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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
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 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
