

Schedule TAML2, Leiden 2018

Friday, April 20th

9:00-9:45	Registration and Coffee	
9:45-10:00	Room Lipsius 003. Opening. Paz González and Nivja de Jong, Organizers and Egbert Fortuin, Vice-Dean	
10:00-11:00	Room Lipsius 003. Henk Verkuyl. Aspectual composition and the Lexical Aspect Hypothesis	
11:00-11:30	Coffee Break Lipsius 003	
11:30-12:00	Room: Eyck2, 002	Room: Eyck2, 003
12:00	Perpiñan, Silvia & Marín, Rafael The aspectual nature of subjects combined with ser/estar in the L2 Spanish of Italian speakers	Quintana Hernández, Lucía The effects of aspectual features in the acquisition of Spanish Preterit and Imperfect
12:00-12:30	Demagny, Annie-Claude & Hendriks, Henriette Typological and event constraints on the expression of time in SLA: the case of agent-less caused motion events	Eibensteiner, Lukas Transfer in L3 Acquisition: Can progressive meaning be transferred?
12:30-14:00	Lunch break Restaurant Lipsius	
14:00-15:00	Room Lipsius 003. Llorenç Comajoan. L2 tense-aspect research and language teaching: what is the relevance?	
15:00-15:30	Room: Eyck2, 002	Room: Eyck2, 003
15:30	Diaubalick, Tim & Diebowski, Jessica Influence of rule-based learning on the learner's knowledge and competence: Spanish future tense	Soler Montes, Carlos Aspectual representations of the present perfect in non-native Spanish
15:30-16:00	Kissling, Elizabeth The interlanguage hypotheses that instructed learners form about verb aspect in the past tense: An exploratory longitudinal study	Solá Simón, Elena A single concept to teach mood contrast in Spanish.
16:00-16:30	Coffee break Lipsius 003	
16:30-17:30	Room Lipsius 003. Laura Domínguez. New trends in research methodology for the study of aspect in a second language: are we closer to a unified approach?	
19:00	Dinner Koetshuis De Burcht, Burgsteeg 13	

Saturday. April 21st

10:00-11:00	Lipsius 147 Katrin Schmitz. Modal interpretations of tenses in Romance and their role in language acquisition	
11:00-12:00	<p>Lipsius 148 Poster session (with Coffee)</p> <p>Hennemann, Anja & Böhm, Verónica: A Plea for Connecting the Synthetic Future to Modality and Evidentiality in L2 Grammars for Spanish</p> <p>Zhong, Yuan: Resultative Verb Compounds in Chinese: Motivation, generation and theories of their acquisition</p> <p>Ten Dijke, Laura & González, Paz: Choosing between preterit and imperfect: Interlanguage and acquisition of grammatical aspect in L2</p> <p>Foster, Tony & Lemmen, Martijn: Thou shalt not use shall: Ambiguity in core modal verbs in legal languages</p>	
12:00-12:30	Lipsius 148 Diaubalick, Tim Acquiring modality of the epistemic future. The effects of aspect beyond the past tenses in Spanish	Lipsius 147 Mifka-Profozic, Nadia & Guo, Juan Processing modality by Chinese L2 learners of English
12:30-13:00	Ahern, Aoife, Amenos-Pons, Jose & Guijarro-Fuentes, Pedro Evidential Future in Romance: L1 Spanish L2 French	Chan, Ho Leung A corpus-based study of the English Progressive in Cantonese ESL learner writing
13:00-14:00	Lunch break Restaurant Lipsius	
14:00-14:30	Michot, Marie-Eve & Pierrard, Michel L1 impact on the acquisition of the sequence aller + infinitive in FL2	Sun, Yuliang, Díaz-Rodríguez, Lourdes & Taulé, Mariona A story-writing based study about the acquisition of aspect in Spanish by Mandarin Chinese learners
14:30-15:30	Lipsius 147. Rafael Salaberry. Developing research hypotheses across theoretical frameworks	
15:30-16:00	Closing	
16:00-18:00	Drinks Reuvenplaats 4, room 1.22	

Evidential future in Romance: L1 Spanish L2 French

Aoife Ahern,¹ Jose Aménos-Pons² & Pedro Guijarro-Fuentes³
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In this talk, we will focus on the L2 acquisition of the Spanish morphological future (M-FUT) by adult speakers of L1 French.

In Spanish, M-FUT tends to specialize in epistemic uses related to evidentiality, such as (1) and below, while the periphrastic future (P-FUT) is used to express chronology (3) (Squartini 2001; Escandell 2010, 2014). Current analyses claim that, due to a semantic change, evidentiality has become the main feature of the Spanish M-FUT (Escandell 2010, 2014), and it marks the propositional content as information obtained inferentially by the speaker, even in seemingly neutral contexts such as (4).

This evolution has not taken place in other Romance varieties, such as French (Barceló, 2007; Abouda and Skrovec 2006, 2015). The French M-FUT can have epistemic readings, but they are more restricted than in Spanish, and are derived by means of pragmatic enrichment processes (Saussure, 2013): conjectural readings similar to (1) below, are possible, but concessive constructions in M-FUT, equivalent to (2), are not acceptable.

We offer data on the acquisition of the Spanish M-FUT by L1 French speakers (at two different proficiency levels, from intermediate to advanced, N = 30 per level), plus an L1 control group (N = 30), from three online interpretation tasks involving the M-FUT and P-FUT under conditions inducing chronological or evidential readings.

If evidentiality is part of the meaning of the Spanish M-FUT, no interface-related properties are systematically involved in the evidential interpretation of the tense by L1 speakers. Contrarily (and assuming transfer), L1 French speakers interpreting evidential content will undergo grammar-pragmatics interface integration processes. Thus, based on the predictions of the Feature re-assembly hypothesis (Lardiere 2008, 2009), a significant degree of inconsistency is expected in the L2 interpretation and production data, while variability is less likely to appear in L1 Spanish.

Examples

- (1) María no ha venido. Estará enferma...
María hasn't come. She must be ill (M-FUT)
- (2) A: Jorge es muy listo.
B: Será muy listo, pero no lo parece.
A: *Jorge is very clever.*
B: *He may be (M-FUT) very clever, but he doesn't seem like it.*
- (3) Creo que no va a venir.
I think s/he is not going to come. (P-FUT).
- (4) Se lo traerá mañana.

S/he will bring (M-FUT) it to him/her tomorrow.

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A corpus-based study of the English Progressive in Cantonese ESL learner writing

Ho Leung Chan
The Chinese University of Hong Kong

This study provides a corpus-based account of the use of the English Progressive (i.e. *be V-ing*) in light of mixed findings in the literature. Earlier morpheme acquisition studies suggested that progressive *-ing* is one of the easiest morphemes to acquire (Dulay & Burt, 1973; Goldschneider & DeKeyser, 2001). Meanwhile, tense-aspect acquisition research has shown the intricate form-meaning relations underlying the progressive. The Aspect Hypothesis (AH) (e.g. Andersen & Shirai, 1994; Bardovi-Harlig, 2000) predicts that learners attach the progressive marker to prototypical exemplars such as activity progressives but not the least prototypical ones (i.e. stative progressives). The AH has garnered ample empirical support in the last two decades despite some counterevidence. Interestingly, an increasing number of learner corpus research (LCR), though along a slightly different line of inquiry, provided much needed quantification on the (deviant) use of the English Progressive (e.g. Wulff & Römer, 2009).

Combining AH-inspired SLA works with LCR, a 124,169-word learner corpus was compiled from samples of academic essays written by upper intermediate ESL learners in Hong Kong. The goal was two-fold: (1) to attest AH's distributional claims regarding the English Progressive (following Vendler's (1967) taxonomy), and (2) to examine the use of stative progressives in detail. Two important findings emerged from a total of 305 tokens of the English Progressive. First, the English Progressive is strongly associated with activity verbs (218 tokens, or 72%). Second, there is a sizable occurrence of stative progressives in learner writing (23 tokens, or 8%). These results, supported by item-based qualitative analyses, were interpreted as evidence for an intricate interaction between prototype and (negative) transfer from L1 Cantonese aspect. A better understanding on the complex phenomena involved could shed light on limits imposed on L2 tense-aspect acquisition as it relates to ultimate attainment. Pedagogical implications to surpass those limits were also discussed.

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L2 tense-aspect research and language teaching: what is the relevance?

Llorenç Comajoan-Colomé
University of Vic

In this presentation, I investigate the relationship between SLA research (more specifically, research on the acquisition of tense and aspect in Spanish) and language teaching by addressing three main questions: a) what is the relevance of SLA research for language teachers? (cf. Ellis, 2012; Ortega, 2012; Spada, 2013; Larsen-Freeman, 2018), b) how do L2 Spanish teachers teach tense-aspect distinctions, and c) to what extent do L2 Spanish teachers incorporate findings from SLA research. The answers to these questions will be in part based on a recent survey of 280 L2 Spanish teachers from around the world who answered an online survey regarding how they teach L2 Spanish past tense forms.

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New trends in research methodology for the study of aspect in a second language:

are we closer to a unified approach?

Laura Domínguez
Southampton University

Second language acquisition research needs access to good-quality data in order to investigate learners' use and knowledge of the second language. However, what constitutes good quality data in the case of the acquisition of aspectual morphology is not completely clear as the choice of methods seems to depend on the theoretical framework adopted by researchers. In this talk, I will examine the types of data (experimental, naturalistic, corpus, etc.) used by some relevant studies to argue that some of the main findings in our field are a by-product of the methodology used. I will show that when studies use a 'combined methods' approach (e.g. combining production and experimentally elicited data) they are able to test existing hypotheses more reliably and usefully. I will finish the talk with some thoughts on how new research methods (e.g. corpus and psycholinguistic data) could be useful to advance the research agenda in our field.

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Typological and event constraints on the expression of time in SLA: the case of agent- less caused motion events

Annie-Claude Demagny¹ & Henriette Hendriks²
CNRS & Université Paris 8¹ & University of Cambridge, Faculty of MML, TAL²

Expression of time and space in language are intricately related: For example, when marking spatial boundaries, we often express temporal change of state. Here we will look at the expression of time in spatial contexts, i.e., at the space-time interaction in agentless caused motion events such as *the pen rolled off the desk*.

Elicitation materials involved an initial event by an object causing subsequent events, some involving a change of state of objects affected (1), some not (2). We expected the latter parameter to influence the descriptions. Specifically, we expected differences in distributing spatial information within and across clauses, impacting on the temporal markers used.

- (1) *A ball rolls into a bottle of wine and knocks it over.*
[Force of Motion] [Impact] [Consequence]
- (2) *A ball knocks into a present and it slides against a wall.*

English learners of French at two proficiency levels (N=12 per group) and native speakers of English and French (N=24 per group) participated. The analysis compares information expressed, and related temporal marking.

As expected, French and English speakers organized information differently, but in both languages choice of information seemed linked to item-type: English tended to express information compactly, French provided information across multiple clauses, and expression of impact was higher in English > French. English speakers used grammatical aspect to mark the change of state of objects affected, French speakers relied on lexical choices (*knock / roll*), using neutral aspect throughout. This resulted in complex interactions between information structure and temporal means.

Early learners typically left Impact to be inferred by interlocutors. They did not use grammatical aspect nor lexical choice to indicate temporo-aspectual oppositions, whereas advanced learners started to use both means to give descriptions more temporal clarity.

The discussion highlights the impact of lexicalisation and linearization on temporal marking of changes of state.

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Acquiring modality of the epistemic future. The effects of aspect beyond the past tenses in Spanish SLA.

Tim Diaubalick
University of Wuppertal

It is widely known that interactions between aspect and tense features represent challenges for learners faced with the Spanish past tenses (Comajoan 2014). However, aspectuality has yet another important function in Spanish found in the future tense. Here, it interacts with modality, as, by default, telic predicates express futurity (llegará a Madrid 'she'll arrive at Madrid'), whereas atelic or stative verbs often receive epistemic readings (estará en Bilbao 'she must be in Bilbao') (Matte Bon 2006).

This phenomenon's acquisition is rather understudied. Exploring the Interface Hypothesis (Sorace 2004), Bruhn & Valenzuela (2007) find that English-speaking learners generally behave target-like, but still deviate from a native control group. Different from Matte Bon's (2006) analysis of colloquial language, however, Bruhn & Valenzuela (2007) completely exclude probability-readings for telic predicates. This may explain the native speaker's deviation from expectations.

This talk takes a different approach for similar data: Among 200 German learners of Spanish, interpretation of future forms is investigated through Selection Tasks featuring stative and telic predicates, and telic verbs coerced into atelic readings (estará llegando 'she must be arriving') (Gennari 2003) combined with distractor items of other tenses. In German, future forms favour an epistemic reading (Heinold 2015) independently of telicity.

Contrasting intermediate and advanced learners with natives, data reveal a continuous approximation towards the target system with an increasing proficiency level. This observation clearly differs from findings about the past tenses.

As theoretical explanation, Liszka's (2009, 2015) verb morphology analysis is used. Only in the past tenses, where aspect is encoded on suffixes, uninterpretable features are relevant and cause a rise to an Aspectual Phrase. The different behaviour in past vs. future is thus congruent with the Interpretability Hypothesis (Tsimplici & Dimitrakopoulou 2007). In conclusion, different aspectual phenomena must be investigated separately. Acquisition challenges arise with syntactical, not semantic phenomena.

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The influence of rule-based learning on the learner's knowledge and competence: acquiring the Spanish future tense

Tim Diaubalick & Jessica Diebowski
University of Wuppertal

The link between pedagogical rules and linguistic competence in complex phenomena such as tense-aspect features has been discussed from various perspectives (Cadierno 2000). According to Rothman's (2008) Competing Systems Hypothesis, pedagogical input affects only the explicit knowledge, developed independently of the learner's actual competence.

In our talk, we claim that not only pedagogical input, but also self-invented rules affect conscious learning strategies, e.g. through non-taught adverbials that can be interpreted as trigger words (see Cadierno 2000). In our study on German learners of Spanish L2, we show that similar learning strategies are even developed in grammatical areas where no clear-cut rules are needed: the future tenses. In Spanish, futurity can be expressed either periphrastically (*voy a cantar* 'I am going to sing') or synthetically (*cantaré* 'I will sing').

We present production data of future forms among 60 advanced German learners and 60 native Spanish speakers. Natives generally tend towards selecting the morphological future regardless of context, whereas the Germans adhere strongly to adverbs. When adverbs express an immediate future, the periphrasis is preferred; otherwise learners select the synthetic form. In immediate future contexts, this causes highly significant differences [$\chi^2(3,992)=61,764, p<.001$]. Such strategies are known for the past tenses, where they have compensatory functions (Baker & Quesada 2011), as our second study among 12 English speaking learners confirms which we use as background data. Different from Rothman's (2008) findings, we find no evidence for a (competing) complete acquisition through interpretation tasks.

We argue that learners formulate similar rules for future tenses, although here no difficulty needs to be compensated. Since in German verbal contrasts are mainly expressed through lexical elements (Heinold 2015), the behaviour is explainable through L1 features. Language instructors can benefit from these findings, as the orientation towards markers, although often misleading, is present in most text books.

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Choosing between preterit and imperfect:

Interlanguage and acquisition of grammatical aspect in Spanish by Dutch students

Laura ten Dijke¹ & Paz González²
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In this poster two existing viewpoints on inherent aspect (Vendler, 1957; Verkuyl, 1993), are introduced, followed by three theoretical perspectives on L2 acquisition of grammatical aspect, these being the Lexical Aspect Hypothesis" (Andersen, 1986; Shirai y Andersen, 1995; Bardovi-Harlig, 1994), the "Default Past Tense Hypothesis" (Salaberry, 2000; 2003), and the "Predication-Effect Hypothesis" (González, 2003; 2013). This is the theoretical framework of the presented study, which analyzes whether the type of task has an influence in the use and choice of one of the two forms of grammatical aspect by Dutch (n=7) students learning Spanish as an L2. An online survey was used, consisting of the following tasks: fill-in the gaps, verb election and free production task. The results are analyzed and compared to a control group. Both in the fill-in task and the free production task, there was a tendency towards the use of the imperfect rather than the preterit. A preference that was not visible in the verb election task. This result may be attributed to the fact that the L1 factor is still present in this stage of acquisition and interlanguage, since the single simple past of Dutch has a value closer to the imperfective aspect. While students are aware of the two possible forms of grammatical aspect that can be expressed in Spanish, they resort to their simple past in Dutch especially in tasks where the specific options are not presented explicitly. This indicates that it is the simple past of the first language Dutch functions as a type of default in Spanish. While it is true that these results should be considered preliminary, they give very interesting indications for future studies.

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Transfer in L3 Acquisition: Can progressive meaning be transferred?

An analysis of 120 German-speaking learners of Spanish

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University of Mannheim

The present paper is part of a PhD-project that investigates the acquisition of tense and aspect by German-speaking learners of Spanish as an L3. It tries to integrate traditional research hypotheses, such as the Lexical Aspect Hypothesis or the Default Past Tense Hypothesis, into the research fields of crosslinguistic influences and third language acquisition (De Angelis 2007, Cabrelli Amaro/Flynn/Rothman 2012). Although some empirical studies have shown that L2 transfer of imperfective meaning from one Romance Language into another occurs (Salaberry 2005, Foote 2009), there is still little research on other aspectualities with German as an L1. For this reason, the present study focuses on possible L2 transfer of past progressive meaning from L2 English into L3 Spanish. We argue that such a positive transfer occurs, whenever two languages are perceived as structurally similar (Rothman 2010). In Standard-German progressive meaning is not expressed systematically (Behrens/Flecken/Carroll 2013), which makes German unlikely as a transfer resource. In contrast, both, English and Spanish express progressivity systematically with periphrases (*be + verb-ing* and *estar + gerundio*). However, Spanish differs from English in the sense that it has another form to express progressive meaning – that is the *imperfecto*. We hypothesize that our participants will transfer past progressive meaning only, when the morphological form and the corresponding meaning are similar, which is the case with the periphrastic constructions *be + verb-ing* and *estar + gerundio*. In other words, semantic similarity alone is not a sufficient criterion for transfer. In order to verify this hypothesis we used two sentence interpretation tasks in English and Spanish, which were conducted with 120 German-speaking learners of L3 Spanish with English as their first foreign language. Preliminary results confirm our hypothesis, showing that similarity in form and meaning is a necessary criterion for positive transfer.

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Thou shalt not use shall: Ambiguity in core modal verbs in legal languages

Tony Foster & Martijn Lemmen
Leiden University Centre for Linguistics

Core modal verbs often lead to ambiguity in interpretation (Huddleston & Pullum (2002); Carter & McCarthy (2006); Vanlinden (2012)), in that it is often unclear to which modal operator they belong. Often, these verbs cannot be interpreted as being exclusively epistemic, deontic or dynamic. Since it is often unclear exactly what the author is expressing, this ambiguity is problematic, especially in the use-variety of English on which we focus in our presentation, Legal English. In legal contexts, ambiguous modal meaning has often led to litigation. A notorious example is the much-used and abused modal verb *shall*, which, as Garner (2011) points out is used to express, *inter alia*, obligation (Strong v City of Peoria, 930 N.E.2d 561, 564 (Ill. App. Ct. 2010)), permission (Re. Maurice, 167 B.R. 114, 123 (Bankr. N.D. Ill. 1994)), and future contingency (Re. Nowling, 279 B.R. 607, 610 (Bankr. S.D. Fla. 2002))—often even within one text.

The problem of ambiguity of core modal verbs can be solved by opting for different word classes, such as adjectives, adverbs, lexical modal verbs, and modal nouns. The fact that lawyers are reluctant to turn to alternatives for core modal verbs, even where there is ambiguity, is due to the conservatism that characterises legal languages (Crystal & Davy 1969; Asprey 1996). Our presentation will focus on corpus-based research by Lemmen (2017), which shows how the ambiguity caused by modal verbs in Legal English and Legal Dutch contracts can be solved by using modal nouns.

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A Plea for Connecting the Synthetic Future to Modality and Evidentiality in L2 Grammars for Spanish

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It is widely accepted that the future tense in general and the use of the Spanish synthetic future in particular are closely linked to modality and evidentiality. Of course, for some linguists the future is more modal (Lyons 1995, Nuyts 2001, Pietrandrea 2005, 2007, van der Auwera/Plungian 1998), for others it is more evidential, particularly, inferential (Cornillie 2009, Dendale/Tasmowski 1994, Giacalone Ramat/Topadze 2007, Hennemann 2014, Squartini 2001). However, the modal-evidential nature of the Spanish synthetic future cannot be denied and should be part of L2 grammars, especially in dissociation of the periphrastic future, which is almost only exclusively used for the temporal location of events on the timeline. The following example, in which both the periphrastic and the synthetic future are found to be used, perfectly demonstrates the functional differences between both tense forms:

“[...] Voy a pasar un tiempo antes en Japón, y será una buena ocasión para relajarme y estar listo para el que pienso que será un gran fin de semana”, ha concluido. (El País, 01/10/2010)

While ‘I am going to spend some time in Japan before’ represents a fact which is certainly going to be realized at some future time, the other two forms (*será*) refer to facts which the speaker regards as highly likely (he hopes that these facts come true). Although some L2 grammars mention the “futuro de probabilidad” (Moriena/Genschow 2004:345) or the “suppositional future” (Butt/Benjamin 2004:221-222), the explanations are often too short (in Moriena/Genschow only three sentences) or lack a comparison to the periphrastic future (in Butt/Benjamin). In detail, the aims of the present study are diverse: 1. to outline the differences in use of the two future forms, 2. to compare different L2 grammars regarding the representation, and 3. to present a draft on how to improve the explanation in L2 grammars.

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The interlanguage hypotheses that instructed learners form about verb aspect in the past tense: An exploratory longitudinal study

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This study investigated what hypotheses learners form when receiving explicit instruction on Spanish aspect, in the short and long term. It recruited 217 L1 English university students enrolled in intermediate Spanish courses. Previous studies in this context have reported that novice learners have almost no control of aspect and advanced learners have marked difficulty, even with extended immersion (Bonilla, 2013). Instruction seems necessary, but its effectiveness is limited, perhaps because the instruction is inadequate. In Spanish FL courses in the US, typically learners are presented with a list of “rules of thumb,” and several researchers have argued for change (e.g. Castañeda, 2011; Frantzen, 1995; González, 2008). Prior studies have used production tasks and grammaticality judgment tests to assess learners’ knowledge, but very few in this context (except Liskin-Gasparro, 2000) have employed introspective protocols. The present study does so, asking: What hypotheses do learners form when receiving explicit instruction on Spanish aspect? How do they apply those hypotheses to language tasks? Which hypotheses do they retain in the long term?

Learners completed cloze passages and compositions before and after instruction and participated in stimulated recall sessions about instruction, interviews about their approach to assessment tasks, and interviews four months after instruction. The results suggest discord between what is taught and what is actually learned. Learners conceived of aspect as a difference of tense, and they relied on L1 translation. They erroneously interpreted aspect as the real time course of events rather than narrator’s perspective. They attempted to reduce the complex instruction to a simpler set of rules and formed false hypotheses. The study sheds light on how learners consciously construct new hypotheses and apply them in their developing interlanguage. As such, it can inform future work on developing better pedagogies.

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L1 impact on the acquisition of the sequence *aller + infinitive* in FL2

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Motion verbs like *to go* are widely used as TAM (tense, aspect, modality) markers in many languages and therefore fulfil a central role in second language (L2) acquisition, but their multifunctional use often represents a significant obstacle for the development of the adequate values in the learners' interlanguage (Cadierno & Ruiz 2006, Hendriks *et al.* 2008, Carroll *et al.* 2012). In French, *aller* can express different TAM values when used in the sequence *aller + infinitive* (Bres & Labeau 2012). Comparing oral productions of Dutch-speaking FL2 learners and native speakers, Michot & Pierrard (2017) have noted (i) that the temporal and modal uses of the auxiliary are underrepresented in the productions of the FL2 learners whereas these uses characterise native speakers' discourse, and (b) that the analysed FL2 data tend to question the early expression of futurity in FL2 learners' productions, in contrast to findings in previous studies (Ayoun 2014, Starren 2001).

Considering that *aller* is used as a TAM marker in most European languages, but with a varying range of expressed values, the question of the impact of its operating mode in the L1 on its development and use in the L2 arises. This contribution will compare the usage of the sequence *aller + infinitive* in the oral productions of three groups of FL2 learners (N=3x20) with different L1, who have completed the same production task and show a comparable mastery level of French. The equivalents of *aller* in the selected L1 show different operating modes (Troya Déniz 1998, Hengeveld 2011): the Spanish *ir* expresses as in FL2 a temporal value when followed by an infinitive (*voy a caminar*), but an aspectual value requires a present participle (*voy aprendiendo*); the English *to go* expresses a temporal and an aspectual value but calls for a *-ing* form in the sequence (*I am going to leave/ we go swimming*); in the case of German, *gehen* is not grammaticalised (**Ich gehe singen*). The possible impact of the different L1 will be evaluated by examining (a) the frequency of the sequence *aller + infinitive*, (b) the variety of values expressed by the sequence and (c) the distribution of these different values.

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Processing modality by Chinese L2 learners of English

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Modality is a fundamental conceptual domain that exists in all natural languages (Bybee, Perkins, & Pagliuca, 1994), but it is instantiated differently cross-linguistically, by using different means. Therefore, it presents a complex learning problem for L2 learners. Moreover, modal auxiliary verbs in English, viewed as a polysemous category, may refer to both speaker-oriented epistemic expressions of possibility, probability, or inferred certainty (for example “They may join us later”, meaning there is a possibility that they will join us) and on the other hand, to agent-oriented expressions of obligation, necessity or permission, such as in the sentence “You may talk to the manager if you wish”, meaning “you are allowed”. In practical terms, for learners of English the difficulties arise from the fact that each modal auxiliary has more than one meaning and in turn, each of these meanings can be expressed by more than one modal verb (Coates, 2014; Palmer, 1978).

The present study is concerned with L2 acquisition of English modal auxiliaries may and can which are often confused in L2 learner interlanguage. These two modals seem to be particularly challenging for learners of those languages which do not use modal verbs but rather adverbs or modal particles to express deontic, dynamic, and epistemic modality (Palmer, 1979). Chinese is one of such languages. In the present study, a group of 20 postgraduate students (IELTS 6.5 – 7.0) studying at a UK university, completed an acceptability judgement task and a self-paced reading task, the former used as a measure of explicit knowledge and the latter tapping into online processing, so indirectly into implicit knowledge. The learners’ performance is compared with the native speaker control group of English L1 speakers. The analysis is still in progress, but preliminary results of self-paced reading task suggest that L1 transfer may be a pervasive characteristic of L2 acquisition of modality.

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The aspectual nature of subjects combined with *ser/estar* in the L2 Spanish of Italian speakers

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Selection of copular verbs in Spanish (*ser/estar* 'to be') is a classic challenging area for L2 learners. Most of the studies have concluded that *estar* is more problematic than *ser*, particularly with adjectives (Bruhn de Garavito & Valenzuela, 2006; Geeslin, 2002; 2003; Schmitt & Miller, 2007; among others); yet, very few studies looked at the acquisition of location, with the exception of Sera (1992), Pérez-Leroux, Álvarez & Battersby (2010), Dussias, Contemori & Román (2014), and Perpiñan (2014, 2015).

We assume that the choice between *ser* and *estar* is aspectual in nature (Arche, 2006; Luján, 1981; Marín, 2010), also in locative constructions. According to Mateu (2002), *Sofía está en el jardín* ('Sofía is in the garden') has essentially the same denotation as *Sofía está contenta* ('Sofía is happy'): both structures denote temporally bounded (or stage-level) states; this is why they combine with *estar*. On the other hand, when the subject is not an object, but an event, the copula chosen is *ser*: *El concierto es/*está en el jardín* ('The concert is in the garden'), because events are only compatible with *ser*, also in locative constructions (Marín, 2016).

The present study investigates the comprehension, production and semantic interpretation of locatives with *ser* and *estar* in Italian-speaking learners of L2 Spanish. Participants completed a Grammaticality Judgment Task (1), a Production Task and a Sentence Interpretation Task (2). Results indicated that Italian-speaking learners of Spanish correctly recognized the copula *estar* to locate objects (90% accuracy), and to a lesser extent, the grammatical sentences with *ser* to locate events (65% accuracy). However, they also accepted ungrammatical sentences with *estar* to locate events (50% - 75% acceptance), and ungrammatical sentences with *ser* to locate objects (25% - 50% acceptance), indicating an overextension of *estar* for location.

These results do not show a general delay of the acquisition of *estar*, as proposed by VanPatten (2010), at least not for location. In fact, they show that once *estar* has been acquired for certain locative contexts, it can be overgeneralized to other contexts. The semantic entailment of the use of *ser/estar* to locate objects or events comes later. These findings highlight the importance of investigating understudied language combinations, particularly closely related languages such as Italian and Spanish since they may display different developmental stages in the acquisition of *ser/estar* than the ones assumed for English-speaking learners.

Examples from the Grammaticality Judgment Task

- (1) a. El libro *es / está encima de la mesa.
'The book SER/ESTAR on-top of the table.'
- b. La reunión es / *está en el hotel Majestic.
'The meeting SER/ESTAR in the hotel Majestic.'

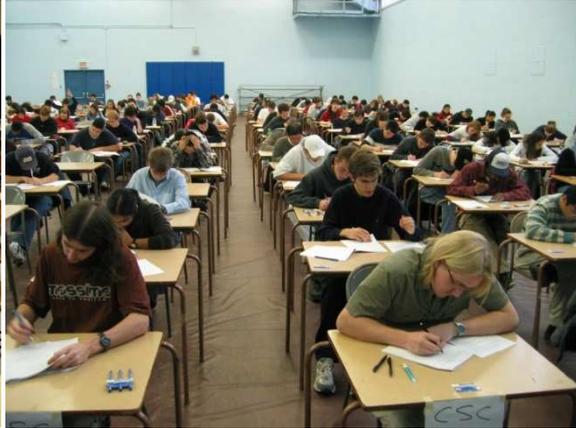
Examples from the Sentence Interpretation Task

- (2) a. El examen final es en el aula 205. (target response: B) The exam final SER in the room 205.
'The final exam will take place in room 205.'
- b. El examen final está en el aula 205 (target response: A) The exam final ESTAR in the room 205.
'The copy of the final exam is in room 205.'

A



B



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The effects of aspectual features in the acquisition of Spanish Preterit and Imperfect

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Acquiring the aspectual difference between Preterit and Imperfect is a difficult process for English speaking learners. This is not surprising if we bear in mind that English does not count on this aspectual distinction. The aim of this work is to study the acquisition of aspect within the framework of the Lexical Aspect Hypothesis (LAH). Unlike previous work on this topic (Andersen 1986; Andersen and Shirai 1996; Arche et al. 2007; Díaz et al. 2008; Domínguez et al. 2013; González 2003, 2013, among many others), it does not take for granted any aspectual typology but it texts essential aspectual features to understand what lexical aspectual features affect the use of past morphology in Spanish as a second language.

According to the LAH, the use of past verbal morphology by learners of Spanish as L2 shows that the acquisition of grammatical aspect is biased by lexical aspect in terms of Vendler (1957), but many studies on this topic have shown that not all learners behave in the same way. Slabakova (2001) argues that the use of grammatical aspect is biased by telicity. González (2003, 2013) found out that Dutch learners of Spanish are biased by the terminative-durative contrast; Díaz et al. (2008) argue that aspectual features which are related to syntactic non interpretable features, i.e telicity, will show difficulties for learners of Spanish (see also Gavrusseva (2002) for first language acquisition); Domínguez et al. (2013) found that dynamicity, and not telicity, affects the use of Spanish past verbal morphology. Given the lack of consensus within the frame of LAH, we claim that the use of past verbal morphology is biased by essential aspectual features at different stages of acquisition.

We claim that the use of Preterit and Imperfect is biased by different lexical aspectual features such as dynamicity, punctuality, telicity and durativity. Features which are lexical bias the selection of the past tense at first stages and features which are related to syntactic non interpretable features will still show difficulties at later stages. To reach our goal, data was coded taking into account the following oppositions: [dynamic/stative], [punctual/durative] and [telic/atelic]. We calculated the frequency of use of Preterit and Imperfect for the three lexical aspectual contrasts. To test our hypothesis we propose a semi-controlled written production task. Four groups of English native learners of Spanish of different proficiency levels (A2, B1, B2, C1) and a group of native speakers of Spanish were tested to find out which aspectual features bias their production, and whether the influence of lexical aspectual features is attested only at first stages of acquisition, as argued by previous studies. The data collection took place in a classroom environment, where participants were asked to complete a productive task after watching a mute video. Learners and native speakers of Spanish were given instructions to retell the story using past tenses. Our results show that learners overused the Preterit to complete this task, and that there is a significant contrast between A2 learners and the rest of groups, which indicates that A2 learners

wrongly use the Preterit in imperfective contexts. We also found out that learners prefer Preterit with dynamic predicates, and also punctual predicates, in all levels. Telicity effects were found in level B1. Students' use of Imperfect is influenced by the [punctual/durative] contrast, i.e. they prefer the Imperfect with durative predicates at all proficiency levels, which shows that this contrast is still effective late in the acquisition process. Learners also prefer the Imperfect with atelic predicates from B1 on. Interestingly, C1 results show that advanced learners keep making mistakes when using the Imperfect.

In conclusion, we argue that overusing the Preterit shows L1 transfer, i.e. learners use the Preterit in imperfective contexts. We also claim that lexical aspectual contrasts influence the use of past verbal morphology at different stages and in diverse ways. The Preterit is biased by dynamicity and punctuality from early stages of acquisition, while telicity effects begin later on in the process. The Imperfect is strongly influenced by the contrast [punctual/durative] from first stages on, whereas the contrast [telic/atelic] influences the use of past morphology later on. The Imperfect is harder for English native learners of Spanish because they do not have an equivalent tense in their first language. Future research will show whether the L1 might predict the influence of lexical aspectual features in the use of the verbal morphology of the second language (see González & Quintana Hernández 2017).

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Developing research hypotheses across theoretical frameworks

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The systematic study of the acquisition of tense and aspect in second language acquisition started in earnest in the late 1980s and has continued unabated for over thirty years. During that period of time, a few theoretical hypotheses have led to the collection of a significant body of empirical data that has helped the field make significant progress on the analysis of tense-aspect among second language learners. Notwithstanding the volume of research focused on this topic, there continue to be significant theoretical questions that have not yet been properly addressed, at the same time that there has been limited cross-fertilization of ideas and analysis of data across theoretical frameworks. For instance, whereas the emphasis on the initial stages of acquisition of knowledge about aspect has been extensively addressed by hypotheses from various theoretical perspectives, there has been limited analysis and collection of data to assess the nature of advanced stages of acquisition. On the other hand, it is clear that adherence to specific theoretical frameworks has led researchers to unnecessarily overlook the significance of empirical data from other theoretical perspectives when such data can be helpful to understand the full complexity of phenomena that continue to puzzle researchers. In this presentation, I will describe and substantiate the relevance of drafting an overarching and collaborative agenda to address important challenges facing the study of tense and aspect that have been overlooked in the past 30 years. In the process, I will outline some of the outstanding research questions that will require a systematic research approach to make better use of the rapidly accumulating data on tense aspect development.

Modal interpretations of tenses in Romance and their role in language acquisition

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The notion of modality and its intricate relation with the grammatical category of mood is surely one of the core notions of contemporary linguistic theory; modality also unites linguists and philosophers (Becker & Remberger 2010). Among the huge amount of work, many studies are dedicated to Romance languages (see surveys e.g. in Baranzini 2017, Becker & Remberger 2010, Gosselin 2005, Portner 2009, 2018). The most recent studies on modal semantics focus on the crossroads between temporality and modality which deals with the modal interpretation of tenses (see studies in Baranzini 2017) and the temporal interpretation of modal expressions (Condoravdi 2002). The main type of modality studied in acquisition is epistemic modality, referring to what can be concluded based on someone's knowledge, i.e. the notion of (un)certainty, and its language-specific expression which includes a modal interpretation of future tense in the Romance languages (see e.g., Barbieri 2014 for L1 Italian; Borg 2013, Goundareva 2013 for L2/L3 Spanish). Furthermore, the epistemic interpretation of future tenses predominates in the studies while deontic modality – very important in many legal or other formal varieties – is strongly understudied. Although these varieties seem to be quite marginal, they play a huge role in the European context of multilingualism and the legal system of the EU where the so-called lawyer-linguists, represent a group of very proficient L2 learners of most of their working languages (see Hargitt 2013, Künnecke 2013 for the purpose of this new group of professionals as link between lawyers and translators).

After a short introduction to the concept and types of modality, the relation between mood and modality and finally to the most important means of expression of modality in Romance languages, the talk will focus on the modal interpretation of tenses and its acquisition (monolingual and bilingual L1 as well as heritage language and L2/L3 acquisition) in Romance languages. This also includes a comparative glimpse on EU texts highlighting the role of deontic modality and its expression in Romance text versions.

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A single concept to teach mood contrast in Spanish. A case study.

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Traditional methods for the teaching of the Spanish mood system are generally focused on the different morphosyntactic and semantic connections between the matrix and the embedded clause. This entails the use of an extensive classification in which concepts such as 'possibility', 'uncertainty', 'desire/wish', 'emotion', etc., describe the relationship of dependency between the matrix's lexical meaning and the mood of the embedded verb. Additionally, other syntactically- based explanations are often employed, such as 'negation' (i.e. polarity subjunctive) or 'different subjects' (i.e. disjoint reference). This means that in order for L2 learners to acquire mood contrast, they will need to learn not only all the different possible combinations involving the subjunctive, but also the exceptions in which the same or similar matrices trigger the indicative instead.

A case study was carried out at my University (Strathclyde – Scotland) during the academic year 2016/2017 in which a total of 144 students were introduced to the subjunctive mood following a different approach. Based on the single binary opposition of *declaration/non-declaration* by Ruiz Campillo (2001, 2004, 2011), this approach provides a single operative value which can explain all the uses of the subjunctive without exception. He defines *declaration* as the “formal and explicit manifestation of what the subject knows (asserts) or thinks (assumes), that is, of what the subject contributes towards the discourse”. The indicative is the mood of *declaration*, whereas the subjunctive is the mood of *non-declaration*, which implies the opposite concept. The results showed that first year students with no previous experience were more receptive to this concept than other students with some experience, as evidenced by the results of a class quiz. Furthermore, most second year students participating in this study, when presented with a yes-no task in the classroom, were successful upon deciding when the speaker was declaring (or not) the embedded proposition.

Aspectual representations of the present perfect in non-native Spanish

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In this study, we carry out a detailed analysis of some of the linguistic features of the Spanish *pretérito perfecto compuesto* (present perfect tense) in order to show its implications within the Spanish Second Language teaching and learning context, where this particular tense is usually explained in a very simplistic way. We will present the results of our analysis of the present perfect tense from the perspective of Applied Linguistics, using data from a Spanish learner's corpus, the *Corpus de aprendices de español* (Rojo & Palacios 2014).

After having described the unstable sociolinguistic landscape of the present perfect in the Spanish-speaking world nowadays (Harris 1982, Dahl 2000, Howe 2013), we will track the effects of grammar variation in the context of teaching and learning Spanish. In order to do that, we have examined 2,228 sentences that Spanish students have written using the present perfect. In our analysis, we aim to study their morphological features and aspectual representations to explore quantitative and qualitative differences between native and non-native uses of this particular tense and aspect.

Among our research questions, we want to clarify if the present perfect deviations from the norm are morphological, semantic, grammatical or stylistic. We also want to discover if particular linguistic features are used as frequently as in the native speakers discourse. We will compare therefore how native speakers and non-native speakers use the present perfect as well as what happens between different non-native speakers groups organised around our main analysis variables: mother tongue, level of competence, gender and age.

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A story-writing based study about the acquisition of aspect in Spanish by Mandarin Chinese learners

Yuliang Sun, Lourdes Díaz-Rodríguez & Mariano Taulé

In this paper we analyze the acquisition of the Spanish aspectual past **tenses** by Mandarin Chinese learners of Spanish through the use of the aspectual semantic classes (states, activities, accomplishments and achievements) by Vendler (1957). Specifically, we analyze the production of these semantic classes in past context in order to investigate the choice of *pretérito indefinido* and *pretérito imperfecto*. The objective is to investigate if the results support, first the hypothesis of the discourse function of aspect (Salaberry 2003) and second, the role of the L1 linguistic typology on the L2. Concretely, we analyze the role of the specific combination of aspectual semantic classes and the morphological markers (perfective and imperfective forms) between Spanish and Mandarin Chinese reflected in a set of semi-guided story-writing tasks.

In order to elicit data, we used three semi-guided story-writing produced by two groups of B1 and B2 Spanish learners (CEFR, 2000) plus a control group of Spanish native speakers. Participants were provided with three story scripts containing a balanced number of infinitive forms belonging to each of the four semantic classes. Following Verkuyl (1996) and De Swart & Verkuyl (1999), the infinitive forms were constrained syntactically (Direct Object in plural, bare nouns, etc.) in order to favor the selection of one of the two targeted past tenses. The participants were 6 non-native learners of B1 level and 6 of B2 level at Nanjing University Jinling College in China. Therefore, this is a quasi-longitudinal study about the acquisition of these aspectual tenses. A control group of 6 native speakers from the Pompeu Fabra University in Spain took the same tests.

Results show that a clear pattern emerges for the B1 group: they use *indefinido* for all the semantic classes (be it correct or not), while for B2 group, the pattern favors *imperfecto*. This suggests that for the B2 group, there is a reanalysis phase of the L2 rules but the result of their production is still distinct from that of native speakers in control group, which can be attributed partly to the L1 and partly to the process of the acquisition about the coding of the aspectual classes by the learners, who in this stage focus more on the contextual characteristics (the optionality, definiteness, number, etc. of the arguments) which influence more the compositional aspect than the lexical grammar characteristics.

Key Words: aspectual tenses, aspectual predicates, L2 acquisition

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Resultative Verb Compounds in Chinese: Motivation, generation and theories of their acquisition as L2

Yuan Zhong

How difficult it is for a non-native speaker to learn Resultative Verb Compounds (RVC) in Chinese? According to studies, not even Chinese speaking children are capable of using them correctly until certain ages.

In this paper we'd like to argue some key points related to the controversial RVC in Chinese: how they're generated, what factors affect them, and why it takes forever for language learners to avoid making mistakes while using them. From a strictly linguistic point of view, we'd like to prove how pure syntax studies fail and how a semantic and functional point of view is absolutely necessary, even predominant for researches on RVC cases. We will point out the three major motivations for the generation of a RVC: telicity, modality and voice.

The studies of Semantic-Tagging and Lexical Functions (LF) in the Meaning-Text Theory are especially relevant to our research, if we'd like to take a glance at how both verbal units are selected to form a RVC. We observed that the semantic tags of an actant are the major factors to select not only V_1 , but also V_2 ; and the relationship between both verbs has to be described with a LF. Different "key words" of the LF will activate the generation of different formulas that could be used to illustrate the potential RVCs in each situation.

Hence, back to the question of the very beginning: how would this proposal affect SLA of the Chinese Language? We'd like to believe it could be a useful parameter to create principles and criteria when it comes to decide if certain RVC are supposed to be taught as independent cases or should they be taught with some given rules; and how understanding the interaction between the two actants – thus, the interaction between V_1 and V_2 – could become a key factor for the RVC acquisition.

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