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Autore	Salaberry M. Rafael
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Nota di contenuto	Cover; Table of Contents; List of Figures and Tables; Foreword; Foreword; Chapter 1: Learning Spanish Past Tense Aspect; 1. Introduction; 2. The Learning Challenge; 3. Tense-Aspect in Context; 3.1 Discourse effects; 3.2 Lexical and grammatical aspect; 4. Acquisition Hypotheses; 5. Contextualized Meanings: A Lexico- discursive Framework; 6. Conclusion; Chapter 2: Delimiting Lexical and Grammatical Aspect; 1. Introduction; 2. Definitions of Aspect; 2.1 Is aspectual representation subjective?; 2.2 Is aspect deictic or non- deictic?; 3. Lexical Aspect; 3.1 Lexical aspectual classes 3.2 Compositionality of lexical aspect4. Grammatical Aspect; 4.1 Perfective and imperfective; 4.2 Spanish Preterite and Imperfect; 5. The Interface of Lexical Aspect and Grammatical Aspect; 5.1 Operational tests of inherent lexical semantics; 5.2 Semantic multivalence of verbs; 5.3 Lexical aspectual shifts; 5.4 Two categories or one? Lexical versus grammatical aspect; 6. Aspect as a Contextual Phenomenon; 6.1 Scope of analysis of tense-aspectual knowledge; 6.2 Syntactic constructions; 6.3 Discourse; 6.4 Default lexical aspectual classes; 7. Invariant and Contextualized Meanings 7.1 Iterativity and habituality7.2 Iterativity as opposed to habituality;

7.3 Principled distinction; 8. Theoretical Frameworks of Reference; 8.1 Minimalism; 8.2 Cognitive linguistics; 9. Conclusion; Chapter 3: Hypotheses about the L2 Development of Tense-Aspect Knowledge; 1. Introduction; 2. The Independent Variables; 2.1 The effect of lexical aspect; 2.2 The effect of discourse structure; 2.3 The effect of perceptual saliency; 2.4 The effect of L1 transfer; 2.5 The effect of syntactic structure; 3. Review of Findings from Selected Studies; 3.1 A default marker of past tense
3.2 Syntactic approaches
4. Conclusion; Chapter 4: The L2 Acquisition of Invariant-Contextualized Meanings of Tense-Aspect; 1. Introduction; 2. Contextualized Meanings; 2.1 Context relevant for all theoretical accounts; 2.2 Grammatical knowledge is contextual knowledge; 2.3 Computational costs of processing aspectual knowledge; 3. Invariant Meanings and Default Values; 3.1 Boundedness as a grammatical concept; 3.2 Iterativity as a grammatical concept; 3.3 Genericity as a grammatical concept; 4. Mapping Aspectual Knowledge onto Grammatical Form; 4.1 Thinking-for-speaking
4.2 Mapping concepts to forms
4.3 Summary: Mapping aspectual knowledge onto grammatical form; 5. The Effect of the L1; 5.1 English Simple Past; 5.2 English marks tense only: Are states special?; 5.3 The hypothesis about a default past tense; 6. Modular Versus General Learning Processes; 6.1 Modular learning in L2 acquisition; 6.2 General learning processes; 6.3 Summary: Modular versus general learning processes; 7. Instructional Effects; 7.1 Pedagogical rules; 7.2 Mapping concepts to form; 7.3 Acquiring target rules; 8. Conclusion; Chapter 5: Final Thoughts; 1. Introduction
2. Theoretical Issues

Sommario/riassunto

This book presents an analysis of the difficulties faced by native speakers of English in the learning of Romance languages and in so doing proposes a comprehensive model of the acquisition of tense-aspect marking. While L1 speakers of English may quickly learn to identify and, to some extent, use the Spanish perfective and imperfective verb endings, the L2 representation of tense-aspect distinctions among both beginning and advanced learners requires a comprehensive multidimensional analysis. Through a detailed examination of new and existing empirical data, this monograph proposes a new mode
