent vocabulary in reference to both languages considered and represents a very simple grammatical structure.



**Figure 93**

In reference to the present chart we can also note very dispersed answers given. Nonetheless, the average scores obtained by both informants are very similar as well. Thus, the first informant got the average result equal to 3.68, whilst the second presented the average data equal to 3.72. Generally both informants' marks range from degrees 3 and 6, although the vast majority of constructions obtained degrees 3 and 4.

Hence, considering the highest-scores statements from this chart, we can distinguish one such example presented by each of the informants implied. Apart from that, there is also one statements with the degree 5 presented by the second informant, which coincides with the highest-scored statements marked by the first informant of this sample group. Let us analyze all those constructions below:

|     |                            |                  |
|-----|----------------------------|------------------|
| 230 | Respetar las prohibiciones | OSIPre0TrNproExh |
| 237 | Salida de emergencia       | F                |

As we have already mentioned in respect to the results obtained by the second age group for the Russian questionnaire "Statement", both these statements appeared among the highest-ranked ones in reference to both questionnaires involved for the first age group of bilingual sample as well. Structurally speaking, they correspond to a



phrase and a simple sentence with a low number of components and transparent vocabulary implied.

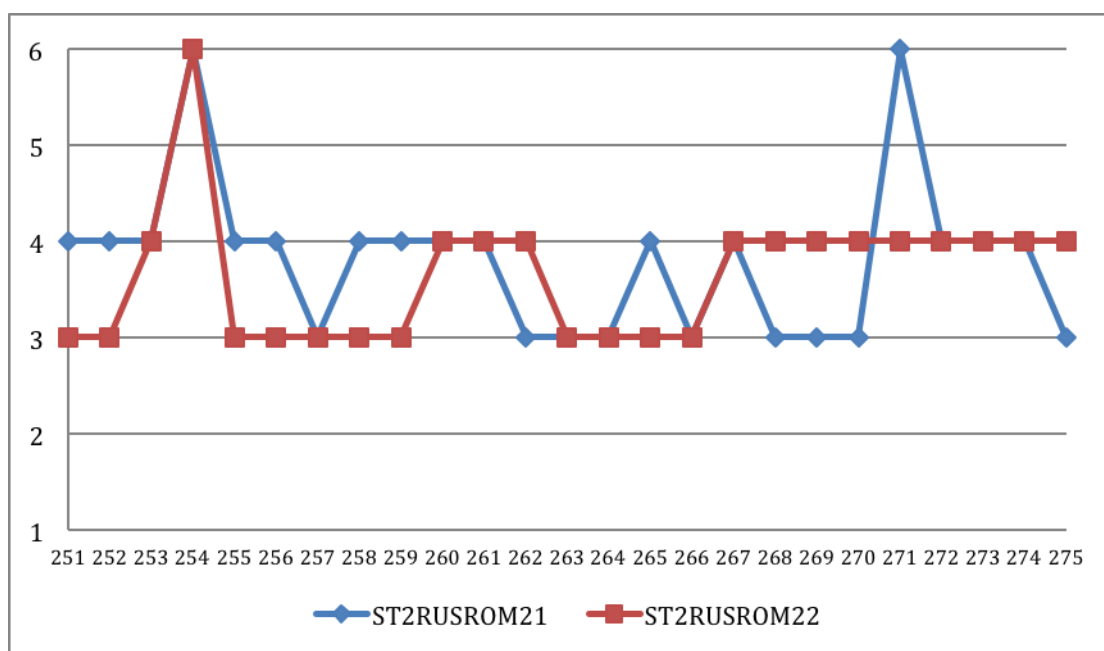


Figure 94

In this chart we can see that the vast majority of answers given by both informants vary between 3 and 4 points. Each of the informants, however, marked one statement at the highest value. Despite this, none of the informants selected the degree 5 for these statements ranking. The average scores for both informants are 3.8 for ST2RUSROM21 and 3.64 for ST2RUSROM22 respectively.

Since we have examples of the highest-ranked statements, let us consider them below together with their structural characterizations. Nonetheless, it is primarily important to state that the first informant of the second age group of bilingual sample marked two statements with the highest score possible, whilst the second informant exhibited only one highest-scored construction. In addition, both informants coincide in reference to one statement with the number 254. Let us consider them as follows:

|     |                              |   |
|-----|------------------------------|---|
| 254 | Servicio no integrado        | F |
| 271 | Sistema tarifario integrado. | F |

Thus, both these constructions correspond to short phrases with highly transparent vocabulary implied. Furthermore, as we have already indicated in the previous section, both these statements were marked the highest by the first age groups of our bilingual sample in reference to questionnaires in both languages considered.

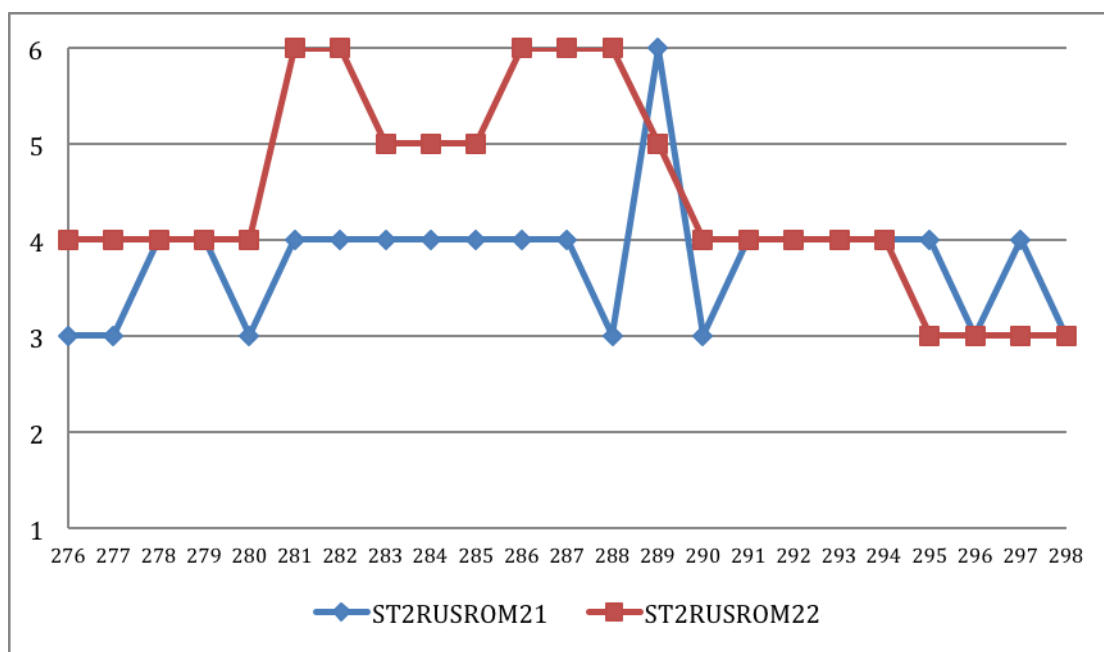


Figure 95

The results obtained in this graph are quite different in relation to both informants, since the statements 280-288 are extremely highly marked by the second informant, whilst they are marked much lower by the first informant of the group. The average values for both informants on the whole are 3.78 and 4.43.

Generally, all marks given by both informants range between degrees 3 and 6, although the majority of answers consider points 3 and 4. There are five highest-scored statements presented by the second informant of this group and only one such statement marked by the first informant respectively. None of these statements, nonetheless, coincide in their ranking y both informants. Let us consider these constructions as follows so as to analyze their structures:

|     |                                |   |
|-----|--------------------------------|---|
| 281 | Título gratuito                | F |
| 282 | Título multipersonal y horario | F |
| 286 | Título multipersonal y horario | F |
| 287 | Título unipersonal y horario   | F |
| 288 | Títulos de transporte          | F |
| 289 | Títulos integrados             | F |

As we can see, all these statements represent phrases with a low number of components and highly transparent vocabulary implied.

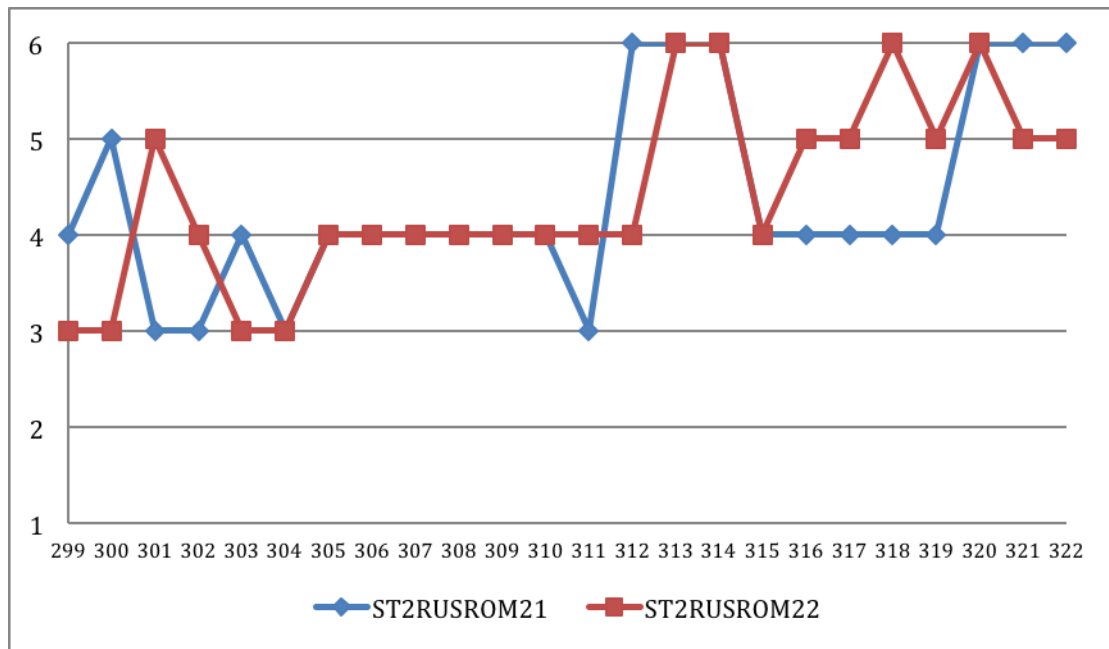


Figure 96

As well as in case of all the previous charts presented, the general values obtained by both informants in this chart are quite similar with their average scores 4.37 and 4.42. Thus, we can also note that the last statements are highly evaluated by both informants, particularly statements 313, 314 and 320 with the highest score presented by both informants of this group, whilst statements 312, 321 and 322 only by the first and statement 318 only by the second. On the other hand, apart from the statements mentioned, the vast majority of scores range between degrees 3 and 5 respectively.

Hence, let us consider the highest-ranked statements in this chart together with their tagging characterization:

|     |                        |   |
|-----|------------------------|---|
| 312 | Circuito controlado    | F |
| 313 | Escaleras mecánicas    | F |
| 314 | Espacio reservado      | F |
| 318 | Tren de Alta Velocidad | F |
| 320 | Zonas verdes           | F |
| 321 | Zona peatonal          | F |
| 322 | Zona videovigilada     | F |

We can see that all these constructions represent short phrases which imply very transparent vocabulary. In addition, as we have already mentioned above in relation to the results obtained by the second age group for the Russian questionnaire

“Statement”, statements 312, 313 and 320 received the highest score by the first age group as well in respect to both questionnaires considered. Thus, these phrases probably imply not only transparent vocabulary, but also simple and clear grammatical structure, which proved to be easy to comprehend.

### Results interpretation

Thus, after having analyzed the answers obtained by both age groups representing the bilingual sample group in relation to the Romanian questionnaire “Statement”, we can state that both age groups presented almost identical average results, with the first age group having the average score equal to 4.08 and the second age group representing the average number 4.05. Considering the results obtained within the same age group, we can state that in the first age group the first informant presented higher grade, as opposed to the situation occurred with the second age group, where the second informant gave higher results. On the whole, we can see that there is almost no difference in the average results obtained for both age groups. Thus, we can assume that the fact of belonging to a particular age group does not influence the understanding capacity of the informant.

Nonetheless, it would be also interesting to compare the acquired results with those obtained for the Romanian monolinguals for a more complete data allowing us to make adequate conclusions on the subject whether the fact of being bilingual helps in the task of understanding an unknown language. Hence, considering the results obtained for the Romanian monolingual sample group, we can see that both representatives showed rather low scores with the average result for the first age group equal to 1.6, while slightly higher score obtained by the representative of the second age group and equal to 2.5. Hence, with the total average score of 2.05 points we can state that the Russian-Romanian bilingual individuals exceeded the Romanian monolinguals almost twice with their average result obtained for the whole group equal to 4.06 points. The similar situation was described in the case of the Russian monolingual sample group and the comparison of their results with the Russian-Romanian bilingual group of informants.

Furthermore, considering the results obtained by the whole group of bilingual individuals, regarding both languages implied: Russian and Romanian, we can state

some general common characteristics. First of all, as it has already been indicated above, there are no statements with the lowest degree marked, i.e. 1, corresponding to a total lack of understanding the meaning of the whole construction or its constituents. A very different situation was observed in case of monolingual individuals regarding both languages implied.

Secondly, regarding general results obtained for both age groups of bilingual sample group, we noted that the results mostly ranged from degrees 3 and 6, implying a very high level of understanding.

In relation to the highest-scored statements presented by both groups of bilingual informants, we can draw some general conclusions: the vast majority of these constructions represented simple phrases with a low number of components with the average number of five words and highly transparent vocabulary. Rather interesting, we could indicate that our informants manifested very similar results in reference to the highest-scored statements for both languages considered. It shows that their understanding capacity is very high and is rather established and not random. Moreover, another interesting discovery was the fact that many of the highest-ranked statements appeared also in reference to two other sample groups: Russian and Romanian monolinguals, what can indicate, in its turn, that these common highest-ranked statements represent a combination of factors which helped to comprehend them perfectly independently on the language of the origin of our informant. We can assume that these key factor were a simple grammatical construction, implying a very low number of words used, in addition to the most important aspect regarding the universally transparent lexicon implied. It would be interesting to indicate some of such key words: *mecánicas, controlado, zonas, servicio, respetar*.

So, after having determined the general data in reference to the results obtained in these sub-sections to refer to the average results presented by each of the groups of informants and corresponding to them age groups, we are going to pass to the comparative analysis of the whole section analyzing not only the average results acquired, but also interpreting the data in terms of the type of statements which represented the biggest and the smallest difficulties for the informants as regards their understanding without a given context and in a language they do not know.

## 2.4 General results comparison

After having presented the results obtained for the questionnaire “Statement” proposed in Russian and Romanian languages, we are going to pass now to the general comparative study of acquired results so as to reveal the group of informants which manifested the highest understanding capacity in relation to the Spanish language, i.e. the language the informants do not know and that belongs to the same language family as the Romanian language, i.e. to the Romance language family.

Before analysing the table of results presented for all the groups of informants let us consider the main aspects in reference to results obtained within the same language group as regards to different age groups involved.

### Russian monolinguals

#### *1<sup>st</sup> age group*

In the following table below we can see the average results obtained for all the charts presented in the corresponding sub-section altogether with the total average result in relation to each informant representing the first age group of Russian monolinguals as well as the total average result for the whole group:

|                | <b>STRUS11</b> | <b>STRUS12</b> |
|----------------|----------------|----------------|
|                | 3.03           | 3.65           |
|                | 2.45           | 3.24           |
|                | 2.28           | 3.22           |
|                | 2.4            | 4.36           |
|                | 1.92           | 3.2            |
|                | 2.21           | 4.32           |
|                | 1.96           | 4.08           |
|                | 1.76           | 3.2            |
|                | 1.44           | 2.48           |
|                | 1.52           | 2.67           |
|                | 1.74           | 3.48           |
|                | 2.71           | 4.12           |
| <b>AVERAGE</b> | 2.12           | 3.5            |
| <b>TOTAL</b>   | <b>2.81</b>    |                |

Table 34

Thus, we can see from this table that the second representative of this group showed higher results in comparison to the first on not only regarding the average score obtained at the end of the study, but also in reference to each of the graphs presented. Besides that, the maximum score obtained for this group is 3.5, which is an average result in respect to understanding degree total grades possible here. The average mark in general for the whole group of informants representing the first age group is 2.81 respectively.

*2<sup>nd</sup> age group*

In the table below we are going to consider the data obtained for the three representatives of the second age group of Russian monolinguals. Let us consider this table as follows:

|                | <b>STRUS21</b> | <b>STRUS22</b> | <b>STRUS23</b> |
|----------------|----------------|----------------|----------------|
|                | 1.57           | 3.46           | 2.6            |
|                | 1.45           | 3.82           | 2.3            |
|                | 1.5            | 3.06           | 2              |
|                | 1.4            | 3.28           | 2.48           |
|                | 1.64           | 3.12           | 2.04           |
|                | 1.28           | 2.16           | 1.8            |
|                | 1.48           | 2.88           | 2.24           |
|                | 1.44           | 2.68           | 1.84           |
|                | 1.37           | 2.28           | 1.44           |
|                | 1.56           | 2.52           | 1.44           |
|                | 1.43           | 3.17           | 1.78           |
|                | 1.69           | 2.71           | 2.04           |
| <b>AVERAGE</b> | 1.48           | 2.93           | 2              |
| <b>TOTAL</b>   | <b>2.14</b>    |                |                |

Table 35

We can see here that the results obtained for all the three informants are quite different. Thus, the first informant shows very low average results equal to 1.48, while the second and third informants manifest higher results equal to 2.93 and 2 respectively. Regarding the results obtained for different graphs, there general tendency always consisted in the second informant scoring the highest results, being followed by the third informant and later the first. All in all, the whole group obtained the average score equal to 2.14 points.

**Romanian monolinguals**

*1<sup>st</sup> age group*

Finally, we are going to consider below the table of results obtained by the first age group of Romanian bilinguals in reference to the Romanian questionnaire “Statement” as follows. It is important to remember that unlike the previously studied groups of informants, the present one has only one representative involved:

|                | <b>STROM11</b> |
|----------------|----------------|
|                | 2.37           |
|                | 1.6            |
|                | 1.37           |
|                | 1.6            |
|                | 1.28           |
|                | 1.48           |
|                | 2.08           |
|                | 1.24           |
|                | 1.28           |
|                | 1.64           |
|                | 1.35           |
|                | 1.92           |
| <b>AVERAGE</b> | 1.6            |
| <b>TOTAL</b>   | <b>1.6</b>     |

**Table 36**

We can see in this table that the results obtained by this representative of the Romanian sample group in reference to the first age group are quite low. In fact, they represent the lowest grades after the first informants of the Russian second age group, who had the average grade equal to 1.48. Due to the fact that there is only one representative of this group, we cannot compare those results with others since we do not have them. Thus, let us pass straight away to the presentations of the results obtained by the second age group informant so as to be able to compare the obtained by both informants’ results as follows. Nonetheless, it is important to mention here that our age group division is rather a structural movement for a more comfortable results presentation and comparison. It is clear that the definition of the word group implies the existence of more than one representative. Nevertheless, it was decided to



preserve this structural distinction in order not to break the structure established previously.

*2<sup>nd</sup> age group*

We are going to consider below the results obtained by the representative of the second age group of Romanian monolinguals samples:

| <b>STROM21</b> |            |
|----------------|------------|
|                | 2.91       |
|                | 2.24       |
|                | 1.9        |
|                | 2.84       |
|                | 1.84       |
|                | 3.04       |
|                | 2.84       |
|                | 2.16       |
|                | 1.96       |
|                | 2.12       |
|                | 3.09       |
|                | 3.17       |
| <b>AVERAGE</b> | <b>2.5</b> |
| <b>TOTAL</b>   | <b>2.5</b> |

**Table 37**

We can see from this table that the representative of the second age group of Romanian monolingual informants showed higher scores with the general value equal to 2.5, in comparison to those obtained by the representative of the first age group of Romanian monolingual sample. Despite all this, it is also interesting to note that the general average results obtained by both informants of Romanian monolingual sample group is slightly lower than those obtained by the Russian monolingual sample group. To be more concrete, this mostly refers to the results of the informant representing the first age group of Romanian sample. It is quite difficult to define the exact causes resulting in this low ranking, among which can be the difference in the type of thinking, dominant hemisphere, lack of imaginative thinking, analytical mind, lack of concentration at the moment of questionnaire completing and others.

## Russian-Romanian bilinguals

### The Russian language

#### *1<sup>st</sup> age group*

We are going to consider below the results obtained for the first age group representing the Russian-Romanian bilingual sample group in reference to the Russian questionnaire “Statement”:

|                | <b>ST1RUSROM11</b> | <b>ST1RUSROM12</b> |
|----------------|--------------------|--------------------|
|                | 4.23               | 4.57               |
|                | 4.15               | 3.87               |
|                | 4.22               | 3.97               |
|                | 4.72               | 4.4                |
|                | 3.44               | 3.24               |
|                | 4.36               | 4.04               |
|                | 4.52               | 4.56               |
|                | 4.28               | 4.4                |
|                | 4.12               | 3.76               |
|                | 4.16               | 3.36               |
|                | 4.91               | 3.86               |
|                | 4.96               | 3.87               |
| <b>AVERAGE</b> | 4.34               | 3.99               |
| <b>TOTAL</b>   | <b>4.16</b>        |                    |

Table 38

As we can see in this table, the scores obtained by both informants are quite high, especially in comparison to those proposed by the previous group of informants. Regarding the results manifested within this very group, we can state that the first informant showed higher grades as regards to those expressed by the second informant, what is reflected in their average scores equal to 4.34 for the first informant and 3.99 for the second. There are three charts in total, however, where the second informants manifested higher grades in comparison with the first informant: those are charts number 1, 7 and 8 respectively.

Considering the average score obtained by both informants of this group, we can state that it is 4.16 points, which is definitely above average score for this type of graduation and is, moreover, above the maximum score obtained by the representative of the Russian monolingual group of informants.

*2<sup>nd</sup> age group*

We are going to consider below the table presented for the results obtained by the second age group of Russian-Romanian bilinguals in relation to the Russian questionnaire “Statement” as follows:

|                | <b>ST1RUSROM21</b> | <b>ST1RUSROM22</b> |
|----------------|--------------------|--------------------|
|                | 4.23               | 4.54               |
|                | 3.42               | 4.12               |
|                | 3.59               | 3.97               |
|                | 4.2                | 4.76               |
|                | 3.52               | 3.6                |
|                | 4.2                | 4.48               |
|                | 4.04               | 4.6                |
|                | 3.64               | 4.08               |
|                | 3.6                | 3.76               |
|                | 3.44               | 3.56               |
|                | 3.83               | 4.52               |
|                | 4.21               | 4.54               |
| <b>AVERAGE</b> | 3.83               | 4.21               |
| <b>TOTAL</b>   | <b>4.02</b>        |                    |

**Table 39**

We can see from this table that the results obtained by the second age group in respect to the Russian questionnaire “Statement” are quite similar to those proposed by the first age group studied above. Hence, both our informants manifested a score ranked above average level. Thus, the average score obtained by the first informant of this group is 3.83, whilst the average score obtained by the second informant is 4.21. The second informant manifested higher understanding degree grades in comparison to those of the first informant. In fact, analysing the results obtained in the course of the results presentation graphs, we can see that the results of the second informant exceeded those of the first informant throughout the whole sub-section analysis conducted. The average result on the whole manifested by this age group is 4.02, which is slightly lower than that shown by the first age group. Despite that, we can hardly state that the reference to an age group can influence significantly the understanding degree of informants involved since the obtained results are not so different in case of this group of informants as well as in case of the previous ones.

### The Romanian language

#### *1<sup>st</sup> age group*

We are going to propose below the obtained results for the Romanian questionnaire “Statement” acquired by the first age group of Russian-Romanian bilinguals. Thus, not only would it be interesting to compare the results with those of different age groups, but also in reference to the same age group but as regards a different language implied. Let us firstly consider the table below:

|                | <b>ST2RUSROM11</b> | <b>ST2RUSROM12</b> |
|----------------|--------------------|--------------------|
|                | 4.17               | 4.48               |
|                | 4.15               | 3.91               |
|                | 3.93               | 4.12               |
|                | 4.64               | 4.56               |
|                | 3.36               | 3.28               |
|                | 4.08               | 3.84               |
|                | 4.72               | 4.58               |
|                | 4.16               | 4.12               |
|                | 4.04               | 3.72               |
|                | 4                  | 3.48               |
|                | 4.91               | 3.18               |
|                | 4.67               | 4.04               |
| <b>AVERAGE</b> | 4.23               | 3.94               |
| <b>TOTAL</b>   | <b>4.08</b>        |                    |

**Table 40**

Thus, we can see in this table that the general tendency manifested by the Russian-Romanian bilinguals as regards the Russian questionnaire “Statement” preserved here as well the both informants manifesting results above average, The average data in relation to the first informant is 4.23, which is higher than those obtained by the second informant equal to 3.94. We can also note from the results manifested in the course of analysis of graphs, that the first informants showed better grades in respect to all the charts with the exceptions of graphs 1 and 3. Comparing these results with those obtained by the same age group for the Russian questionnaire, we can see almost identical figures with the first informant marking higher grades in reference to the second informant. All in all, the average grade obtained by the whole group of informants of this age group is 4.08 points respectively.

*2<sup>nd</sup> age group*

We are going to consider below the table of results obtained for the second age group of Russian-Romanian bilinguals in relation to the Russian questionnaire “Statement”:

|                | <b>ST2RUSROM21</b> | <b>ST2RUSROM22</b> |
|----------------|--------------------|--------------------|
|                | 4.28               | 4.48               |
|                | 4.09               | 4.03               |
|                | 3.81               | 3.97               |
|                | 4.2                | 4.52               |
|                | 3.84               | 3.56               |
|                | 4.08               | 4.28               |
|                | 4                  | 4.6                |
|                | 3.8                | 3.84               |
|                | 3.68               | 3.72               |
|                | 3.8                | 3.64               |
|                | 3.78               | 4.43               |
|                | 4.37               | 4.42               |
| <b>AVERAGE</b> | <b>3.98</b>        | <b>4.12</b>        |
| <b>TOTAL</b>   | <b>4.05</b>        |                    |

Table 41

We can see in this table the same tendency described above. Thus, primarily, we must state that the obtained results are above the average value. Secondly, we can see that the second informant showed higher grades in comparison to those of the first informant. Analysing the graphs in a separate way, we can note that there are punctual situations when the first informant’s results slightly exceeded those obtained by the second informant. This refers to charts number 2, 5 and 10 respectively.

Comparing those results with the results acquired by the first age group, we can see that the average value here, equal to 4.05 is a bit lower than that proposed by the previous age group, where the average value for the whole group is 4.23.

Analysing the present results, i.e. the results by the second age group in reference to the same age group as regards the Russian questionnaire “Text”, we can see that they are almost identical with both cases manifesting the average scores equal to 4.02 and 4.95 respectively. In addition, in both cases the second informant manifested higher understanding degree grades in comparison with those expressed

by

the

first

informant.

Comparing those results acquired with the Romanian monolingual individuals in reference to the same questionnaire, we can definitely state the exceeding nature of the results by bilingual individuals. The same situation was stated in reference to the Russian questionnaire “Statements” and the results obtained by the Russian monolingual sample group and Russian-Romanian bilingual individuals.

Consequently, in order to present and, therefore, be able to evaluate the general average results obtained by all the groups of informants involved in our experimental research, we are going to present a table below. But, primarily, before its presentation, let us consider some important issues in reference to its structure.

Thus, it is important to note that we are going to consider in this table only the general average results obtained for the whole group of specified informants, i.e. Russian monolinguals, Romanian monolinguals and Russian-Romanian bilinguals. Hence, we are not going to consider the results obtained by each individual of the specific age group since it is the task that we have just performed above.

Now, let us consider this table below manifesting the general average results obtained by each group of informants established for the present investigation:

|                              |                                 | Average understanding degree<br>(out of 6) |
|------------------------------|---------------------------------|--|
| <b>Russian monolinguals</b>  | <i>1<sup>st</sup> age group</i> | 2.81                                       |
|                              | <i>2<sup>nd</sup> age group</i> | 2.14                                       |
| <b>TOTAL</b>                 |                                 | <b>2.47</b>                                |
| <b>Romanian monolinguals</b> | <i>1<sup>st</sup> age group</i> | 1.6  |
|                              | <i>2<sup>nd</sup> age group</i> | 2.5  |
| <b>TOTAL</b>                 |                                 | <b>2.05</b>                                |

|  |                                 |             |
|--|---------------------------------|-------------|
| <b>Russian-Romanian<br/>bilinguals</b><br><b>The Russian language</b>  | <i>1<sup>st</sup> age group</i> | 4.34        |
|  | <i>2<sup>nd</sup> age group</i> | 4.02        |
| <b>TOTAL</b>   |                                 | <b>4.09</b> |
| <b>Russian-Romanian<br/>bilinguals</b><br><b>The Romanian language</b> | <i>1<sup>st</sup> age group</i> | 4.08        |
|  | <i>2<sup>nd</sup> age group</i> | 4.05        |
| <b>TOTAL</b>   |                                 | <b>4.06</b> |

Table 42

After having observed the average results indicated in this table, we can definitely state that our hypothesis, implying the assumption that bilingual individuals show higher understanding facility in respect to an unknown language belonging to any of the language families related to the languages they speak natively, proved to be correct in relation to the questionnaire “Statement”, since both monolingual age groups presented much lower results in comparison to those acquired by bilingual individuals as regards both languages involved. This situation is very important to indicate since it manifests that apart from a simple knowledge of one more language at a native level, bilingualism implies a huge difference in the way of thinking and analyzing acquired language data, thus, resulting in more successful understanding capacity despite not having learnt the language considered. This statement is very important to emphasize since it can define future educational methodology leading to a successful apprehension of foreign languages basing on acquired bilingualism.



### 3. Questionnaire “Word form”

This is the last questionnaire to be considered in reference to the results presentation and interpretation of our experimental research data. We have already studied above the results obtained for the questionnaires “Text” and “Statement”. Thus, the only remaining one to be presented here is the questionnaire “Word form”.

Before describing the general structure of the present section, let us consider some important aspects in reference to our informant groups involved in the completion in this questionnaire. Consequently, as we well know, there are three informants groups presented: Russian monolinguals, Romanian monolinguals, Russian-Romanian bilinguals.. Each of these groups of informants, in their turn, is sub-divided into two main categories according to ages of informants involved. Hence, there is the 1<sup>st</sup> age group presented with the age interval between 20 and 30 years old, and the 2<sup>nd</sup> age group of informants with their ages ranging from 35 to 50 years old. Nonetheless, it is also important to mention in respect to the informants involved that the number of those is not the same as in case of the previously analysed questionnaires. Thus, for the Russian monolingual sample there is only one representative for the 1<sup>st</sup> age group, while the 2<sup>nd</sup> age group remains intact. As regards the Russian-Romanian bilingual sample group we must state that there is only one representative remained for the entire group and it belongs to the 1<sup>st</sup> age group. Lastly, in respect to the Romanian monolingual group of informants we must note that there is also only one representative involved, which also belongs to the 1<sup>st</sup> age group respectively.

Finally, after having determined the key feature in relation to the informants involved, we must pass to the general description of the structure of the present section. Thus, as in case of the previously analysed two questionnaires, i.e. “Text” and “Statement”, we are going to consider first the results obtained for each of the groups of informants. These will be shown in the number of correctly answered questions with some clarifications on the matter.

Afterwards, after having analysed the data for each of the sample groups, we are going to pass to the general comparative analysis of all the obtained data collected for all the sample groups and their sub-devised existing age groups respectively.

### **3.1 Russian monolinguals**

This is the first group of informants whose results we are going to consider as regards the questionnaire “Word form”. It is important to state here that we are going to consider primarily the results obtained for each age group comprising this group of informants and their representative.

Thus, before passing to the very description of acquired for these informants results let us present some information about the number of informants involved. Hence, as it has already been pointed out, we have two age groups involved in this questionnaire completion. Both age groups are identical to the ones involved in the completion of previous questionnaires “Text” and “Statement” respectively, with the first age group representing ages ranging from 20 to 30 years old and the second age group comprising the interval from 35 to 50 years old. In respect to the completion of the questionnaire in question, we must state that the first age group shows only one representative, whilst the second age group preserved its original number of informants involved, i.e. three in total.

As we have already mentioned above, we are going to divide our analysis of Russian monolingual sample group into two stages, similarly to the previous questionnaires descriptions. Within the same age group, in case of having more than one representative, we are also going to consider the average results of all and their comparative study as well.

Considering the format in which we are going to present our experimental research results in reference to the questionnaire “Word form”, it is important to state that due to the obtained volume of input material, we are not going to present a detailed analysis of all the answered gathered in the course of the present investigation. All these data, however, can be found at the end of the present work in the Appendix section, where there are presented all the questionnaires created for the present investigation, altogether with all the questionnaire completed by the informants involved in the study in question.

Finally, it is important to state that we are going to present rather general results on the subject of correctly acquired options presented by each informant and manifest it in the format of a chart for more visual interpretation.

Hence, after having determined the key issues concerning the informants involved and general structure and strategy of the present section, let us pass to the very analysis of obtained data as follows below.

1<sup>st</sup> age group (20-30)

The first age group we are going to consider here is that comprising the interval between 20 and 30 years old. As we have already mentioned above, there is only one representative of this group, namely WFRUS12. Thus, let us present straight away the general results obtained for this informant:

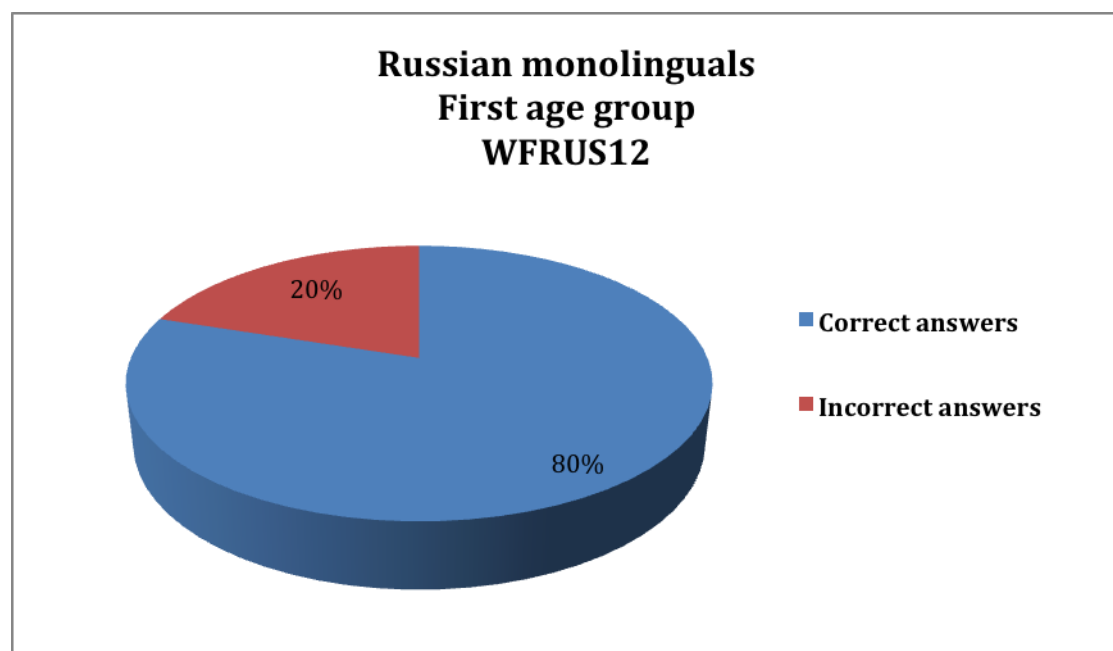


Figure 97

As we can see from the present chart, the first age group representative showed very high score in respect to the Russian questionnaire “Word form”. In fact, we might have observed the same tendency in relation to the previous two questionnaires as well. Thus, we can assume, that the linguistic background that this informant presents makes a very high contribution in the understanding of the Spanish language, i.e. the language they do not know and have never had any contact with. On

the other hand, it is highly probable that not simply the linguistic background does play a big role here, but also the proficiency level in relation to those languages which belong to the same language family as the one proposed.

All in all, it is important to state that the informant in question presented the total number of correctly chosen option equal to 783 word forms out of the total number of word forms presented in our questionnaire equal to 972 entries. We can say beforehand that this is by far the best result acquired in reference to the questionnaire in question among all the informants involved in this stage of our experimental research.

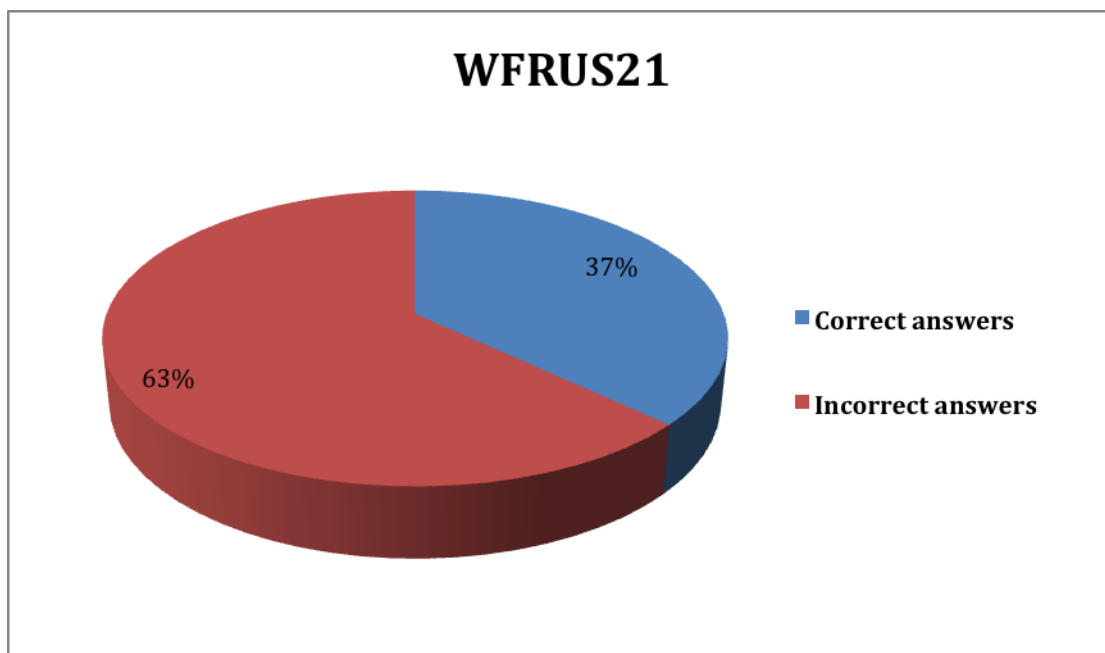
As regards the mistakes committed in the selection of a correct translation equivalent, we can see that there were no obvious tendencies implied. Thus, in some cases the belonging to a particular part of speech was not clearly seen, as well as the differentiation between some verbal forms and nouns.

In reference to the parts of speech presented and their types, we can state that we have not noticed any particular characteristics in relation to some parts of speech manifesting more complications for the present informant. Nonetheless, it is important to state that those forms which are apparently similar to other parts of speech forms, might have caused some trouble in terms of correct translation option selection.

### 2<sup>nd</sup> age group (35-50)

Now we are going to pass to the analysis of the results obtained by the second age group respectively. Let us remember here that there are three representatives in this group. We are primarily going to consider the obtained data in relation to each informant separately, after what we are going to present the average result acquired for this age group with the subsequent average data in relation to the whole group comprising Russian monolingual sample as follows.

Thus, we are going to consider below the results obtained by the first informant of this group. As well as in the case of the first age group representative, we are going to present the general percentage of correctly acquired translations of words in relation to the whole word form questionnaire presented here. The figure will be visually represented by the following chart below:



**Figure 98**

The present chart as regards the first representative of the second age group of Russian monolinguals presents completely different results that those obtained by the first age group representative. With the total number of correct answers equal to 358, the informant gets significantly lower score than that of the previous informant.

Nonetheless, considering the results obtained for the same informant in relation to the previous two questionnaires, i.e. “Text” and “Statement”, we can notice the existence of a general tendency implied in the study since there were low scored obtained by this informant presented as well.

Now let us consider the general result obtained for the second representative of this age group respectively. Before presenting is below, we can state that the results obtained by the same informant in relation to two other questionnaires were very high, taking into account that, unlike the informant of the first age group, who showed a vast linguistic background, this informant in question did not present any particular linguistic knowledge we could apply to explain such high scores in the course of our questionnaire completion.

All in all, we can say that the results obtained for this questionnaire are also

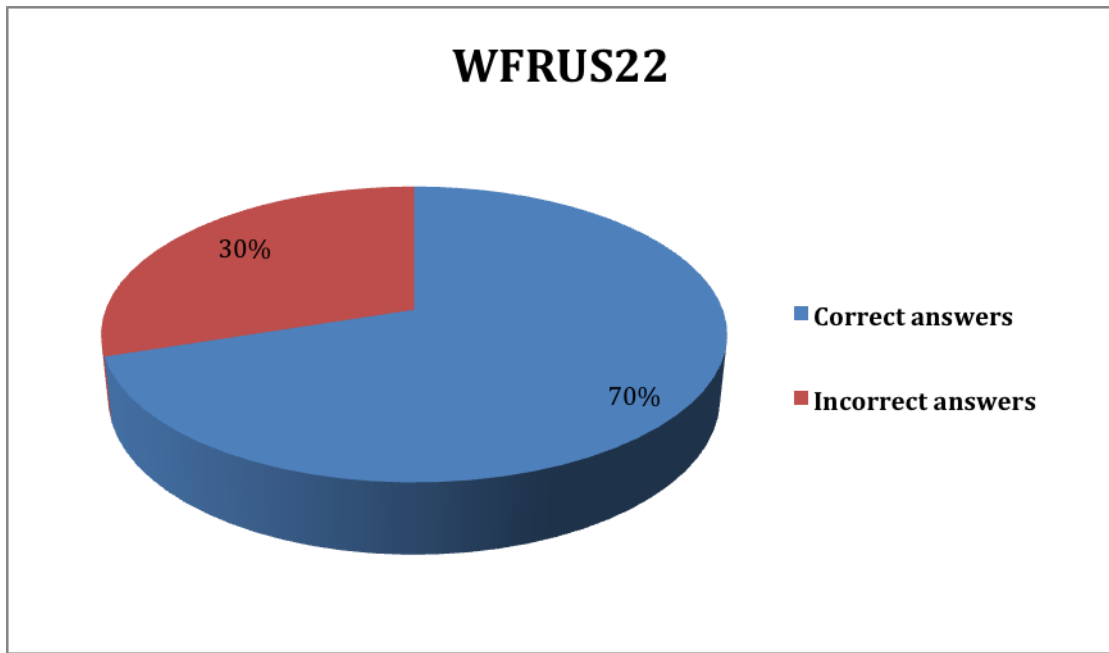


Figure 99

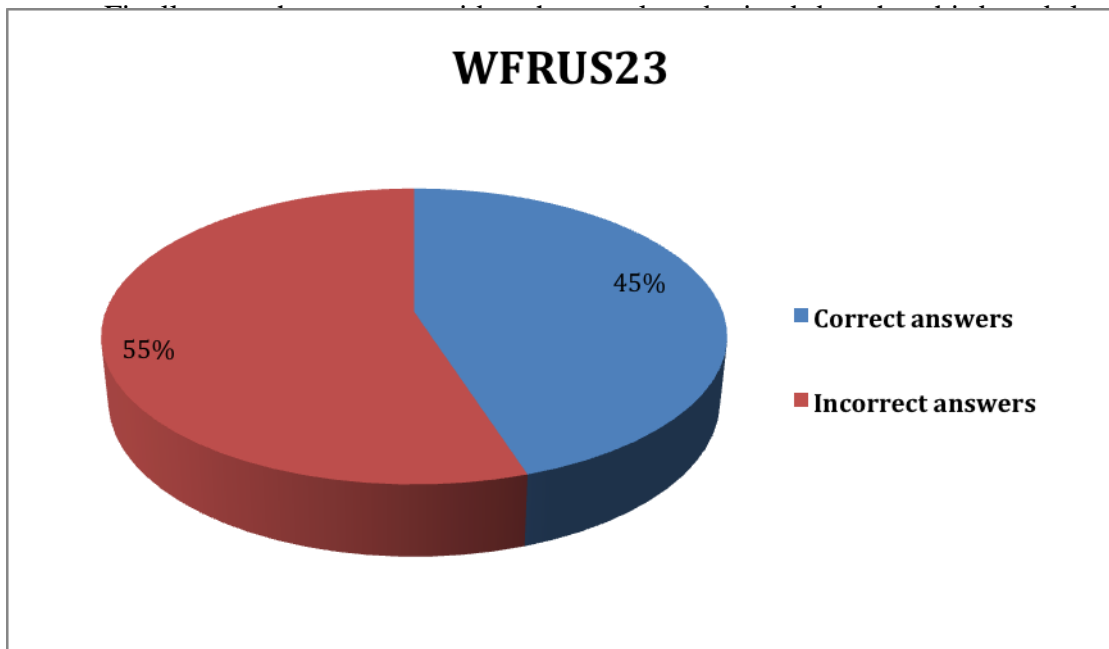
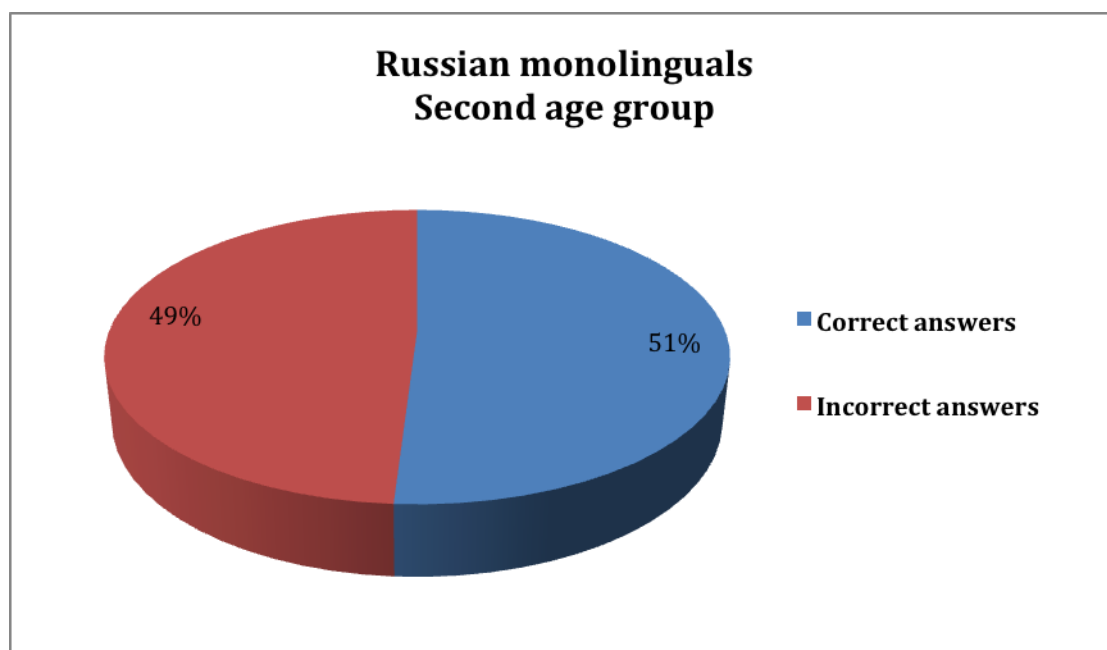


Figure 100

Thus, after having considered the results obtained by the second age group representatives, let us make some conclusions in relation to the general average score acquired for all the three informants of this sample group.

Primarily, as we have already seen, the present results obtained for the questionnaire “Text” follow the main tendency introduced in course of the analysis of the first questionnaire presented, i.e. “Text”, and followed by the second questionnaire “Statement” subsequently. Thus, we can see that the first representative of this age group showed the lowest score as opposed to the second informant with the highest score in this group. The third informant, however, showed average score in terms of the results acquired by two other informants of this sample group.

Thus, we can see that the average results obtained by all the informants states on the number of 51% and is manifested in the chart below:



**Figure 101**

After having presented the general result to refer to the total number of correct answers and, consequently, the total percentage of correct answers to refer to each age group and comprising them representatives, let us consider below an extract from the

questionnaire with all the answers marked by the informants of both age groups altogether with the correct answers presented in green colour with the types of questions and word forms tags being manifested as well for an instant visualizing of all the characteristics involved in the analysis:

|     |                                  |   |  |  |
|-----|----------------------------------|---|--|--|
| 428 | <b>haya</b><br>VMSP3S000         | Что это?<br>а. вспомогательный глагол «haber» <input type="checkbox"/> 13 | б. предлог <input type="checkbox"/> 2                | с. существительное <input type="checkbox"/>        |
| 429 | <b>hazle</b><br>VMMP2S00C        | а. ему <input type="checkbox"/> 4   | б. сделай ему <input type="checkbox"/> 1             | с. сделайте <input type="checkbox"/> 23            |
| 430 | <b>higiene</b><br>NCFN000        | а. здоровье <input type="checkbox"/>                                      | б. гиена <input type="checkbox"/>                    | с. гигиена <input type="checkbox"/> 1234           |
| 431 | <b>hojas</b><br>NCFP000          | а. лепесток <input type="checkbox"/>                                      | б. бланки <input type="checkbox"/> 2                 | с. глаза <input type="checkbox"/> 134              |
| 432 | <b>hora</b><br>NCFS000           | а. сейчас <input type="checkbox"/>  | б. час <input type="checkbox"/> 1234                 | с. ура <input type="checkbox"/>                    |
| 433 | <b>horario</b><br>NCMS000        | а. расписание <input type="checkbox"/> 1234                               | б. сейчас <input type="checkbox"/>                   | с. час <input type="checkbox"/>                    |
| 434 | <b>horarios</b><br>NCMP000       | а. сейчас <input type="checkbox"/>  | б. настенные часы <input type="checkbox"/>           | с. расписания <input type="checkbox"/> 1234        |
| 435 | <b>humo</b><br>NCMS000           | а. человек <input type="checkbox"/> 1234                                  | б. дым <input type="checkbox"/>                      | с. мужчина <input type="checkbox"/>                |
| 436 | <b>(de) ida</b><br>NCFS000       | а. в один конец <input type="checkbox"/> 134                              | б. с йодом <input type="checkbox"/>                  | с. о еде <input type="checkbox"/> 2                |
| 437 | <b>identificación</b><br>NCFS000 | а. паспорт <input type="checkbox"/> 1                                     | б. установление личности <input type="checkbox"/> 24 | с. идентификационный <input type="checkbox"/> 3    |
| 438 | <b>identificar</b><br>VMN000000  | а. идентификатор <input type="checkbox"/> 2                               | б. идентификация <input type="checkbox"/> 3          | с. установить личность <input type="checkbox"/> 14 |
| 439 | <b>identifiquen</b><br>VMSP3P000 | а. установят личность <input type="checkbox"/> 4                          | б. идентифицировать <input type="checkbox"/> 23      | с. идентифицирующий <input type="checkbox"/> 1     |
| 440 | <b>ilimitado</b><br>AQ0MS0P      | а. вне границы <input type="checkbox"/> 4                                 | б. неограниченный <input type="checkbox"/> 123       | с. ограниченный <input type="checkbox"/>           |
| 441 | <b>ilimitados</b><br>AQ0MP0P     | а. неограниченные <input type="checkbox"/> 134                            | б. ограниченные <input type="checkbox"/> 2           | с. вне границ <input type="checkbox"/>             |
| 442 | <b>iluminado</b><br>AQ0MS0P      | а. неосвещенный <input type="checkbox"/>                                  | б. освещенный <input type="checkbox"/> 1234          | с. иллюминатор <input type="checkbox"/>            |
| 443 | <b>imágenes</b><br>NCFS000       | а. магниты <input type="checkbox"/> 4                                     | б. края <input type="checkbox"/>                     | с. изображения <input type="checkbox"/> 123        |
| 444 | <b>impedir</b><br>VMN000000      | а. препятствовать <input type="checkbox"/> 123                            | б. просить <input type="checkbox"/> 4                | с. империя <input type="checkbox"/>                |
| 445 | <b>impida</b><br>VMMP3S000       | а. выход <input type="checkbox"/> 4                                       | б. препятствуйте <input type="checkbox"/> 13         | с. попросивший <input type="checkbox"/> 2          |
| 446 | <b>implicar</b><br>VMN000000     | а. аппликация <input type="checkbox"/> 4                                  | б. влечь за собой <input type="checkbox"/> 13        | с. внедряет <input type="checkbox"/> 2             |
| 447 | <b>implique</b><br>VMMP3S000     | а. аппликация <input type="checkbox"/> 4                                  | б. реплика <input type="checkbox"/> 2                | с. влечет за собой <input type="checkbox"/> 13     |
| 448 | <b>imponértela</b><br>VMN0000RC  | а. класть его тебе <input type="checkbox"/> 4                             | б. брать его с тебя <input type="checkbox"/> 3       | с. внушать тебе <input type="checkbox"/> 1         |
| 449 | <b>importe</b><br>NCMS000        | а. импорт <input type="checkbox"/> 124                                    | б. размер суммы <input type="checkbox"/> 3           | с. портье <input type="checkbox"/>                 |



|     |                              |   |   |   |
|-----|------------------------------|---|---|---|
| 450 | <b>imposición</b><br>NCFS000 | а. позиция <input type="text" value="14"/>  | б. налогообложение <input type="text" value="3"/> | с. оппозиция <input type="text" value="2"/> |
| 451 | <b>incendio</b><br>NCMS000   | а. инсинуация <input type="text" value=""/> | б. включать <input type="text" value="2"/>        | с. пожар <input type="text" value="1"/>     |

Before passing to the analysis of presented examples, it is important to mention several aspects. First of all, we have selected the given extract due to the fact that it presents the examples of all the question types involved in this questionnaire, being divided according to colours as follows:

- a. Part of speech enquiring
- b. Different translation options within the same part of speech and form
- c. Different translation options within the same part of speech but a different form
- d. Different translation options from different parts of speech
- e. Identical translation options for different parts of speech

Secondly, we present in our examples above the information corresponding to all the informants of our Russian monolingual sample group and. The informants' answers are marked with a number in the box next to the translation option. Owing to the fact that we have the total number of four Russian monolingual informants involved in the completion of this questionnaire, their numeration appears as follows:

- 1 corresponds to WFRUS12 (i.e. the only representative here of the first age group);
- 2 refers to WFRUS21 (i.e. the first informant of the second age group);
- 3 identifies WFRUS22 (i.e. the second representative of the second age group);
- 4 stays for WFRUS23 (i.e. the third individual from the second age group).

In addition, the cell with the correct answer is shown in green colour for an easier visual interpretation of the given information.

Thirdly, we must note that apart from the type of questions proposed and the options manifested in relation to all the informants of this group, we have also presented in this table the tag codification referred to each word separately. This tag is derived from the corpus "Word form", which has been previously classified and

characterized. Thus, in the process of the analysis of this extract we are going to consider each part of speech and each representing it form marked by our informants.

Consequently, after having defined the most important aspects, let us pass to the very analysis of proposed extract of our Russian Word forms questionnaire.

#### Correct translation options by all the informants

To begin with, let us consider those translation options, which were marked correctly by all the informants of this group. The corresponding to such options word forms are 430, 432-434 and 442, resulting in the total number of 5 correctly answered questions by all the informants simultaneously. Now let us consider these word forms in details, being grouped according to corresponding to them type of questions:

- *Different translation options within the same part of speech but a different form*  
The number 430 corresponds to the word form: **higiene** NCFN000, which represents an invariable feminine form. It is important to state that the corresponding Russian translation manifests rather a transparent form, from which we can assume that the informants possibly based their choice on the notion of transparency. Moreover, according to the type of question involved, we can state that the informants must have based their choice purely on semantic aspect of the options proposed.
- *Different translation options from different parts of speech*  
The number 432 refers to the word: **hora** NCFS000 and represents a similar form to the previous example, with the exception that it is a feminine, rather than an invariable noun. The number 433 also corresponds to a noun: **horario** NCMS000, presented in the masculine singular form. Structurally, this form is related to the previous one, what could explain the correct choice by all the informants. The number 434 corresponds to the following word form: **horarios** NCMP000, which is the plural form of the previous word. The fact that all the informants chose the correct translation shows that they probably perceived the notion of plurality expressed in Spanish by -s. The final number in this list, 442, refers to the word form **iluminado** AQOMSOP, which is an adjective derived from a verb and presented in a masculine singular form. Similarly to all the previous examples listed above, this word also represents rather a transparent form to refer to other Romance languages or English.

Hence, the knowledge of any of those could help in the correct choice of the corresponding translation option. Referring to the type of questions involved in all these examples, we can state that the informants did not only have to choose the correct semantic option, but rather to base this choice on the part of speech involved, implying, thus, two different functions.

#### Correct translation options by three of the informants

Consequently, we are going to consider now those word forms whose translation options were correctly marked by three of the informants involved. Hence, these word forms are: 436, 440, 441, 443 and 444. Let us now consider these word forms in details dividing them according to the involved type of questions:

- *Different translation options within the same part of speech and form*

The number 436 corresponds to the word: **(de) ida** NCFS000. In this word form we can see that there is a connected to it preposition presented. As we have already stated this in the Chapter corresponding to the Questionnaires creation, this is due to the fact that otherwise it would be impossible to understand the correct meaning of this word and, therefore, choose a correct translation option. To refer to the type of questions presented, we can see that all the options contain a noun in its combination with a preposition. Thus, the basic aspect involved in the option marking has to do with the semantic value of the noun as well as the preposition presented.

- *Different translation options within the same part of speech but a different form*

The number 443 refers to the word form: **imágenes** NCFS000. This is a plural form of a noun and does not directly refer to the notion of transparency in comparison with the corresponding translation in Russian.

- *Different translation options from different parts of speech*

The numbers 440 and 441 refer to forms: **ilimitado** AQ0MS0P and **ilimitados** AQ0MP0P, both being adjectives derived from a verb and both representing two different number forms of the same adjective. The number 444 refers to **impedir** VMN000000, which is the infinitive form. Thus, implying the type of questions

involved, we can suggest that our informants were able to identify the correct infinitive ending so as to distinguish it from other parts of speech, for example, noun.

It would be interesting to note that the first of the words proposed, 436, was correctly marked by all the informants with the exception of the 3<sup>rd</sup>, whilst all other words were only marked incorrectly by the 4<sup>th</sup> informant respectively.

#### Correct translation options by two of the informants

Now we are going to analyse those results which correspond to the correct option marking proposed by two of the informants involved. These are as follows: 428 437 438, 445-447. Let us consider them in details below:

- *Part of speech enquiring*

The number 428 corresponds to the word: **haya** VMSP3S000 and it represents the type of questions where there is required to choose the corresponding part of speech or form, rather than a translation option. It is important to state that this form is not transparent and can be only deduced from its analogy to other auxiliary verbs from other languages.

- *Different translation options from different parts of speech*

The number 437 refers to the word form: **identificación** NCFS000, which is a feminine singular noun. Moreover, we can say that it represents rather a transparent form. The number 445 corresponds to the word: **impida** VMMP3S000, which represents the 3<sup>rd</sup> person singular form of a verb. This is not a transparent form and the fact that two of the informants chose the correct answers shows that, first of all, they were able to correctly identify the corresponding part of speech and, secondly, they were able to perceive the verbal form involved. The number 446 refers to the word: **implicar** VMN000000, which is an infinitive. The number 447 refers to the word form: **implique** VMMP3S000, which is the imperative form of the verb presented above. All in all, for all these examples there were involved two aspects: correct part of speech identification and semantic interpretation.

- *Identical translation options for different parts of speech*

The number 438 corresponds to the infinitive form: **identificar** VMN000000, which is semantically related to the preceding it noun **identificación**. To refer to the type of questions involved, we can state that due to the fact that all the options carry identical semantic values, the function involved here deals strictly with the correct part of speech identification.

### Correct translation options by one informant

In this sub-section we are going to consider those answers which were marked correctly by only one informant from the total number of four informants involved in this questionnaire completion. These forms are: 429 431 439 448-451. Let us analyse them below according to their type of questions involved:

- *Different translation options within the same part of speech and form*

The number 448 refers to the word: **imponértela** VMN0000RC. This form corresponds to the double contracted form. However, according to this type of question we can see that other options proposed represent identical forms. Thus, the informant must rely mostly on the semantic aspect involved.

- *Different translation options within the same part of speech but a different form*

The number 431 corresponds to the form: **hojas** NCFP000, which is the plural feminine noun. Its correct selection means that the informant not only was able to identify the correct translation, but also to understand that the noun is presented in plural. The number 449 refers to the word form: **importe** NCMS000, which is a masculine singular noun. The number 450 corresponds to the form: **imposición** NCFS000, which is a feminine singular noun.

- *Different translation options from different parts of speech*

The number 429 refers to the word form: **hazle** VMMP2S00C, which is a contracted imperative verbal form. This is not a transparent form. Thus, the fact that this informant chose the correct option shows that, first of all, they were able to identify the verb and, secondly, they perceived the contracted pronoun. The number 451 refers to the word form: **incendio** NCMS000, which is a masculine singular noun.

- *Identical translation options for different parts of speech*

The number 439 corresponds to the form: **identifiquen** VMSP3P000, which is the third person plural of a verb. According to the type of questions presented, the fundamental aspect here represents the correct part of speech identification and its differentiation from the infinitive and participle forms.

Correct translation options not chosen by any of the informants

In the presented extract, there is an example of a word form not identified correctly by any of the informants participating in this questionnaire completion. This form corresponds to the following word:

|     |                 |  |                                 |                                     |
|-----|-----------------|--|---------------------------------|-------------------------------------|
| 435 | humo<br>NCMS000 | а. человек <input type="checkbox"/> 1234 | б. дым <input type="checkbox"/> | с. мужчина <input type="checkbox"/> |
|-----|-----------------|--|---------------------------------|-------------------------------------|

As we can see, the correct translation option refers to the word *smoke*, whilst all the informants involved identified it as *person*. This confusion probably comes from the structural similarity aspect involved between this word and the Latin word *homo*.

Thus, we have considered here some examples of all the types of questions involved in our Russian word forms questionnaire with the information on each of the informants' answers and brief analysis of the correctly marked options together with their basic characterization. Hence, we could see that among the correctly marked translation options there are all types of questions involved, the majority of which corresponds to different translation options from different parts of speech type, which, in fact, represents the most common type of questions in the whole questionnaire. Considering specific parts of speech implied, we might have noted that there is a wide variety of correct options presented, including noun forms given in feminine or masculine, singular or plural, adjectives presented in singular as well as plural forms, infinitive and various verbal forms.

Finally, it is important to state that the general average result obtained for the whole sample group considering Russian monolinguals will be presented at the end of the present section in the corresponding comparative results analysis.

Consequently, we are going to pass to the analysis of the second group of informants involved in our word forms questionnaire completion, i.e. Romanian monolinguals, following the very structural pattern presented in this section.

## 3.2 Romanian monolinguals

This is the second group of informants we are going to consider here in relation to the completion of the questionnaire “Word form”. It is important to state here that this is only represented by one informant, due to which there will not be any age group sub-division, presented for the Russian monolingual sample group.

Thus, let us consider below the general results obtained for this group of

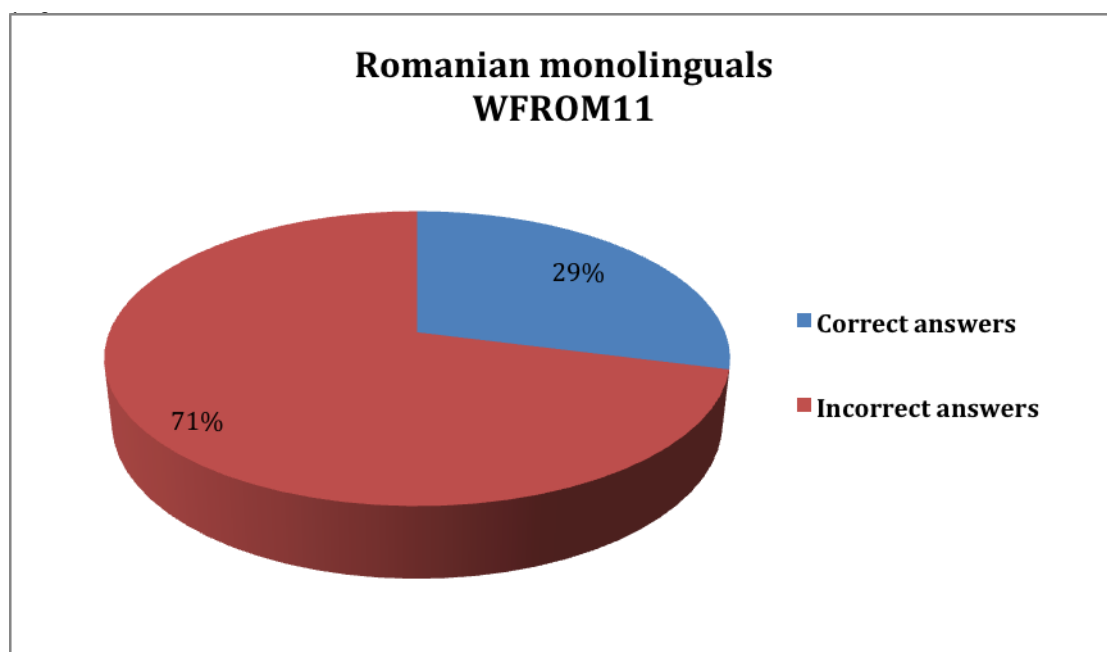


Figure 102

We can see in this chart that the score obtained by the Romanian monolingual representative is very low with the total number of correct answers 281. In fact, this is the lowest score comparing all the three groups of informants involved.

Nonetheless, once again, if we consider the results obtained by the same informant in relation to other questionnaires of our study, we can see that these results just follow the general tendency noted in all other questionnaires respectively.



Let us analyze now below an extract from our word forms questionnaire manifesting different types of questions involved, as well as informant's answers and tagging classification of included word forms:

|     |                                  |  |   |  |
|-----|----------------------------------|--|---|--|
| 428 | <b>haya</b><br>VMSP3S000         | Ce-i asta?<br>a. verb auxiliar <input checked="" type="checkbox"/> | b. substantiv <input type="checkbox"/>              | c. adjectiv <input type="checkbox"/>                 |
| 429 | <b>hazle</b><br>VMMP2S00C        | a. fă-i <input type="checkbox"/>                                   | b. face <input type="checkbox"/>                    | c. faceți <input checked="" type="checkbox"/>        |
| 430 | <b>higiene</b><br>NCFN000        | a. gigant <input type="checkbox"/>                                 | b. igienă <input checked="" type="checkbox"/>       | c. ignamă <input type="checkbox"/>                   |
| 431 | <b>hojas</b><br>NCFP000          | a. fișe <input type="checkbox"/>                                   | b. ori <input type="checkbox"/>                     | c. oră <input checked="" type="checkbox"/>           |
| 432 | <b>hora</b><br>NCFS000           | a. ori <input checked="" type="checkbox"/>                         | b. timpuri <input type="checkbox"/>                 | c. oră <input type="checkbox"/>                      |
| 433 | <b>horario</b><br>NCMS000        | a. oral <input type="checkbox"/>                                   | b. orar <input type="checkbox"/>                    | c. oră <input checked="" type="checkbox"/>           |
| 434 | <b>horarios</b><br>NCMP000       | a. orare <input checked="" type="checkbox"/>                       | b. orar <input type="checkbox"/>                    | c. ori <input type="checkbox"/>                      |
| 435 | <b>humo</b><br>NCMS000           | a. om <input type="checkbox"/>                                     | b. oman <input checked="" type="checkbox"/>         | c. fum <input type="checkbox"/>                      |
| 436 | <b>(de) ida</b><br>NCFS000       | a. într-o direcție <input type="checkbox"/>                        | b. idee <input checked="" type="checkbox"/>         | c. hidră <input type="checkbox"/>                    |
| 437 | <b>identificación</b><br>NCFS000 | a. identificator <input type="checkbox"/>                          | b. a identifica <input checked="" type="checkbox"/> | c. identificare <input type="checkbox"/>             |
| 438 | <b>identificar</b><br>VMN000000  | a. a identifica <input type="checkbox"/>                           | b. identificare <input type="checkbox"/>            | c. identificator <input checked="" type="checkbox"/> |
| 439 | <b>identifiquen</b><br>VMSP3P000 | a. a identifica <input type="checkbox"/>                           | b. va identifica <input type="checkbox"/>           | c. identificare <input type="checkbox"/>             |
| 440 | <b>ilimitado</b><br>AQOMSOP      | a. limitat <input checked="" type="checkbox"/>                     | b. nelimitat <input type="checkbox"/>               | c. nelegal <input type="checkbox"/>                  |
| 441 | <b>ilimitados</b><br>AQOMPOP     | a. nelimitat <input type="checkbox"/>                              | b. limitate <input checked="" type="checkbox"/>     | c. nelimitate <input type="checkbox"/>               |
| 442 | <b>iluminado</b><br>AQOMSOP      | a. iluminat <input type="checkbox"/>                               | b. nelimitat <input checked="" type="checkbox"/>    | c. a ilumina <input type="checkbox"/>                |
| 443 | <b>imágenes</b><br>NCFS000       | a. a imagina <input type="checkbox"/>                              | b. imagine <input type="checkbox"/>                 | c. imaginare <input type="checkbox"/>                |
| 444 | <b>impedir</b><br>VMN000000      | a. imperial <input checked="" type="checkbox"/>                    | b. a împiedica <input type="checkbox"/>             | c. a împinge <input type="checkbox"/>                |
| 445 | <b>impida</b><br>VMMP3S000       | a. împiedicați <input type="checkbox"/>                            | b. a împiedica <input checked="" type="checkbox"/>  | c. împiedicat <input type="checkbox"/>               |
| 446 | <b>implicar</b><br>VMN000000     | a. implicit <input checked="" type="checkbox"/>                    | b. implică <input type="checkbox"/>                 | c. a implica <input type="checkbox"/>                |
| 447 | <b>implique</b><br>VMMP3S000     | a. implică <input checked="" type="checkbox"/>                     | b. implicit <input type="checkbox"/>                | c. a implica <input type="checkbox"/>                |
| 448 | <b>imponértela</b><br>VMN0000RC  | a. a importa ceva <input type="checkbox"/>                         | b. a lua ceva de la tine <input type="checkbox"/>   | c. importantă <input checked="" type="checkbox"/>    |
| 449 | <b>importe</b><br>NCMS000        | a. suma <input checked="" type="checkbox"/>                        | b. a importa <input type="checkbox"/>               | c. important <input type="checkbox"/>                |
| 450 | <b>imposición</b><br>NCFS000     | a. poziție <input checked="" type="checkbox"/>                     | b. pozitiv <input type="checkbox"/>                 | c. impozit <input type="checkbox"/>                  |
| 451 | <b>incendio</b><br>NCMS000       | a. incident <input checked="" type="checkbox"/>                    | b. incendiu <input type="checkbox"/>                | c. incendiator <input type="checkbox"/>              |

As well as referring to the analysis of our bilingual individual to refer to word forms questionnaire, we are going to consider various examples in relation to different types of questions involved.

- *Part of speech enquiring*

This type of question is represented only by one example from our extract with the number 428:

|                          |  |  |                                      |
|--------------------------|--|--|--------------------------------------|
| <b>haya</b><br>VMSP3S000 | Ce-i asta?<br>a. verb auxiliar <input checked="" type="checkbox"/> | b. substantiv <input type="checkbox"/> | c. adjectiv <input type="checkbox"/> |
|--------------------------|--|--|--------------------------------------|

As we can see from this example, our Romanian monolingual informant selected correctly the corresponding translation option.

- *Different translation options within the same part of speech and form*

This type of questions is only represented by one word form:

|                        |                                |   |                                 |
|------------------------|--------------------------------|---|---------------------------------|
| <b>humo</b><br>NCMS000 | a. om <input type="checkbox"/> | b. oman <input checked="" type="checkbox"/> | c. fum <input type="checkbox"/> |
|------------------------|--------------------------------|---|---------------------------------|

Nonetheless, as we can see, the informant did not select correctly the corresponding translation option. Surprisingly, we can see from this example that, unlike other informants involved in this questionnaire completion, this informant did not make confusion of the original Spanish word form with the Latin word *homo*.

- *Different translation options within the same part of speech but a different form*

This type of questions has two examples in our extract, none of which, however, was marked correctly:

|                         |  |                                     |  |
|-------------------------|--|-------------------------------------|--|
| <b>hojas</b><br>NCFP000 | a. fișe <input type="checkbox"/>           | b. ori <input type="checkbox"/>     | c. oră <input checked="" type="checkbox"/> |
| <b>hora</b><br>NCFS000  | a. ori <input checked="" type="checkbox"/> | b. timpuri <input type="checkbox"/> | c. oră <input type="checkbox"/>            |

We can see in these examples that neither the semantic, nor the morphological aspects were adequately perceived.

- *Different translation options from different parts of speech*

Referring to this type of questions, we can note that out of the total number 10 such questions presented in the given extract, only two were answered correctly:

|                           |   |   |                                       |
|---------------------------|---|---|---------------------------------------|
| <b>higiene</b><br>NCFN000 | a. gigant <input type="checkbox"/>          | b. igienă <input checked="" type="checkbox"/> | c. ignamă <input type="checkbox"/>    |
| <b>importe</b><br>NCMS000 | a. suma <input checked="" type="checkbox"/> | b. a importa <input type="checkbox"/>         | c. important <input type="checkbox"/> |

As we can notice, both these examples represent nouns in singular form with the first example manifesting a feminine noun, whilst the second masculine form.

- *Identical translation options for different parts of speech*

Similarly to the previous type of questions, in relation to this one we can note that of 10 such questions in total presented in our extract, only two were marked with a correct option, as we can see in these examples:

|                              |  |                                      |                                       |
|------------------------------|--|--------------------------------------|---------------------------------------|
| <b>horarios</b><br>NCMP000   | a. orare <input checked="" type="checkbox"/>   | b. orar <input type="checkbox"/>     | c. ori <input type="checkbox"/>       |
| <b>implique</b><br>VMMP3S000 | a. implică <input checked="" type="checkbox"/> | b. implicit <input type="checkbox"/> | c. a implica <input type="checkbox"/> |

These examples represent a noun and a verba. The noun, however, it presented in the plural form, whilst the verbal form is in the 3<sup>rd</sup> person singular. Thus, we can see that the informant was able to identify correctly those parts of speech and, moreover, corresponding to them forms.

Consequently, we have considered above some examples of our word forms questionnaire proposed in the Romanian language to refer to our Romanian monolingual informant.

In the following section we are to consider the results obtained for the Russian-Romanian bilingual sample, following the same pattern exhibited in this as well as the previous sections correspondingly.

### 3.3 Russian-Romanian bilinguals

In the present section we are going to consider the results obtained by Russian-Romanian bilinguals in reference to the last questionnaire included into our experimental research, i.e. “Word forms”.

Due to the fact that we have only one representative proposed for this questionnaire, we are not going to make any age groups divisions and, instead, are just going to consider the results proposed by this bilingual informant.

On the other hand, it is important to remember that bilingual individuals were to complete both questionnaires presented for each language involved in their life. Consequently, for a more structural analysis, we are primarily going to consider the results obtained for the Russian questionnaire “Word form” with the subsequent study of the data obtained in reference to the questionnaire proposed in the Romanian language.

Thus, after having determined some important aspects to refer to this subsection and informants involved, we are going to pass to the very stage of results presentation and interpretation as follows.

#### The Russian language

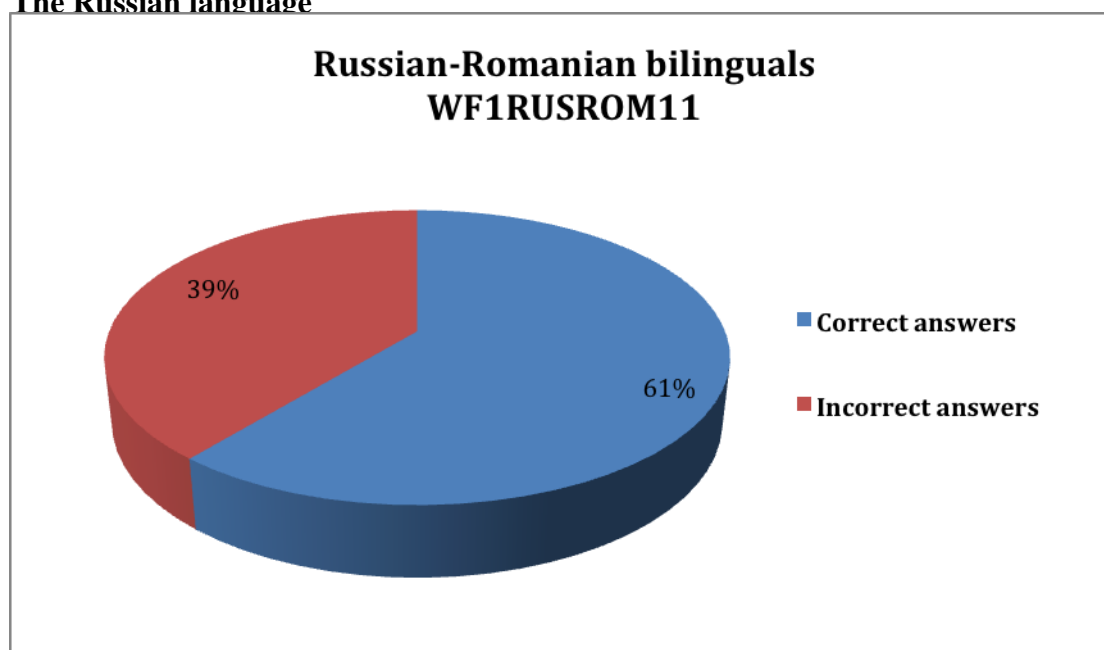


Figure 103

In the given chart we can see that the result obtained by the Russian-Romanian bilingual in relation to the Russian questionnaire “Word form” is quite high with the total number of correctly answered questions equal to 594. In fact, this result is higher than the average result obtained by the Russian monolingual group.

Nonetheless, we can see that this result appears to be lower than the results proposed by two informants from the Russian monolingual sample group. This is an interesting and, perhaps, surprising datum. Referring to this situation, it would very interesting then to consider the results obtained by the Romanian monolingual group in order to be able to draw some basic conclusions on this subject.

Consequently, after having presented the general score obtained by our Russian-Romanian bilingual informant, we are going to present below an extract containing some examples to refer to all the types of questions involved as well as proposing the tagging classification applied to the whole word forms corpus.

Before presenting the extract below, let us consider some important aspects to refer to its form as well as content. Thus, as we have just stated, all the word forms are marked by a colour corresponding to different types of question involved. These types of translation option are as follows:

- a. Part of speech enquiring
- b. Different translation options within the same part of speech and form
- c. Different translation options within the same part of speech but a different form
- d. Different translation options from different parts of speech
- e. Identical translation options for different parts of speech

Secondly, it is important to note that the correct answers are also marked in the given extract, namely with a light green colour. In addition, those options which were marked by the Russian-Romanian bilingual informant participating in our questionnaire completion are marked with a number 1.

Finally, we must note that after the presentation of the given extract, we are going to consider some examples to refer to each type of questions involved regarding some aspects related to correctly as well as incorrectly marked options.

|     |                                  |  |   |   |
|-----|----------------------------------|--|---|---|
| 428 | <b>haya</b><br>VMSP3S000         | Что это?<br>а. вспомогательный глагол «haber» <input type="checkbox"/> | б. предлог <input type="checkbox"/> 1             | с. существительное <input type="checkbox"/>       |
| 429 | <b>hazle</b><br>VMMP2S00C        | а. ему <input type="checkbox"/>  | б. сделай ему <input type="checkbox"/>            | с. сделайте <input type="checkbox"/> 1            |
| 430 | <b>higiene</b><br>NCFN000        | а. здоровье <input type="checkbox"/>                                   | б. гиена <input type="checkbox"/>                 | с. гигиена <input type="checkbox"/> 1             |
| 431 | <b>hojas</b><br>NCFP000          | а. лепесток <input type="checkbox"/>                                   | б. бланки <input type="checkbox"/> 1              | с. глаза <input type="checkbox"/>                 |
| 432 | <b>hora</b><br>NCFS000           | а. сейчас <input type="checkbox"/> 1                                   | б. час <input type="checkbox"/>                   | с. ура <input type="checkbox"/>                   |
| 433 | <b>horario</b><br>NCMS000        | а. расписание <input type="checkbox"/> 1                               | б. сейчас <input type="checkbox"/>                | с. час <input type="checkbox"/>                   |
| 434 | <b>horarios</b><br>NCMP000       | а. сейчас <input type="checkbox"/>                                     | б. настенные часы <input type="checkbox"/>        | с. расписания <input type="checkbox"/> 1          |
| 435 | <b>humo</b><br>NCMS000           | а. человек <input type="checkbox"/> 1                                  | б. дым <input type="checkbox"/>                   | с. мужчина <input type="checkbox"/>               |
| 436 | <b>(de) ida</b><br>NCFS000       | а. в один конец <input type="checkbox"/> 1                             | б. с йодом <input type="checkbox"/>               | с. о еде <input type="checkbox"/>                 |
| 437 | <b>identificación</b><br>NCFS000 | а. паспорт <input type="checkbox"/> 1                                  | б. установление личности <input type="checkbox"/> | с. идентификационный <input type="checkbox"/>     |
| 438 | <b>identificar</b><br>VMN000000  | а. идентификатор <input type="checkbox"/>                              | б. идентификация <input type="checkbox"/>         | с. установить личность <input type="checkbox"/> 1 |
| 439 | <b>identifiquen</b><br>VMSP3P000 | а. установят личность <input type="checkbox"/> 1                       | б. идентифицировать <input type="checkbox"/>      | с. идентифицирующий <input type="checkbox"/>      |
| 440 | <b>ilimitado</b><br>AQ0MS0P      | а. вне границы <input type="checkbox"/>                                | б. неограниченный <input type="checkbox"/> 1      | с. ограниченный <input type="checkbox"/>          |
| 441 | <b>ilimitados</b><br>AQ0MP0P     | а. неограниченные <input type="checkbox"/> 1                           | б. ограниченные <input type="checkbox"/>          | с. вне границ <input type="checkbox"/>            |
| 442 | <b>iluminado</b><br>AQ0MS0P      | а. неосвещенный <input type="checkbox"/>                               | б. освещенный <input type="checkbox"/>            | с. иллюминатор <input type="checkbox"/> 1         |
| 443 | <b>imágenes</b><br>NCFS000       | а. магниты <input type="checkbox"/>                                    | б. края <input type="checkbox"/>                  | с. изображения <input type="checkbox"/> 1         |
| 444 | <b>impedir</b><br>VMN000000      | а. препятствовать <input type="checkbox"/> 1                           | б. просить <input type="checkbox"/>               | с. империя <input type="checkbox"/>               |
| 445 | <b>impida</b><br>VMMP3S000       | а. выход <input type="checkbox"/>                                      | б. препятствуйте <input type="checkbox"/> 1       | с. попросивший <input type="checkbox"/>           |
| 446 | <b>implicar</b><br>VMN000000     | а. аппликация <input type="checkbox"/>                                 | б. влечь за собой <input type="checkbox"/> 1      | с. внедряет <input type="checkbox"/>              |
| 447 | <b>implique</b><br>VMMP3S000     | а. аппликация <input type="checkbox"/>                                 | б. реплика <input type="checkbox"/>               | с. влечет за собой <input type="checkbox"/> 1     |
| 448 | <b>imponértela</b><br>VMN0000RC  | а. класть его тебе <input type="checkbox"/>                            | б. брать его с тебя <input type="checkbox"/>      | с. внушать тебе <input type="checkbox"/> 1        |
| 449 | <b>importe</b><br>NCMS000        | а. импорт <input type="checkbox"/> 1                                   | б. размер суммы <input type="checkbox"/>          | с. портье <input type="checkbox"/>                |
| 450 | <b>imposición</b><br>NCFS000     | а. позиция <input type="checkbox"/> 1                                  | б. налогообложение <input type="checkbox"/>       | с. оппозиция <input type="checkbox"/>             |
| 451 | <b>incendio</b><br>NCMS000       | а. инсинуация <input type="checkbox"/>                                 | б. включать <input type="checkbox"/>              | с. пожар <input type="checkbox"/> 1               |

- *Part of speech enquiring*

Considering the only example presented for this type of questions, i.e. 428, we can notice that the informant did not mark correctly the translation. Nonetheless, it is important to take into account here that fact that this word form is not transparent and might cause some trouble in understanding.

- *Different translation options within the same part of speech and form*

There are three examples of this type of questions in the extract above, namely numbers 435, 436 and 448. Of all these words, the informant answered correctly only the question 426, identifying correctly the translation option composed by a combination of a preposition and a noun in a singular feminine form:

|                            |   |                                     |                                   |
|----------------------------|---|-------------------------------------|-----------------------------------|
| <b>(de) ida</b><br>NCFS000 | а. в один конец <input checked="" type="checkbox"/> | б. с йодом <input type="checkbox"/> | с. о еде <input type="checkbox"/> |
|----------------------------|---|-------------------------------------|-----------------------------------|

- *Different translation options within the same part of speech but a different form*

The extract above manifest 5 examples of this type of questions, comprising numbers 430, 431, 443, 449 and 450, of which the first free word forms were answered correctly. Let us consider below these examples:

|                            |                                      |   |  |
|----------------------------|--------------------------------------|---|--|
| <b>higiene</b><br>NCFN000  | а. здоровье <input type="checkbox"/> | б. гигиена <input type="checkbox"/>           | с. гигиена <input checked="" type="checkbox"/>     |
| <b>hojas</b><br>NCFP000    | а. лепесток <input type="checkbox"/> | б. бланки <input checked="" type="checkbox"/> | с. глаза <input type="checkbox"/>                  |
| <b>imágenes</b><br>NCFS000 | а. магниты <input type="checkbox"/>  | б. края <input type="checkbox"/>              | с. изображения <input checked="" type="checkbox"/> |

All these examples present noun forms, namely feminine singular, feminine plural and masculine plural forms. Their correct selection manifests that the informant succeeded in the correct differentiation of singular and plural forms implied, apart from the adequate selection of the corresponding semantic value involved.



- *Different translation options from different parts of speech*

This is by far the most common type of questions appeared throughout the whole word forms questionnaire and, concretely, this extract. The total number of such questions is 13, of which 9 were marked with a correct translation option. Let us consider below some examples of these answers:

|                            |   |  |   |
|----------------------------|---|--|---|
| <b>horario</b><br>NCMS000  | a. расписание <input checked="" type="checkbox"/> | b. сейчас <input type="checkbox"/>         | c. час <input type="checkbox"/>                   |
| <b>horarios</b><br>NCMP000 | a. сейчас <input type="checkbox"/>                | b. настенные часы <input type="checkbox"/> | c. расписания <input checked="" type="checkbox"/> |

The examples above show us two forms, singular and plural, of the same noun. Nonetheless, according to the type of questions involved, the translation options include various parts of speech. Thus, the differentiation notion of singularity and plurality does not play an important role in these examples, since the fundamental task relies predominantly on the correct identification of the corresponding part of speech.

|                              |   |   |  |
|------------------------------|---|---|--|
| <b>ilimitado</b><br>AQ0MSOP  | a. вне границы <input type="checkbox"/>               | b. неограниченный <input checked="" type="checkbox"/> | c. ограниченный <input type="checkbox"/> |
| <b>ilimitados</b><br>AQ0MP0P | a. неограниченные <input checked="" type="checkbox"/> | b. ограниченные <input type="checkbox"/>              | c. вне границ <input type="checkbox"/>   |

In these examples we can see an adjective presented in two forms, singular and plural. However, this case is similar to the previous cases of singular and plural nouns, since the task consists mostly in the correct understanding of the part of speech involved.

|                               |   |   |  |
|-------------------------------|---|---|--|
| <b>impedir</b><br>VMN000000   | a. препятствовать <input checked="" type="checkbox"/> | b. просить <input type="checkbox"/>                   | c. империя <input type="checkbox"/>                    |
| <b>impida</b><br>VMMP3S000    | a. выход <input type="checkbox"/>                     | b. препятствуйте <input checked="" type="checkbox"/>  | c. попросивший <input type="checkbox"/>                |
| <b>implicar</b><br>VMN0000000 | a. аппликация <input type="checkbox"/>                | b. влечь за собой <input checked="" type="checkbox"/> | c. внедряет <input type="checkbox"/>                   |
| <b>implique</b><br>VMMP3S000  | a. аппликация <input type="checkbox"/>                | b. реплика <input type="checkbox"/>                   | c. влечет за собой <input checked="" type="checkbox"/> |

These two sets of examples show us verbal forms: an infinitive and a 3<sup>rd</sup> person singular form. The correct selection of a translation option indicates, primarily, that the informant was able to identify the corresponding part of speech and, secondly, the correct form of the verb in question.

- *Identical translation options for different parts of speech*

Our extract presents two examples of this type of questions: 438 and 439, both of which were answered correctly by the informant:

|                                  |   |  |  |
|----------------------------------|---|--|--|
| <b>identificar</b><br>VMN000000  | а. идентификатор <input type="checkbox"/>                 | б. идентификация <input type="checkbox"/>    | с. установить личность <input checked="" type="checkbox"/> |
| <b>identifiquen</b><br>VMSP3P000 | а. установят личность <input checked="" type="checkbox"/> | б. идентифицировать <input type="checkbox"/> | с. идентифицирующий <input type="checkbox"/>               |

Due to the fact that this type of questions deals with identical semantic interpretation, the fundamental task consists in the correct part of speech selection. Thus, we can see from these example, that the informant was able to identify and distinguish the forms of the infinitive and the 3<sup>rd</sup> person plural verb.

Thus, we have considered some examples proposed by the Russian-Romanian bilingual informant to refer to the Russian questionnaire “Word form”. We can see from these examples, that the informant manifested the adequate interpretation of singular and plural forms, as well as adjectival forms identification and differentiation of various verbal forms included.

After having considered the answers of our bilingual informant proposed in reference to the Russian questionnaire “Word form”, let us consider below the results obtained by the same bilingual informant in relation to the Romanian questionnaire “Word form”, which represents a divergent structure and content due to a different language implied.

## The Romanian language

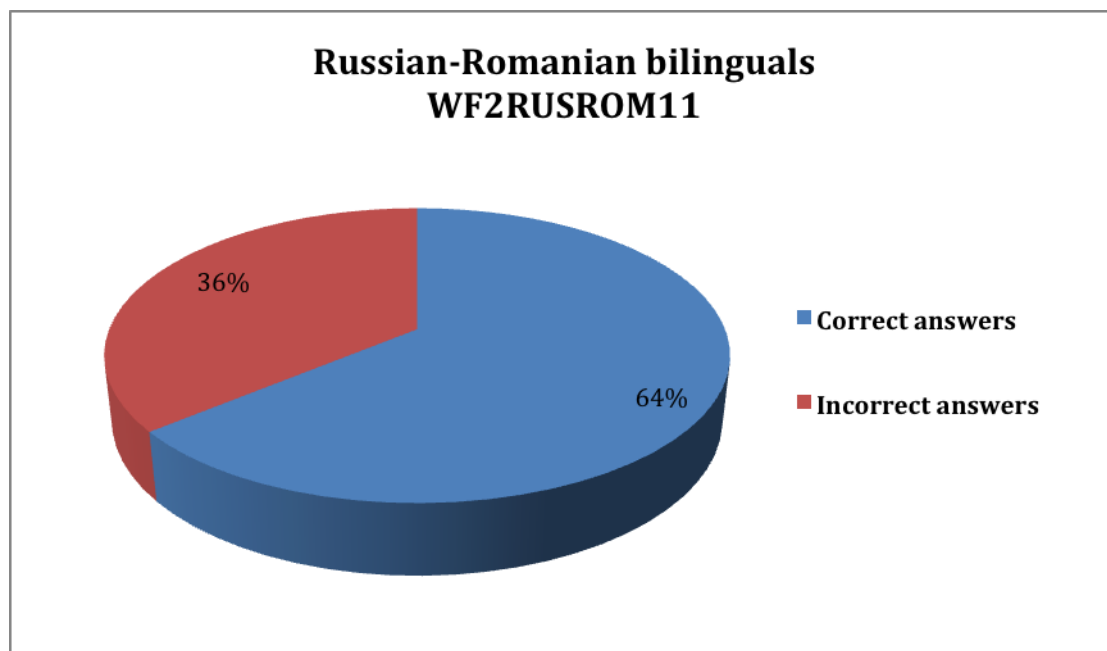


Figure 104

We can see in this chart that the results obtained for the Romanian language are almost identical to those for the Russian questionnaire, although slightly higher. The total number of correct answers here is 621.

After having considered the general result obtained by our Russian-Romanian bilingual informant to refer to Romanian questionnaire “Word form”, let us pass to the presentation of an extract below, consisting of examples to refer to all types of questions involved in our questionnaire. Thus, these types of questions are as follows:

- a. Part of speech enquiring
- b. Different translation options within the same part of speech and form
- c. Different translation options within the same part of speech but a different form
- d. Different translation options from different parts of speech
- e. Identical translation options for different parts of speech

All the word forms referring to a particular type of questions are marked with a corresponding colour in the left column. In addition, the correct translation option

is marked with a green colour, whilst the informant's answer is characterized by the number 1, as we can see below:

|     |                                  |  |  |  |
|-----|----------------------------------|--|--|--|
| 428 | <b>haya</b><br>VMSP3S000         | Ce-i asta?<br>a. verb auxiliar <input checked="" type="checkbox"/> 1 | b. substantiv <input type="checkbox"/>                 | c. adjectiv <input type="checkbox"/>               |
| 429 | <b>hazle</b><br>VMMP2S00C        | a. fă-i <input type="checkbox"/>                                     | b. face <input type="checkbox"/>                       | c. faceți <input checked="" type="checkbox"/> 1    |
| 430 | <b>higiene</b><br>NCFN000        | a. gigant <input type="checkbox"/>                                   | b. igienă <input checked="" type="checkbox"/> 1        | c. ignamă <input type="checkbox"/>                 |
| 431 | <b>hojas</b><br>NCFP000          | a. fișe <input checked="" type="checkbox"/> 1                        | b. ori <input type="checkbox"/>                        | c. oră <input type="checkbox"/>                    |
| 432 | <b>hora</b><br>NCFS000           | a. ori <input type="checkbox"/>                                      | b. timpuri <input type="checkbox"/>                    | c. oră <input checked="" type="checkbox"/> 1       |
| 433 | <b>horario</b><br>NCMS000        | a. oral <input type="checkbox"/>                                     | b. orar <input checked="" type="checkbox"/> 1          | c. oră <input type="checkbox"/>                    |
| 434 | <b>horarios</b><br>NCMP000       | a. orare <input checked="" type="checkbox"/> 1                       | b. orar <input type="checkbox"/>                       | c. ori <input type="checkbox"/>                    |
| 435 | <b>humo</b><br>NCMS000           | a. om <input checked="" type="checkbox"/> 1                          | b. oman <input type="checkbox"/>                       | c. fum <input type="checkbox"/>                    |
| 436 | <b>(de) ida</b><br>NCFS000       | a. într-o direcție <input checked="" type="checkbox"/> 1             | b. idee <input type="checkbox"/>                       | c. hidră <input type="checkbox"/>                  |
| 437 | <b>identificación</b><br>NCFS000 | a. identificator <input checked="" type="checkbox"/> 1               | b. a identifica <input type="checkbox"/>               | c. identificare <input type="checkbox"/>           |
| 438 | <b>identificar</b><br>VMN000000  | a. a identifica <input checked="" type="checkbox"/> 1                | b. identificare <input type="checkbox"/>               | c. identificator <input type="checkbox"/>          |
| 439 | <b>identifiquen</b><br>VMSP3P000 | a. a identifica <input type="checkbox"/>                             | b. va identifica <input checked="" type="checkbox"/> 1 | c. identificare <input type="checkbox"/>           |
| 440 | <b>ilimitado</b><br>AQ0MS0P      | a. limitat <input checked="" type="checkbox"/> 1                     | b. nelimitat <input type="checkbox"/>                  | c. nelegal <input type="checkbox"/>                |
| 441 | <b>ilimitados</b><br>AQ0MPOP     | a. nelimitat <input type="checkbox"/>                                | b. limitate <input checked="" type="checkbox"/> 1      | c. nelimitate <input type="checkbox"/>             |
| 442 | <b>iluminado</b><br>AQ0MS0P      | a. iluminat <input type="checkbox"/>                                 | b. nelimitat <input type="checkbox"/>                  | c. a ilumina <input checked="" type="checkbox"/> 1 |
| 443 | <b>imágenes</b><br>NCFS000       | a. a imagina <input type="checkbox"/>                                | b. imagine <input checked="" type="checkbox"/> 1       | c. imaginare <input type="checkbox"/>              |
| 444 | <b>impedir</b><br>VMN000000      | a. imperial <input type="checkbox"/>                                 | b. a împiedica <input checked="" type="checkbox"/> 1   | c. a împinge <input type="checkbox"/>              |
| 445 | <b>impida</b><br>VMMP3S000       | a. împiedicați <input checked="" type="checkbox"/> 1                 | b. a împiedica <input type="checkbox"/>                | c. împiedicat <input type="checkbox"/>             |
| 446 | <b>implicar</b><br>VMN000000     | a. implicit <input checked="" type="checkbox"/> 1                    | b. implică <input type="checkbox"/>                    | c. a implica <input type="checkbox"/>              |
| 447 | <b>implique</b><br>VMMP3S000     | a. implică <input checked="" type="checkbox"/> 1                     | b. implicit <input type="checkbox"/>                   | c. a implica <input type="checkbox"/>              |
| 448 | <b>imponértela</b><br>VMN0000RC  | a. a importa ceva <input checked="" type="checkbox"/> 1              | b. a lua ceva de la tine <input type="checkbox"/>      | c. importantă <input type="checkbox"/>             |
| 449 | <b>importe</b><br>NCMS000        | a. suma <input type="checkbox"/>                                     | b. a importa <input type="checkbox"/>                  | c. important <input checked="" type="checkbox"/> 1 |
| 450 | <b>imposición</b><br>NCFS000     | a. poziție <input checked="" type="checkbox"/> 1                     | b. pozitiv <input type="checkbox"/>                    | c. impozit <input type="checkbox"/>                |
| 451 | <b>incendio</b><br>NCMS000       | a. incident <input type="checkbox"/>                                 | b. incendiu <input checked="" type="checkbox"/> 1      | c. incendiator <input type="checkbox"/>            |

As we conducted our analysis as regards the Russian questionnaire “Word form”, we are going to divide our study here into several stages according to the type of questions involved.

- *Part of speech enquiring*

This type of questions has only one example proposed in this extract, similarly to the Russian questionnaire. Let us consider it below:

|                          |  |  |                                      |
|--------------------------|--|--|--------------------------------------|
| <b>haya</b><br>VMSP3S000 | Ce-i asta?<br>a. verb auxiliar <input checked="" type="checkbox"/> 1 | b. substantiv <input type="checkbox"/> | c. adjectiv <input type="checkbox"/> |
|--------------------------|--|--|--------------------------------------|

As we can see from the mark 1 made in the corresponding box, the informant chose the correct option here, unlike the Russian questionnaire, where the correct translation option was not marked. This can be explained by a variety of aspects, such as: different translation options proposed, time of completion, tiredness or randomness in the process of selection, since, as we can see from the corresponding number 428, this question is located in the very middle of the given questionnaire and, thus, could manifest different issues related with its correct or incorrect option marking.

- *Different translation options within the same part of speech and form*

There is only one example for this type of questions presented in this extract, Let us consider it below:

|                        |   |                                  |                                 |
|------------------------|---|----------------------------------|---------------------------------|
| <b>humo</b><br>NCMS000 | a. om <input checked="" type="checkbox"/> 1 | b. oman <input type="checkbox"/> | c. fum <input type="checkbox"/> |
|------------------------|---|----------------------------------|---------------------------------|

As we can see from this table row, the correct option was not marked. In fact, the mistake committed to refer to this word form is identical to that described for the Russian questionnaire, since the informant, instead of connecting the word to the correct option, related it to the word *om* (person), which is derived from Latin *homo* and, consequently, is similar by its orthographical appearance to the original Spanish word form.



- *Different translation options within the same part of speech but a different form*

This type of questions only includes two examples in the extract presented above, all of which, however, refer to nouns and both of which were marked correctly by the informant, as we can see below:

|                         |   |                                     |  |
|-------------------------|---|-------------------------------------|--|
| <b>hojas</b><br>NCFP000 | a. fișe <input checked="" type="checkbox"/> | b. ori <input type="checkbox"/>     | c. oră <input type="checkbox"/>            |
| <b>hora</b><br>NCFS000  | a. ori <input type="checkbox"/>             | b. timpuri <input type="checkbox"/> | c. oră <input checked="" type="checkbox"/> |

These examples include singular and plural forms of nouns. Thus, the correct option selection manifests that the informant has probably perceived the notion of plurality and, therefore, chose the correct translation form.

- *Different translation options from different parts of speech*

This type of questions, altogether with the following one, represent two most common types of questions in the whole Romanian questionnaire, as well as this particular extract in question. The total number of such questions appeared in the extract is 10, of which 5 were answered correctly. Let us consider below these examples:

|                            |  |   |   |
|----------------------------|--|---|---|
| <b>higiene</b><br>NCFN000  | a. gigant <input type="checkbox"/>                     | b. igienă <input checked="" type="checkbox"/>   | c. ignamă <input type="checkbox"/>      |
| <b>horario</b><br>NCMS000  | a. oral <input type="checkbox"/>                       | b. orar <input checked="" type="checkbox"/>     | c. oră <input type="checkbox"/>         |
| <b>incendio</b><br>NCMS000 | a. incident <input type="checkbox"/>                   | b. incendiu <input checked="" type="checkbox"/> | c. incendiator <input type="checkbox"/> |
| <b>(de) ida</b><br>NCFS000 | a. într-o direcție <input checked="" type="checkbox"/> | b. idee <input type="checkbox"/>                | c. hidră <input type="checkbox"/>       |

In this set we can see the examples of correctly marked options corresponding to nouns, including singular and plural forms, feminine and masculine, as well as in combination with a preposition. Owing to the fact that for this type of questions there are different parts of speech proposed, the grammatical differentiation between different forms of the same part of speech is not so important as, for example, the very fact of the corresponding part of speech identification and correct semantic implication selection.

|                             |                                      |  |                                       |
|-----------------------------|--------------------------------------|--|---------------------------------------|
| <b>impedir</b><br>VMN000000 | a. imperial <input type="checkbox"/> | b. a împiedica <input checked="" type="checkbox"/> | c. a împinge <input type="checkbox"/> |
|-----------------------------|--------------------------------------|--|---------------------------------------|

The example above shows the form of the infinitive proposed with its correct translation selection. To refer to this particular case, there are two functions implied: the identification of the form of the infinitive with its corresponding standard ending, and the correct semantic value perceiving.

- *Identical translation options for different parts of speech*

To refer to the last type of questions proposed, we must say that, as well as in the case of the previous type, there are 10 such questions proposed in this extract, of which 6 were answered correctly. It is important to say that for the correct translation option selection for this type of questions it is important to rely on the parts of speech identification, since the semantic value carried by all the options is identical. Let us consider below these examples:

|                            |  |  |                                       |
|----------------------------|--|--|---------------------------------------|
| <b>horarios</b><br>NCMP000 | a. orare <input checked="" type="checkbox"/> | b. orar <input type="checkbox"/>               | c. ori <input type="checkbox"/>       |
| <b>imágenes</b><br>NCFS000 | a. a imagina <input type="checkbox"/>        | b. imagine <input checked="" type="checkbox"/> | c. imaginare <input type="checkbox"/> |

|                                  |   |  |   |
|----------------------------------|---|--|---|
| <b>identificar</b><br>VMN000000  | a. a identifica <input checked="" type="checkbox"/> | b. identificare <input type="checkbox"/>             | c. identificator <input type="checkbox"/> |
| <b>identifiquen</b><br>VMSP3P000 | a. a identifica <input type="checkbox"/>            | b. va identifica <input checked="" type="checkbox"/> | c. identificare <input type="checkbox"/>  |
| <b>impida</b><br>VMMP3S000       | a. împiedicați <input checked="" type="checkbox"/>  | b. a împiedica <input type="checkbox"/>              | c. împiedicat <input type="checkbox"/>    |
| <b>implique</b><br>VMMP3S000     | a. implică <input checked="" type="checkbox"/>      | b. implicit <input type="checkbox"/>                 | c. a implica <input type="checkbox"/>     |

Thus, we could have seen above a variety of nouns and verbal forms implied in our questionnaire with their correct translation selection.

After having analysed the obtained data to refer to this extract from our word forms questionnaire, presented in Russian and Romanian and completed by our bilingual informant, we are going to consider comparative analysis of all the three groups of informants as follows.



### 3.4 General results comparison

After having analyzed the data obtained by all the groups of informants involved, let us consider the general comparative table of results proposed for all the informants involved in our questionnaire completion as follows:

|  |                                 | <b>Correct answers</b> | <b>Correct answers %</b> |
|--|---------------------------------|------------------------|--------------------------|
| <b>Russian monolinguals</b>                                  | <i>1<sup>st</sup> age group</i> | 783                    | 80%                      |
|  | <i>2<sup>nd</sup> age group</i> | 358                    | 37%                      |
|  |                                 | 686                    | 70%                      |
|  |                                 | 440                    | 45%                      |
|  | <b>TOTAL %</b>                  |                        | <b>51%</b>               |
| <b>TOTAL GROUP %</b>   |                                 |                        | <b>65 %</b>              |
| <b>Romanian monolinguals</b>                                 |                                 | 281                    | <b>29 %</b>              |
| <b>Russian-Romanian bilinguals<br/>The Russian language</b>  |                                 | 594                    | <b>61 %</b>              |
| <b>Russian-Romanian bilinguals<br/>The Romanian language</b> |                                 | 621                    | <b>64 %</b>              |

Table 43

As we can see from this table, there are visually presented two divisions according to the languages involved. Thus, in top half of the table we can see the results obtained for the Russian questionnaire “Word form” with the data referring to all the informants involved in this questionnaire completion. In the bottom half of the present table we can find the results acquired in reference to the Romanian language respectively.

Thus, considering the results obtained for the Russian questionnaire “Word form” we can see that on average the results obtained by the bilingual sample group are lower than those proposed by the Russian monolingual group of informant. In addition, considering each informant’s score individually, we can note that 2 scores presented by both age groups involved in the Russian monolingual samples are significantly higher than the result given by the Russian-Romanian bilingual informant with these scores being arranged as follows: 61% for the bilingual individual versus 80% proposed by the first age group representative and 70% given by the second age group representative respectively. On the other hand, the two remaining informants involved in the Russian monolingual sample group manifested much lower results in comparison to those expressed in the bilingual informant’s score.

As regards the results proposed for the Romanian questionnaire “Word form”, we can note that the only representative of the Romanian monolingual group of informants showed much lower results in comparison to those obtained from the bilingual individual, with their average percentage arranged in the following way: 64% for the Russian-Romanian bilingual individual and 29% for the Romanian monolingual individual.

Thus, according to the results acquired, we might state that in respect to the Russian-Romanian bilingual group of informants and Romanian monolingual informant our hypothesis proved to be correct. At the same time, we cannot state the same in respect to the Russian monolingual informants and Russian-Romanian bilingual sample group in relation to the Russian questionnaire. Moreover, we must state that the obtained here results might be explained by the fact that our informants’ groups did not participate in the questionnaire completion in the complete number, what might have interfered with the obtained data described here.

## Chapter VI. CONCLUSION

After having presented the obtained data in the previous Chapter corresponding to the presentation and interpretation of results, we are going to use them to make conclusions in reference to the objective of the present investigation, which is the confirmation or refutation of the established hypothesis. Before presenting the data obtained in the course of the previous Chapter and before being able to make conclusions as regards our experimental research, let us, firstly, remember the hypothesis established for the present investigation and proposed in the corresponding Chapter at an early stage of our study.

Thus, the established hypothesis used as the basis or kernel for the whole investigation in question is as follows:

*Bilingual people, presenting bilingualism between two different families of languages (on the example of the Russian-Romanian bilingualism) comprehend and then acquire better, i.e. more efficiently, a language from any of the families of languages they speak, say so, natively (on the example of the Spanish language) in comparison with the monolingual individuals presenting any of the languages considered in the bilingual individuals (that is the Russian and the Romanian monolinguals).*

As we can see from the given text, the established at an early stage hypothesis fundamentally consisted of the fact that the bilingual individuals understand better a third language, on the example of the Spanish language respectively, in comparison to the results obtained for monolingual individuals. Thus, the given bilingual informants would present higher results in course of our experimental research in relation to all the sets of questionnaires involved. It would very interesting to emphasize that according to our hypothesis, the Russian-Romanian bilingual informants would present higher scores even in comparison with those obtained by Romanian monolingual representatives. As Spanish and Romanian languages both belong to the same Romance language family and despite the fact that both these languages belong to different branches of the Romance language tree, in respect to understanding the

Spanish language they are supposed to be in the same conditions. Nevertheless, according to our hypothesis, the very fact of being a bilingual person, i.e. having bilingual brain functioning, can contribute to a more efficient understanding capacity as regards another language involved. Considering all these points, it is very interesting to check whether our hypothesis proved to be correct or incorrect. But this will be given at the very end of the present Chapter after the analysis of the results obtained for each questionnaire in a separate way.

Consequently, in order to present a more efficient way of conclusion presentation process, let us firstly analyse the results obtained for each of the questionnaires separately. After having presented the data in relation to the questionnaires “Text”, “Statement” and “Word form” respectively, we are going to pass to the stage of a general conclusion statement, resulting in its terminal confirmation or refutation of the earlier established hypothesis.

Thus, the first set of results obtained in the course of our results presentation and interpretation stage refers to those obtained for the questionnaire “Text”. It would be important here to remember that in relation to this questionnaire the informants were proposed to answer a set of three questions corresponding to each text separately. Hence, the first question dealt with the message type, whilst the second questioned the message addressee and the third and last one corresponded to message tasks and aims. In the course of results presentations and interpretation there were obtained the data as refer to these questions in respect to each of the informants as well as corresponding to them age group and, subsequently the whole language sample. As regards the languages involved, we must state that the questionnaire text was presented in both Russian and Romanian with the monolingual language groups having to complete the questionnaire presented in the corresponding to them language, whilst the bilingual individuals were to complete both questionnaire consecutively. In addition, both questionnaires consisted of identical questions and answer options being only organized in a different way in respect to each language involved in our experimental research, i.e. Russian and Romanian.

Before presenting conclusions on the subject which group of informants showed higher scores and, consequently, whether our hypothesis proved to be correct or incorrect, let us analyse the obtained in the course of the questionnaire “Text” analysis results compiled in the form of the following table:

|  |                                 | Correct answers (%) | Correct answers | Correct sets of questions (%) | Correct sets of questions |
|--|---------------------------------|---------------------|-----------------|-------------------------------|---------------------------|
| <b>Russian monolinguals</b>  | <i>1<sup>st</sup> age group</i> | <b>65.1%</b>        | <b>62.5</b>     | <b>43.75%</b>                 | <b>14</b>                 |
|  | <i>2<sup>nd</sup> age group</i> | <b>65.28%</b>       | <b>62.7</b>     | <b>33%</b>                    | <b>11</b>                 |
| <b>TOTAL</b>   |                                 | <b>65,19%</b>       | <b>62.6</b>     | <b>38,37%</b>                 | <b>12.5</b>               |
| <b>Russian-Romanian bilinguals</b><br><b>The Russian language</b>  | <i>1<sup>st</sup> age group</i> | <b>78.64%</b>       | <b>75.5</b>     | <b>77%</b>                    | <b>18</b>                 |
|  | <i>2<sup>nd</sup> age group</i> | <b>71,35%</b>       | <b>68.5</b>     | <b>35.93%</b>                 | <b>11.5</b>               |
| <b>TOTAL</b>   |                                 | <b>74.99%</b>       | <b>72</b>       | <b>56.46%</b>                 | <b>14.75</b>              |
| <b>Russian-Romanian bilinguals</b><br><b>The Romanian language</b> | <i>1<sup>st</sup> age group</i> | <b>80,18%</b>       | <b>77</b>       | <b>56,24%</b>                 | <b>18</b>                 |
|  | <i>2<sup>nd</sup> age group</i> | <b>75%</b>          | <b>72</b>       | <b>56.24%</b>                 | <b>18</b>                 |
| <b>TOTAL</b>   |                                 | <b>77,59%</b>       | <b>74.5</b>     | <b>56,24%</b>                 | <b>18</b>                 |
| <b>Romanian monolinguals</b>                                       | <i>1<sup>st</sup> age group</i> | <b>34,37%</b>       | <b>33</b>       | <b>3,12%</b>                  | <b>1</b>                  |
|  | <i>2<sup>nd</sup> age group</i> | <b>72,91%</b>       | <b>70</b>       | <b>53,12%</b>                 | <b>17</b>                 |
| <b>TOTAL</b>   |                                 | <b>53,64%</b>       | <b>51.5</b>     | <b>28,12%</b>                 | <b>9</b>                  |

**Table 44**

Regarding the results manifested in this table we can make the following conclusions. First of all, it is evident that the results obtained by Russian-Romanian bilingual sample informants are higher in respect to those proposed by Russian monolinguals and Romanian monolinguals respectively to refer to both languages involved in our study.

Moreover, the highest result obtained for the whole study as regards this questionnaire corresponds to the first age group of bilingual informants and refers to the Romanian language. The lowest score, however, corresponds to the first age group of Romanian sample group. This notice is quite interesting and rather unexpected since there were assumptions that there would not be much difference in the results obtained by Russian-Romanian bilinguals and Romanian monolinguals since both include the notions of the Romanian language, which belongs to the same language family as the Spanish language. Nonetheless, despite all this, we can see from the results presented above that the Romanian informants group did not show as high results as the bilingual sample group. This fact might be explained in different ways.

Firstly, in comprehension of a language of the same language family the determining factor is the notion of transparency, which proved to be existing in our questionnaire. Nevertheless, the first informant of the Romanian monolingual sample obtained low results (34% of correct answers), so we can state that there could be some extralinguistic factors involved as well. Thus, perhaps, it has to do with the general way of thinking of the individual in question. From the personal data questionnaire we can see that the first informant of Romanian sample is an IT specialist, whereas the second informant is a secretary. Both of them, however, present some knowledge of a second language, namely English. Furthermore, English is the language spoken by all the informants participating in our experiment, so we can state that by means of linguistic background all the informants presented the same scope. On the other hand, the low obtained results might be explained by a simple state of the informant, which did not contribute to positive comprehension. All in all, we cannot definitely state the reasons having led to the presentation of these results. Incidentally, the second informant of the Romanian sample group also obtained lower results than the informants from the bilingual sample group with 73% of correct answers. On the other hand, this result is higher than that presented by Russian monolingual individuals with their average score 65 %. So, even though the lowest score was obtained by a Romanian monolingual individual, we can see that, on average, the highest results were given by bilingual informants, what is a very important result for the established earlier hypothesis.

Thus, according to the data presented above, we can make the following general conclusions:

1. On average, bilingual individuals obtained significantly higher results in comparison with those obtained by both groups of monolingual individuals, i.e. Russian and Romanian respectively.
2. Within the same group of informants, the bilingual individuals belonging to the first age group manifested higher score than those, acquired by the second age group representatives.
3. Regarding the differentiation of obtained results in relation to Russian monolingual sample, we can state that the results are almost identical.
4. In reference to the same aspect observed in Romanian monolinguals results, we could see that the second age group representative manifested higher results than those obtained by the first age group informant.
5. The previous three points and the information contained there lead us to the conclusion that, on the whole, the fact of belonging to a particular age group does not necessarily influence the understanding capacity of informants in relation to a third unknown by them language. In addition, this differentiation according to the age of informants was a structural criteria so as to be able to present results in a more comprehensive way. In spite of that, the age differentiation does not manifest any influence on comprehension of a third language, thus, it is not a significant point.
6. The fact that the bilingual individuals presented higher understanding results make us assume that there were different factors contributing to their understanding rather than the mere notion of transparency. We can suggest that bilingual individuals present a different way of thinking or brain functioning, which helps them perceive and understand a third language more efficiently even without its prior learning.

Thus, after having determined the main conclusions drawn in reference to the questionnaire “Text”, we are going to pass to the description of the results of the second questionnaire “Statement”.

Before considering the results presented in this questionnaire, we must remember various aspects in reference to the very questionnaire “Statement” presented in our experimental study, as well as some particularities in reference to its process completion proposed for all the informants group implied.

Thus, we must state primarily that the structure proposed in the questionnaire “Statement” is completely different from that of the questionnaire “Text”. In fact this is due to the difference in the objectives applied to each of these questionnaires considered.

In relation to the questionnaire “Statement”, the informants were proposed to mark the understanding degree grade they found the most appropriate to describe their comprehension capacity of proposed statements. Thus, the understanding degree grades proposed range from 1 to 6, with number 1 implying a total lack of understanding of the statement on the whole as well as all its constituents, whilst the grade 6 implies the perfect understanding degree in reference to both general meaning and statement constituents. Consequently, the grades 2-5 are arranged progressively between those just described above. This system referring to an even total number of grades proposed was specially put forward in order to make the analysis possibly more precise, since in case of an uneven number the mid-position figure would be probably chosen the most, implying a middle value of understanding degrees.

Secondly, in reference to the process completion by the informants, we must state that this simply consisted of marking the most adequate for them understanding degree following the detailed descriptions proposed for each degree correspondingly.

As regards the completion process in reference to the languages implied, we must state that, first of all, both questionnaires show identical structure with only understanding degree grades being proposed in these two languages. Thus, as in the case of the questionnaire “Text” completion, the monolingual informants were to complete the questionnaire proposed in corresponding to them language, i.e. in Russian for Russian monolinguals and in Romanian for Romanian monolinguals. The bilingual individuals, nonetheless, were due to fill in the present questionnaire in reference to both languages presented, i.e. Russian and Romanian, since they both represent native-like proficiency in both of them. Thus, we must evaluate their understanding degrees in respect to both these languages as follows.

Thus, let us consider now the results obtained in the course of the questionnaire “Statement” completion presented in the table below:



|  |                                 | Average understanding degree<br>(out of 6) |
|--|---------------------------------|--|
| <b>Russian monolinguals</b>                                      | <i>1<sup>st</sup> age group</i> | 2.81                                       |
|  | <i>2<sup>nd</sup> age group</i> | 2.14                                       |
| <b>TOTAL</b>   |                                 | <b>2.47</b>                                |
| <b>Russian-Romanian<br/>bilinguals<br/>The Russian language</b>  | <i>1<sup>st</sup> age group</i> | 4.34                                       |
|  | <i>2<sup>nd</sup> age group</i> | 4.02                                       |
| <b>TOTAL</b>   |                                 | <b>4.09</b>                                |
| <b>Russian-Romanian<br/>bilinguals<br/>The Romanian language</b> | <i>1<sup>st</sup> age group</i> | 4.08                                       |
|  | <i>2<sup>nd</sup> age group</i> | 4.05                                       |
| <b>TOTAL</b>   |                                 | <b>4.06</b>                                |
| <b>Romanian bilinguals</b>                                       | <i>1<sup>st</sup> age group</i> | 1.6  |
|  | <i>2<sup>nd</sup> age group</i> | 2.5  |
| <b>TOTAL</b>   |                                 | <b>2.05</b>                                |

Table 45

As we can see in this table, the results obtained in the course of the questionnaire “Statement” completion process, are presented in the form of an average understanding degree score obtained by each age group forming part the informants sample.

The results obtained in respect to this questionnaire are very interesting. Thus, we can see straight away that the bilingual informant sample manifested significantly higher scores in reference to both monolingual informants groups respectively, i.e. Russian and Romanian. Moreover, as well as in case of the questionnaire “Text”, the lowest average score obtained in the course of this whole experimental part belongs to the Romanian monolingual sample group, which was an unexpected result due to the fact that those monolingual individuals present the native Romanian language, which belongs to the same language family as the Spanish language. This was thought to help them in understanding the information presented in the questionnaire. Nonetheless, this tendency was also observed and described in relation to the previously studied questionnaire “Text”. Considering this aspect, it is important to note that the lowest result was given by the first informant of the Romanian sample (1.6). The second Romanian informant, on the contrary, obtained higher results than the average score for the Russian sample group with the average score 2.5 versus the Russian sample group score 2.47. We have presented some possible explanations to this low result by the first age group Romanian informant. Considering the general state having possibly influenced the obtained result of the informant, it would be more probable in case of low results manifested in relation to one questionnaire. When the tendency is repeated in respect to the second questionnaire, this leads to the conclusion that there is no affectivity aspect involved. On the contrary, this tendency becomes systematic. It is difficult to find definite reasons for this score, but it might have to do with the individual itself and their linguistic capacities. Perhaps, the dominant hemisphere could play a role in this occurrence, taking into account that the informant is an IT specialist, we can deduce that their left hemisphere is dominant, relating to the analytical way of thinking. On the other hand, all informants of the bilingual sample, as well as of Russian monolingual sample present some artistic abilities, related to their profession (designer and architects) or hobbies (painting and music). Nevertheless, we cannot state with certainty that this factor influenced the results, since among other groups’ informants there were individuals with mathematical background as well (having studied in a math high school). The age implied is not a significant factor either since the first age group individuals all have the same age. Hence, we cannot define main characteristics having led to such result.

As regards the results obtained within the same language informant group to refer to different age intervals implied, we could see that in case of Russian

monolingual group and Russian-Romanian bilingual sample as regards the Russian language, the results obtained by representatives of the first age group are higher in comparison to those, shown by the second age group. Nevertheless, Romanian monolingual informants group shows the opposite result consequently, with the second age group representative manifesting significantly higher results in comparison to the first age group informant. The Russian-Romanian bilingual sample group in reference to the Romanian questionnaire, however, showed almost identical average results as regards first and second age groups respectively.

Thus, after having analysed the key aspect in relation to the results obtained in the course of completion of the questionnaire “Statement”, we can make the following basic conclusions:

1. Russian-Romanian bilingual individuals presented significantly higher scores in reference to those obtained by representatives of both monolingual sample groups, i.e. Russian and Romanian.
2. As regards the average score obtained by all the three groups of informants, we can say that the Romanian monolingual sample group manifested the lowest score in respect to those obtained by two other groups of informants presented. Furthermore, the second age group Romanian informant presented almost equal average result to the average result by the Russian monolingual group (2.5 and 2.47).
3. In relation to the age groups involved, we cannot state any significant influence of those on the results obtained in the given questionnaire. The same tendency has been established in relation to the questionnaire “Text” and has been characterized as a mere structural division rather than a significant aspect to analyse.
4. The average results obtained in reference to the present questionnaire are similar to those obtained for the questionnaire “Text” with the bilingual individuals having scored the highest points. This can mean that the bilingual individuals do present significant facility in understanding process of isolated statements, as well as complete texts, as in the case of the previous questionnaire.

Finally, after having considered the results obtained in relation to the questionnaires “Text” and “Statement”, we are going to pass to the third and last

questionnaire implied in our experimental research, i.e. the questionnaire “Word form”.

In reference to this questionnaire, we must note that the results presented here will also be given in the format of a table for a more visual interpretation of those. Nonetheless, before passing to the very presentation of obtained in the course of our questionnaire completion results, let us indicate some important features as regards the questionnaire “Word form”, i.e. its structure, objectives and completion process.

Consequently, we must state that the format implied in the creation of the questionnaire “Word form” is different from those expressed by two other previously considered questionnaires, i.e. “Text” and “Statement”. Undoubtedly, this is strongly influenced by the objectives implied in this questionnaire, which have already been analysed in the corresponding Chapter and section.

Nonetheless, before passing to the description of the questionnaires created in the Russian and Romanian languages for our experimental research, let us give some explanations of the format of the corresponding to it corpus. Thus, we have a list of words presented in an alphabetical order. All these words refer to various parts of speech and their forms, presenting their original, i.e. unmodified form. It might be important to note that these words were previously included in statements and, consequently, texts presented in the other two questionnaires respectively.

Thus, considering the format applied for the creation of the present questionnaire, we must say that, unlike two other questionnaire, there were three translation options proposed in reference to a particular language implied for each word included here. The three options usually presented one correct option and two other incorrect, one of which at minimum contained a transparent form. Coming from this fact, we must state that the options proposed for Russian and Romanian are completely different, since we have the notion of translation implied.

Regarding the completion process, we can note that it is identical to those described in reference to two other questionnaire, i.e. monolingual individuals were to complete the questionnaire in corresponding to them language, whilst the Russian-Romanian bilingual informants were due to complete the questionnaire proposed in both languages considered.

Hence, after having determined the most important aspects as regards the questionnaire “Word form”, let us present the obtained results of our informants:

|   |                                 | <b>Correct answers</b> | <b>Correct answers %</b> |
|---|---------------------------------|------------------------|--------------------------|
| <b>Russian monolinguals</b>                                 | <i>1<sup>st</sup> age group</i> | 783                    | 80%                      |
|   | <i>2<sup>nd</sup> age group</i> | 358                    | 37%                      |
|   |                                 | 686                    | 70%                      |
|   |                                 | 440                    | 45%                      |
|   | <b>TOTAL %</b>                  |                        | <b>51%</b>               |
| <b>TOTAL GROUP %</b>  |                                 |                        | <b>65 %</b>              |
| <b>Russian-Romanian bilingual<br/>The Russian language</b>  |                                 | 594                    | <b>61 %</b>              |
| <b>Russian-Romanian bilingual<br/>The Romanian language</b> |                                 | 621                    | <b>64 %</b>              |
| <b>Romanian bilingual</b>                                   |                                 | 281                    | <b>29 %</b>              |

**Table 46**

Considering the results obtained in respect to this questionnaire, we can see that the data proposed here are slightly different from the ones presented in the previous two questionnaires respectively. Primarily, before analysing the obtained results, we must remember that the number of informants implied in the completion of the present questionnaire is not identical to that of the previous two questionnaires. Thus, in respect to the Russian monolingual sample group, we can state that as regards the first age group, there remained only one representative involved. In relation to the second age group, however, the number of informants is equal to that in the other two questionnaires. Nonetheless, considering the Russian-Romanian

bilingual group as well as Romanian monolingual sample group, we must note that there remained only one representative for each group. Hence, it is important to state here that this fact referring to the difference in the number of informants implied in our questionnaire completion might have influenced the results obtained.

After having observed the important issue as regards the number of informants involved for each sample group, let us pass to the analysis of obtained data respectively.

Thus, considering the average score proposed by the three groups of informants involved, we could state that the Russian monolingual group manifested the highest result with the total number of 65% as opposed to the Russian-Romanian bilingual group of informants to refer to the Russian questionnaire with the total score of 61%. It is important to state here, however, that the Russian monolingual group's final average results manifest very broad scope with the lowest value equal to 37% versus the highest value presented equal to 80%.

As regards the Romanian questionnaire "Word form", we must indicate here that the results obtained in the course of the process of completion of the previous two questionnaire is preserved here as well, with the Russian-Romanian bilingual sample group manifesting significantly higher results in respect to those obtained by the Romanian monolingual group. In fact, in relation to the result obtained by the Romanian monolingual informant we can state that this represented the lowest value in reference to the whole questionnaire and its results, which is quite a surprising encounter.

Thus, after having considered the leading aspects to refer to the present questionnaire "Word form", let us present some general conclusions drawn in the course of our analysis:

1. Bilingual sample group did present higher score in respect to that obtained by Romanian monolingual individual.

This aspect is very important to us since in both cases we refer to individuals with Romanian native language, which is from the same language family as Spanish. Thus, the fact that the bilingual individual obtained higher results determined the understanding advantage of a bilingual individual in respect to a monolingual person. This key factor is explained not only by the fact that the bilingual individual has two native languages presented, but by the idea that the existence of these two native languages influences and, perhaps, creates a

specific way of thinking and interpreting linguistic data, thus, leading to a possibility to understand a language they do not know based on their language baggage and new developed brain functioning.

2. Bilingual individual did not present higher average score in reference to that of Russian monolingual sample group.

This result can be interpreted and, hence, explained in different ways. Firstly, the number of informants involved in this stage of questionnaire completion is not the same as in reference to other two questionnaires. Thus, average results vary significantly. On the other hand, in reference to the Russian monolingual group the number is different as well, with only one informant remaining in the first age group. Also, we can see that the Russian informant from the first age group and the second Russian informant for the second age group obtained high results equal to 80% and 70%. This fact must be analysed attentively. Thus, considering the personal data questionnaires completed by both informants, we can see that the first one presented very advanced linguistic background with high knowledge of the English, French and German languages. The second informant, nevertheless, presented only the knowledge of the English language, which is also presented by all other informants of the groups. Thus, we can state that the knowledge of English might have influenced the results regarding at least the notion of transparency. Nonetheless, we are not going to take it into account since other informants also presented high knowledge of English. Hence, we could deduce that the French and German languages might have contributed positively to the first informant's understanding capacity. At the same time, this aspect is not so clear since the representative of Romanian monolingual group also manifested the knowledge of German, for instance. And Bilingual informants manifested the knowledge of French and so did the third informant of the Russian monolingual group. On the other side, considering the results by the other two informants of the Russian monolingual group, we can see low results equal to 37% and 45%, whilst the bilingual individuals obtained 61% and 64% respectively. We might suggest at this juncture that there were some extralinguistic aspects involved, which influenced the two highest-scored Russian monolingual informants to obtain such high results. For example, considering their profession, we can see that the first informant's one is related to the language, having studied French philology, whilst the second informant's

one is artistic referring to a vocational training course. Considering the notion of creativity, it is important to state that the first informant has previously applied to an artistic degree too, having as a hobby drawing, painting and. Thus, might we suggest that the artistic abilities might have helped in understanding? It is not clear, as the two other informants of the same group also have professions related with arts and creativity, namely a designer and an architect. So, this aspect remains unclear. It is probably the combination of all the aspects considered, altogether with individual language facility and analytical way of thinking.

3. The lowest score encountered in this questionnaire completion belongs to the Romanian monolingual individual.

This aspect is very important to note, although it does not contradict the results obtained for the previous two questionnaires. We have already tried to analyse the possible reasons for such a low result and have indicated that it must be explained by a combination of facts and circumstances, including dominant hemisphere, linguistic capacities, language background, way of thinking and perceiving things, and perhaps other factors which are still unknown to us. Nevertheless, the fact is that in all three questionnaires this informant presented very low scores, which concludes the idea that this is not a coincidence, but a systematic result.

Thus, we have considered the data obtained in reference to all three questionnaires implied in our experimental research. We could see from them that the data obtained in the course of each questionnaire completion are quite similar with the exception of the last questionnaire “Word form”, which presented rather diverse results in respect to different language groups. Nonetheless, we have already considered the main reasons for such a possible diversity in results owing to the fact that the number of informants participated in our experimental research at this very stage was not the same as the one implied in relation to the completion of the other two questionnaires respectively.

Consequently, after having observed the results proposed above, let us make some general conclusions below, having compiled all the data obtained up to this moment:



1. On average, bilingual individuals manifested significantly higher results in respect to other two groups of informants as regards the questionnaires “Text” and “Statement”. This aspect shows that they present higher facility in understanding a third language owing to the fact that the native-like competence in two languages has influenced their brain functioning and way of interpreting linguistic data, contributing significantly to their comprehension capacities.
2. In relation to the questionnaire “Word form”, the Russian-Romanian bilingual informant manifested higher results in comparison to those acquired by the Romanian monolingual individual and two individuals from the Russian monolingual group. Moreover, the difference between these results is almost double, proving again the aspect described in (1).
3. The Russian monolingual group presented high scores in respect to two individuals, one of whom presented a very rich linguistic background, what can explain the fact that all the questionnaires completed by this individual manifested high results, and another average linguistic background and the existence of an artistic profession. Nonetheless, we have already analysed this situation and came to the conclusion that there should be a combination of various factors having led to such high results: dominant hemisphere; a creative job, profession or hobby; rich linguistic background; or other extralinguistic reasons unknown to us.
4. Considering the results obtained in the course of questionnaires “Text” and “Statement” completion, we could observe the same data tendency observed in respect to all the language groups and their representatives, the main aspect of which is the (1) presented above, i.e. Russian-Romanian bilingual individuals presented higher results in understanding a third language as regards complete texts of different sizes, isolated statements of various types (non-sentential phrases, simple, complex and compound sentences), and word forms given without their context and in their original form, including notional and structural parts of speech in diverse structures.

Finally, after having considered all the aspects presented above, we can state that, generally speaking, the hypothesis implied in the present investigation, referring to bilingual informants manifesting more facility in understanding a third language without its prior learning, on the example of Russian-Romanian bilingual individuals in respect to the Spanish language respectively, was definitely confirmed. Moreover, according to the obtained results, we can state that the fact of presenting a native language from the same language family as the third language proposed does not necessarily present any positive contribution to the understanding of the given third language, as it happened with Romanian monolingual sample group in the course of our experimental research. Furthermore, we have stated that despite the fact that Russian monolingual sample group did not present any native-like proficiency level of Romanian nor Spanish, some obtained results were very high due to high knowledge of other languages, among which there are representatives of various language families, including Romance.

Lastly, we can definitely state here that the established at the very beginning of the present work hypothesis is confirmed and we can state that bilingual individuals manifest better understanding of a third language in comparison to that proposed by monolingual individuals respectively, on the example of Russian-Romanian bilingualism in relation to the Spanish language understanding. This comprehension facility is due to the special brain functioning developed thanks to the existence of two native-like languages, which not only helps in understanding a third language, but, more importantly, influences positively the perception and interpretation of linguistic data. Thus, the bilingual individual manifests more facilities in understanding a third language, rather than a monolingual individual.

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