

**PROGRESSIVE CONSTRUCTIONS IN THE SPANISH SPOKEN IN
PUERTO RICO¹**

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0. Abstract

The continuous contact between English and Spanish in the Puerto Rican society has resulted in a situation that promotes the use of English as a linguistic model for imitation. Researchers such as Vázquez (1974: 75-77) have posited that interpolation of adverbial phrases in progressive constructions and other variations in the use of the gerund in Puerto Rican Spanish are the direct result of interference from English. Others such as Morales (1986: 41) have pointed out that in the linguistic interferences in the Spanish spoken in Puerto Rico, the speaker selects syntactic rules or processes from the English language. Therefore, it can be hypothesized that those speakers with the greatest amount

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of contact with English will produce these innovative forms with greater frequency than those with limited English interference.

This paper tests these hypotheses through the examination of the following structure: forms with semantically telic verbs in a progressive construction (e.g. 'Estaba disparando un tiro.' 'S/He was firing a shot.'). These progressive constructions were obtained through sociolinguistic interviews of 18 speakers of Puerto Rican Spanish. The participants also completed a questionnaire which revealed the level of contact with English that each speaker had. A total of 501 tokens from their speech was examined. These tokens were correlated with a variety of factors based on the information collected by the questionnaires. The quantitative analysis of these factors was accomplished by using the statistics package for sociolinguistic analysis, GoldVarb 2.0.

The main results were that those speakers who had no exposure to English in the United States have a positive correlation with usage of telic verbs in progressive constructions, while those with more exposure to English at higher levels of education have a negative correlation for usage of telic verbs in progressive constructions. On the other hand, those speakers who used Spanish as well as English outside the home have a higher frequency of usage of telic verbs in progressive constructions than those who only used Spanish in the same linguistic domains.

1. Introduction

"El Presidente está enviando un mensaje de que en esta actividad, claramente celebrando el reclamo de la estidad para los puertorriqueños, aquí está su representante personal y está claro el compromiso que está implicando esa presencia y que reafirma lo que él ha dicho en numerosas ocasiones: que él favorece que los puertorriqueños se expresen y que él apoya esa expresiones. (El Nuevo Día. 7/28/1995. p.5.)²

² "The President (of the United States) is sending a message that this activity, clearly celebrating the claim of the statehood for the Puerto Ricans, here is the personal representative and it is clear the compromise

The linguistic and political situation in Puerto Rico has unique characteristics that are different from those of other Latin American countries. In Puerto Rican Spanish, progressive constructions, consisting of *estar 'be'* plus the gerund verbal form in *-ndo*, can be formed with telic³ verbs, and so contrasts with Peninsular Spanish, which only admits non-telic verbs in such constructions. The above extract from the *El Nuevo Día*, a Puerto Rican newspaper, shows this with constructions such as: "El Presidente está enviando un mensaje. . ." 'The President is sending a message. . .' and ". . . está claro el compromiso que está implicando esa presencia. . .", 'it is clear the compromise that that presence is implying. . .'. The progressive is allowed in Peninsular Spanish only with non-telic verbs, but --in these cases-- a user of Puerto Rican Spanish has selected telic verbs. The question naturally arises as to why Puerto Rican and Standard Spanish differ.

The coexistence of Spanish and English in Puerto Rican society⁴ results in a supposed bilingual situation, yet little research truly supports this idea. On the other hand, the continuous contact between the two languages has resulted in a situation that promotes the use of English as a linguistic model for imitation.

Even if it is assumed that Puerto Rican speakers are primarily monolingual, in that they most frequently use the Spanish language, they do borrow words, phrases and sometimes grammatical constructions from English. This language contact situation is assumed to result in a high level of interference in Spanish. Consequently, the structure of spoken Spanish in Puerto Rico may be altered due to contact with English.

The purpose of this paper is to examine the use of the progressive constructions in the Spanish of Puerto Rico to determine if extensive contact with English has resulted in innovative forms or semantic change. In particular, the following forms will be examined: forms with semantically telic verbs in a progressive construction that is non-telic in aspect:

(1)

Estaba disparando un tiro.
"S/he was firing a shot."

(2)

that that presence is implying and that that reaffirms what he has said in various occasions: that he favours that the Puerto Ricans express themselves and that he supports those expressions."

³ A telic situation involves the achievement of a goal or some resulting state. Please refer to my discussion on how to distinguish telic from non-telic constructions in section 2.1.

⁴ In Puerto Rican society, there are English monolinguals and to make sure that these individuals receive current information, there are also English media outlets: radio stations, Cable TV and a newspaper. These English media outlets coexist with media outlets in Spanish that are the norm all around the island.

El Presidente está enviando un mensaje. . ."

"The President is sending a message. . ." (*El Nuevo Día*, 7/28/1995, p.5)

My working hypothesis is that speakers with the greatest amount of contact with English will produce these innovative forms with greater frequency than those with more limited opportunity for English interference.

2. Literature Review

In Peninsular Spanish, when a verb in its gerund form is used in a periphrastic construction, the gerund gives a durative sense (i.e. a telic aktionsart). With verbs of momentary action (i.e. the achievement of a goal or some resulting state), "estar + gerund" has two meanings: a durative one or a habitual action in progress. But, with a restrictive modifier that refers to a momentary action to the verbal phrase, the resulting sentence is unacceptable in Standard Spanish because the momentary action is incompatible with the semantic nature of the gerund (Real Academia Española 1986: 448).

Under the assumption that the Peninsular Spanish situation reflects the older state of affairs, the Puerto Rican Spanish acceptable use of telic verbs in the progressive gerund construction represents an innovation, one for which a cause needs to be sought.

The function of the gerund to be considered in this paper is that which denotes a non-telic action⁵. This use of the gerund in Spanish has been studied by, among others, Alarcos Llorach (1995: 142-43) and Gili Gaya (1970: 63-64).

The specific construction of the gerund under investigation here is what is referred to in the literature as "the verbal periphrastic" construction, which contains an auxiliary verb followed by a verb in the gerund. It is noted that this construction differs semantically from a similar construction that does not contain the gerund. For example,

(3)
Comí.
"I ate."

differs from:

(4)
Estuve comiendo.
"I have been eating."

in that the first denotes an action that was completed, while the second denotes one that is ongoing.

⁵ Differentiated from the functioning of a verb as a noun, as in English V. "write", N. "writing".

Due to the semantic nature of this type of construction, it is assumed that verbs that are semantically telic (i.e. those that denote an action that occurs at just one point in time), such as:

(5)

El cazador está disparando un tiro.

"The hunter is firing a bullet."

may not be used in the gerund form; a mismatch of meaning would result. For instance, in a construction such as:

(6)

"... uno se está graduando ya de sexto grado y, pues, uno se cree grande y todo eso..." (M, 6)

"... one is graduating from sixth grade and therefore one believes himself to be old enough and all that..."

the telic verb "graduarse" ("to graduate") surfaces in the progressive form, thus denoting ongoing action.

In the data, which consists of 501 tokens of *estar* 'be' plus the gerund verbal form in *-ndo*, constructions with non-telic aktionsart verbs as well as telic aktionsart verbs were observed. It has been assumed that this innovative structure is the result of English interference by grammarians such as Gili Gaya (1970: 63-64) as well as La Real Academia Española (1986: 448). On the other hand, Lapesa (1986: 133) has pointed out that in the Spanish spoken in Latin America, the verbal periphrasis of *estar* + gerund frequently competes in use with the simple forms without any differentiation in the meaning. Kany (1960: 179) attributes the change in meaning of these progressive forms to influence of Indian languages:

Indian loans and calques are numerous in various regions of Spanish America. In Andean regions, for instance, popular "estar + gerund" may replace any simple verb form, such as *estar teniendo* for *tener* and *estás pudiendo* for *puedes*. Such usage may be considered an extension of Old Spanish progressive constructions carried to unsuspected limits under the influence of local Indian tongues and displaying a variety of new shades of meaning.

Researchers such as Morales (1986: 41) have pointed out that in the linguistic interferences in the Spanish spoken in Puerto Rico, the speaker selects syntactic rules or processes from the English language. Mentioned among these interferences is the use of the gerund with punctual action (i.e. telic action), among others in the verbal phrase.

Pérez Salas (1971: 49) contradicts the above assumptions and claims that variation in use of the progressive constructions in Spanish may not be due to English interference. Moreover, Pérez Salas (1971: 91) also claimed that there is no justification for the claim that constructions such as:

(7)

Le estamos incluyendo.

"We are enclosing."

are abuses of the use of the progressive constructions, although in English it is a very well accepted syntactic construction. However, this researcher does not support his claims with quantitative results.

2.1. The use of the progressive with telic vs. non-telic constructions

For my analysis of the aktionsarten of the verbs used in the progressive forms, I will use the analysis proposed by Dowty (1985: 1-35) and further elaborated for the Imperfecto (Imperfect) and Pretérito (Simple Past) in Spanish by Cipria & Roberts (1996: 43-70). Aktionsarten are a classification of states or events. These are classified as either telic or non-telic, where the former involves the achievement of a goal or some resulting state and the latter are either states or processes. I argue here that the changes observed in the gerund constructions can be explained by reference to the aktionsart of clauses in English and that contact with English promotes the change in the aktionsart of the gerund constructions in the particular dialect of the Spanish used in Puerto Rico.

In Spanish, as well as English, the progressive forms will always imply non-telicity because their truth holds in their subintervals (the sub-interval property). Therefore, if (8) holds at an interval of time:

(8)

(a) Carmen está caminando de 7:00 a 8:00 de la mañana.

(a') Carmen is walking from 7:00 to 8:00 a.m.

then it also holds at some sub-interval of that interval as in (9) (distributivity):

(9)

(b) Carmen está caminando de 7:00 a 7:30 de la mañana.

(b') Carmen is walking from 7:00 to 7:30 a.m.

Moreover, if this truth also holds at some sub-interval, then it will also hold at some super-interval:

(10)

(c) Carmen está caminando de 7:00 a 9:00 de la mañana.

(c') Carmen is walking from 7:00 to 9:00 a.m.

In other words, the progressive form "Carmen is walking." entails that "Carmen has walked.". This situation, however, does not hold for telic aktionsarten. For instance, if we have a sentence like the following:

(11)

(a) El ladrón está disparando un tiro.

(a') "The thief is firing a shot."

the truth will not hold in its subintervals:

(12)

(b) El ladrón está disparando un tiro de 7:00 a 8:00 de la mañana.

(b') The thief is firing a shot from 7:00 am to 8:00 am.

or at some sub-interval of that interval:

(13)

(c) El ladrón está disparando un tiro de 7:00 a 7:30 de la mañana.

(c') The thief is firing a shot from 7:00 am to 7:30 am.

Neither does this truth holds for a super-interval:

(14)

(d) El ladrón está disparando un tiro de 7:00 a 9:00 de la mañana.

(d') The thief is firing a shot from 7:00 am to 9:00 am.

Moreover, the fact that a verb has a certain aktionsart does not mean that its clause has to share the same aktionsart. Certain arguments can yield aktionsarten different from the verb when it is in isolation.

In Spanish there is also a difference between the progressive form and the Imperfecto. The progressives focus on the internal processes and they appear in all tenses. However, the Imperfecto is limited to the past tense and presents the events as continuing and open. The progressive viewpoint has some meanings that the Imperfecto does not have. Progressive constructions are often associated with nuances of activity, dynamism and vividness. Also, progressive constructions invoke change and activity. (Smith, 1991: 113). The progressive viewpoint may be used to present a state as an event: a marked aspectual choice. The Imperfecto, on the other hand, lacks the dynamism that is typical of the progressive viewpoints, but appears with all situation types.

2.2. Classifications of the progressive forms

During my analysis of the progressive constructions, I identified some differences in the semantics of these clauses. These differences are mainly related to the aspectual characteristics of the different progressive forms collected in the 18 interviews: (1)

Extended Sense of the Progressive, (2) Habitual, (3) Future Sense and (4) Past Tense Reference.

2.2.1. Extended sense of the progressive

The following example expresses an extension of the process of "giving books". The speaker is handing more than just a physical object; he is also handing the knowledge contained in those books:

(15)

"Les estoy dando estas novelas porque son... se pueden conseguir. . ."

(M, 2)

I am giving you these novels because they are. . . they can be found. . ."

Notice the extension of the action towards the future, since --in this case-- the speaker has already distributed the books.

2.2.2. Habitual

In the habitual reading of the progressive construction, the speaker is giving this construction a property of the simple present. In other words, the progressive form cannot be used in situations where the simple present is used. As Cipria (1996: 53-54) states: "We cannot use the present progressive to describe situations that refer to a habitual or generic situation". Among the instances gathered under this type of classification are the following:

(16)

"... desde el año pasado para acá no solamente está yendo a Estados

Unidos todos los años. . ." (M, 2)

"...since last year, she not only goes to the United States all the years..."

The Telic verb is used in a Non-Telic construction, and further the adverbial phrase "desde el año pasado" ("since last year") is also a Non-Telic phrase.

(17)

"Entonces, yo se la enseñé a ella, y --hasta ahora-- yo soy la única que está cantando." (F, 10)

"Then, I showed it to her and until now I am the only one who is singing."

The Telic verb is used in a Non-Telic construction, and further the adverbial phrase "hasta ahora" ("until now") is also a Non-Telic modifier.

In the above cases, the simple present form would have been more adequate as far as Peninsular Spanish is concerned: "... desde el año pasado para acá no solamente va a Estados Unidos todos los años. . ." ("... since last year, she not only goes to the United

States all the years. . ."); "Entonces, yo le enseñé a ella, y --hasta ahora-- yo soy la única que **canta**. . ." ("Then, I showed to her and until now I am the only one who sings.").

2.2.3. Future sense

The future sense of the progressive refers to an inertia situation where a situation begins and continues without any interference in the course of events. With all things being equal, the situations described by these progressive forms are perceived as being in progress at the evaluation point where the sentence was uttered and continuing beyond it.

The future sense that is given to the progressive constructions in the sentences collected in my data has been pointed to be inadequate by different grammarians such as Bello (1970: 162), Alarcos Lorach (1995: 146), among others. Such constructions, they claim, seem inadequate to express posteriority, consequence or effect. However, the following progressive constructions were produced by my interviewees.

(18)

"... uno se está graduando ya de sexto grado y, pues, uno se cree grande y todo eso. . ." (M, 6)

"... one is graduating from sixth grade and therefore one believes himself to be old enough and all that. . ."

The Telic verb is used in a Non-Telic construction that has a future sense, to give an informal characterization of "inertia" semantics: "if all things remain the same in the coming months, I will graduate. . .".

(19)

"Entonces, por ejemplo, a mí me pasaría de 17 todavía están en cuarto año, ponle, porque están saliendo de cuarto año. . ." (F, 11)

"Then, for example, it would happen to me: people that are 17 years old are in 12 grade because they are finishing 12 grade. . ."

The Telic verb is used in a Non-Telic construction that has a future sense: "if all things remain the same in the coming months, they will leave. . .".

(20)

"... y te pones 23 que estamos saliendo de universidad, o sea, esto es terrible porque de verdad vienen de las escuelas con unos vocabularios tan extraños. . ." (F, 11)

"... and suppose people who are 23 (years old) who are finishing college, like, this is terrible because they come from schools and they have such strange vocabularies. . ."

The Telic verb is used in a Non-Telic construction that has a future sense: "if all things remain the same in the coming months, we will graduate. . ."

(21)

"... y, pues estamos participando con dos personas más y la profesora y un grupo en unas competencias que se van a hacer a nivel internacional, se van a celebrar en Tailandia. . ." (F, 15)

"... and we are participating with two more persons and the professor and a group in some competitions that are going to be held at the international level and they are going to be held in Thailand. . ."

The Telic verb is used in a Non-Telic construction that has a future sense: "if all things remain the same in the coming months, we will participate. . ."

(22)

"... porque sería, porque sería, o sea, sería aquí mismo --entonces-- me estaría atrasando un semestre más. . ." (M, 3)

"... because it would be because it would, be I mean, it would be here, then, I would be behind another semester. . ."

The Telic verb is used in a Non-Telic construction that has a future sense: "if all things remain the same in the coming months, I will be behind another semester. . ."

All these constructions seem to violate the normative use of the Spanish progressive constructions because these are not supposed to refer to an action that extends into the future. Progressive constructions in Spanish presuppose an action that originated in the past and continues in the present.

2.2.4. Past tense reference

The following are constructions that express dynamic, instantaneous events that have already occurred in the past. However, they are better expressed in Spanish by the simple past since the action under discussion here is instantaneous and incompatible with the nature of the progressive construction. Gili Gaya (1973: 63-64) as well as the Real Academia Española have criticized such constructions. In them, the Telic verb is used in a Non-Telic construction that refers to an action that has already occurred:

(23)

"... porque con la prisa y eso, y después no, caí en cuenta que no, que era que mi mentor me estaba mandando la carta de recomendación que tenía que mandar a Duke. . ." (F, 13)

"... because with the rush and that and later I realize that it was my

mentor that was sending me the letter of recommendation that I needed to send to Duke. . .”

(24)

"... estaba ese verano en Nueva York y estaba yendo a San Patricio a la Iglesia y mi papá parece que iba también a esa misa, cuando ella está entrando, ella oye que alguien la llama y entonces ella dice: "bueno, ¿quién me conoce aquí. . .?" (F, 16)

"... she was that summer in New York and she was going to Saint Patrick, to the church, and my father seems that he went there too to that mass, when she was entering [the church] she heard that someone was calling her and then she says: "Well, who knows me here?"

3. Methodology

This study examines the use of the gerund by 18 speakers of Puerto Rican Spanish. The data were taken from transcripts of interviews that were performed by Ramos-Pellicia at the Río Piedras Campus of the University of Puerto Rico in 1994.

Half of the speakers were male and the other half female. The participants all ranged in age from 18-23. They came from various parts of the island of Puerto Rico, and therefore, do not represent just the dialect of the metropolitan area of San Juan.

The participants in the study completed a questionnaire that included questions about the speaker's level of education, at what age the speaker had begun education in English, whether the speaker attended a private or public school, and whether the speaker had education experience in the United States. Additionally, the questionnaire asked about the educational level of the speaker's family, and which languages were used with the family. A variety of questions targeted the socioeconomic status of the speaker. Further, the speaker was asked how much English they used outside the home, at work, with friends, or at school.

The participants were then interviewed while being recorded. The interviews consisted of informal questions and answers, depending upon the interests of the speaker and the flow of the conversation. Each interview lasted approximately one hour.

Each of the interviews was transcribed; all uses of progressive constructions were individually isolated, classified and grouped according to type of construction.

As mentioned before, the types of constructions that this study aims to investigate are those with telic verbs. In order to focus the scope of this study, only those constructions that consisted of:

(25)

estar + X + gerund

were examined, where X could be any interpolated material.

A total of 501 tokens were examined; each token was classified according to speaker. Additionally, each verb in isolation was noted as either being of non-telic or telic aktionsart.

In addition to noting the aktionsarten of the tokens, a variety of factors based on the information from the questionnaires was included. Specifically, the intent was to include factors that would reveal the level of contact with English that each speaker had. Therefore, the speaker's educational experiences in English were taken into account, as well as individual experience in an English-speaking environment (i.e. either in the United States or in a home where English was the predominant language). The speakers were grouped as to whether they have had (1) extensive educational experience in the United States, (2) some educational experience in the United States, or (3) no educational experience at all in the United States.

Additionally, the socio-economic status of each participant was included as a factor. The status of each speaker was evaluated by examining the level of income and education of the family as a whole, as well as the number of family members. It is assumed that Puerto Ricans of middle or upper middle class have more exposure to English, based upon the educational situation on the island⁶. In general, wealthier children are consistently taught in English, while less wealthy children are not.

Another factor that was also included in the analysis was gender.

The quantitative analysis of these factors was accomplished by using GoldVarb 2.0, the statistics package for sociolinguistic analysis. Eight factor groups were included in the coding system⁷.

4. Results

From the 18 speakers, 501 tokens of *estar + X + gerund* were coded. The female participants had 277 tokens while the males had 224 tokens. The results of these analyses

⁶ In the public schools of Puerto Rico and in many middle income private schools, English is taught as a second language from the primary level until 12th grade in high school. Therefore, all classes are conducted in Spanish except for the English class. Some private schools of the upper middle class have all classes (except for the Spanish class) conducted in English since first grade.

⁷ It should be noted that some of the factor groups that were originally considered in the statistical runs were discarded since they did not reflect any variation (they were knockouts). Most of these factors were assumed to be peripheral to the focus of the analysis.

are shown on Tables (1) and (2).

From the GoldVarb analysis of use of telic verbs in gerund constructions, I obtained the following results: (a) the number of non-applications (i.e. progressive constructions with non-telic verbs) is greater than the number of applications.

With regard to (b) education in English in the United States, the group with no educational experience in the mainland United States showed a high probability of using telic verbs in progressive constructions, as indicated by the relatively high weight value (0.615). The group with primary school experience showed a moderate probability (0.438) of using this construction, while the group with significant educational experience in the United States showed a surprisingly low probability of telic verb use, as indicated by the low weight value (0.295).

Table 1. Factor Group Weights of Years of Education in English in the United States and Use of Telic Verbs in Progressive Constructions.

Factors	Weights	Applications/ Total	Input & Weights
College and High School	0.295	0.82	0.76
Primary School	0.438	0.82	0.86
None	0.615	0.89	0.93

Total chi-square= 11.1951

Chi-square/cell= 0.7463

Log likelihood= -186.627

p= 0.09

In looking at other factor groups, such as (c) Language/s spoken outside Home, it seems that those speakers who used both Spanish and English produced, with a higher frequency (0.634), the telic verbs in progressive constructions.

Table 2. Factor Group Weights of Language Spoken outside Home and

Use of Telic Verbs in Progressive Constructions.

Factors	Weights	Applications/ Total	Input & Weights
Spanish Only	0.480	0.85	0.88
Both Spanish and English	0.634	0.95	0.93

Total chi-square= 11.1951

Chi-square/cell= 0.7463

Log likelihood= -186.627

p= 0.01

5. Discussion

The results of the quantitative analysis appear to indicate that the factor "Educational experience in the United States" at any level will have a lower probability of producing a telic verb in a progressive construction. This seems like a puzzling result, for the expected outcome of an education completely in English is to have the most interference with Spanish, as opposed to those individuals who have some or none educational experience in the mainland. Moreover, my reanalysis of the data using a Formal Semantics approach reveals that those speakers with the least education in English will produce this innovative form more than those speakers with more education in this language in the mainland. The fact that those speakers with least education in English use the telic verbs in progressive constructions with a higher frequency seems to be a contradiction to the exposure of this group to the education in English. Nonetheless, this can be explained by the imperfect learning of English as a second language. Thomason and Kaufman (1988: 39) have pointed out that: "... interference through imperfect learning does **not** begin with vocabulary: it begins instead with sounds and syntax, and sometimes includes morphology. . .".

The fact that those speakers who used both languages outside the home have a higher frequency of use of telic verbs in progressive constructions can be explained by the fact that these are speakers who used the resources that are not available to them in the linguistic system of Spanish, but that they have at hand in English. The use of telic verbs in the progressive constructions, then, is a marked aspectual choice for these speakers.

However, even though the results are suggestive of English interference, it must be noted that it is possible that the use of telic verbs is the result not only of contact with English, but also of an internal change in the language system. It could also be that the factors selected for this quantitative analysis do not reveal as clear a picture of English interference as possible. For example, I have assumed that extensive education in and exposure to English are the only factors that necessarily imply significant English interference. However, it is possible that other factors contribute to interference, such as language attitudes, a factor that was not investigated.

6. Conclusions

Looking closely at differential access to education in this particular sample from Puerto Rico, I argue that higher level of achievement in English is directly correlated with lower frequencies of telic verbs in progressive constructions, while a lower level yields a higher frequency of progressive constructions with telic verbs. As I had stated before, it would be reasonable to explain this by imperfect learning of English as a second language. Otherwise, how could one explain the fact that a person with a lack of sufficient exposure to a language as English can be producing these constructions with telic verbs?

Speakers who use English as well as Spanish outside the home are using the telic verbs in progressive constructions to present a state as an event. Therefore, this option for them is a marked aspectual choice that is not available in the Spanish system and gets incorporated by transferring the strategy available in the English system into their L1.

On the other hand, there are progressive constructions with telic verbs in Spanish, that, when used in English, sound very odd. I argue that this is the result of an extension of a syntactic rule of English that by interference is selected by Spanish and extended to other constructions in English and Spanish that are not allowed to use this type of aktionsart.

The biggest difficulty confronted in the statistical analysis of these factors is the low frequency of those structures that are prone to change. However, this is the only way available of documenting the slight changes that are occurring through time in the Spanish spoken in Puerto Rico. It is only when more accurate methods are developed that these changes will be as obvious as they are in the daily language spoken in the Island.

Moreover, there is also the possibility that other factors such as: language attitudes, community networks, among others could provide a clearer picture of the language situation in the island of Puerto Rico. Still, this study documents an effect that

English seems to be having on Spanish in Puerto Rico, and thus contributes to our understanding of contact-induced change in the island.

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