

# Testing the Lexical Aspect Hypothesis in the Writing of Spanish L2 Learners: A Corpus-Based Study

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**Abstract:** This corpus-based study aims to test the lexical aspect hypothesis (LAH) predictions in Spanish L2 acquisition. The written responses to an open-ended task are analyzed to assess the morphological development of the preterit and imperfect for students rated at two proficiency levels: intermediate-mid and advanced-mid. The results show that the effect of lexical aspect is partially perceived in these two levels. The effect of lexical aspect is apparent in the most prototypical verbal class-tense associations (preterit-telic events and imperfect-states), but the effect does not decrease in the order predicted by the hypothesis across the other verbal classes. Moreover, the effect of lexical aspect is not observed at all in the advanced-mid level in the imperfect. It was concluded that the limited effect of lexical aspect at these two levels might be a sign of linguistic development, as its effect is expected to be stronger in more emergent morphological systems.

**Keywords:** morphology, aspect, lexical aspect hypothesis (LAH), preterit and imperfect

## Introduction

One of the most widely used explanations for the development of grammatical aspect in Spanish L2 acquisition has been the Lexical Aspect Hypothesis (LAH). The framework of the LAH relates the development of tense-aspect morphology to specific verbal classes/predicates (Andersen 1986: 122; Andersen and Shirai 1994:137). The relationship between grammatical aspect and morphological marking was first observed in L1 acquisition in languages such as English, French, and Italian (Andersen 1991: 306; Andersen and Shirai 1994: 136). The LAH predicts that the tenses will develop with predicates of similar semantics (Bardovi-Harlig and Comajoan-Colomé 2020: 1139). For instance, perfective past will appear first with verbs that semantically involve termination, e.g. *to leave* (Shirai and Andersen 1995: 745). The Spanish language has been used to study the development of past tense-aspect morphology because the preterit and imperfect illustrate an aspectual contrast (perfective and imperfective past respectively) (Comrie 1976: 7). Over the years, multiple studies have attempted to test the predictions of the LAH for the preterit and imperfect (Andersen 1991; Salaberry 1999, 2002, 2003; Domínguez et al 2013; Lu et al. 2019). However, there is still no consensus on whether the hypothesis is a predictor of early morphological development and new methodological proposals are still under examination. (Domínguez 2019). In order to approach the LAH with a new approach, this study uses corpus data from an open-ended task conducted with learners at two proficiency levels: intermediate-mid and advanced-mid. The main goal is to assess the effect of

lexical aspect in the development of preterit and imperfect morphology in L2 Spanish learning and describe how it differs in these two groups. This paper first reviews relevant literature to frame temporality within the construct, followed by empirical studies in different contexts. Then, the methodology of the study is described including how the data was selected from the corpus, the procedures adopted to select verbs from the texts, and to classify them across three verbal classes: states, activities, and telic events. Finally, the results of the study are presented and discussed in relation to data from previous studies.

## **Literature Review**

### Tense and Aspect

The LAH suggests that the development of grammatical aspect such as in the case of the preterit and imperfect tenses interacts with the lexical aspect of verbs/predicates at the initial stages of L2 acquisition (Andersen 1991; Andersen and Shirai 1994). Before providing specific background to the study, the main concepts underlying the hypothesis will be explained. Tense and aspect have been a much-discussed topic since the mid-20th century (Vendler 1967; Comrie 1976; Dowty 1979). Comrie (1976) introduces (grammatical) aspect as a feature occurring across languages in general. He illustrates the concept by explaining that finite verbs in English tend to have absolute tenses, e.g., the verb *to read* in the sentences *he read*, and *he was reading* both are absolute past tenses, but what makes them dissimilar is their aspect (3). He defines aspect as a “way of viewing the internal temporal constituency of a situation” (Comrie 1976: 3). In contrast to aspect, tense is viewed in relation to a different temporal space, especially the time of speaking which sets the limits to situate an event in the past, present, or future (Dowty 1979: 52). While grammatical aspect refers to the linguistic devices such auxiliaries or morphological inflections to mark aspect (Li and Shirai 2011: 3; Filip 2012: 725), lexical aspect has to do with the inherent features affecting verbs that are not encoded in morphology (Andersen, 1991: 307). Under the light of lexical aspect, all verbs/predicates can be classified according to their inherent features (Dowty 1979: 52). It is under these criteria that Vendler (1967) attempted to classify predicates into the following categories: states, activities, achievements, and accomplishments (102-104).

### Lexical Aspect: Verbal Classes

Vendler (1967) first distinguishes between verbs that admit progressive tense and verbs that do not (99). The first group of verbs is identified as *activity terms* which include verbs such as *run*, *push*, or *sing*. These verbs can be used in the progressive in sentences, e.g., *Marie is running around the block*. The second group is

classified as *state terms*, which includes verbs such as *love, believe, and know*<sup>1</sup> (Vendler 1967: 103-104). For example, it is not possible to say *I am knowing math*, since the knowledge of math is something you either have or do not have at a set time. The other two categories are achievements and accomplishments, but before explaining them, it is necessary to review the notion of telicity. This notion is a semantic feature related to the endpoint of an event (Shirai and Andersen 1995: 744). Comrie (1976) explains that telic events entail an inherent end, or a completion point to a process, e.g., *make a chair*. There is a point at which the task must be finished. On the other hand, atelic events do not have an evident resolution, e.g., *John is singing songs* (44-45). The time John will spend singing is unknown. Under this classification, both states and activities are atelic, as states tend to be permanent in time, and activities involve an ongoing process without a clear ending (Shirai and Andersen 1995: 744).

Achievements and accomplishments are telic constructions as they have a clear endpoint (Comrie 1976: 46-47). To introduce the first group, Vendler (1967) argues that verbs can be predicated based on their duration, examples of achievements are illustrated in the following predicates: *win a race, reach the top, find the treasure* (102). This group of verbs occurs at a single moment, therefore when asking about its duration the answer would be a specific time, e.g., 5:02 a.m. (Vendler 1967:102-103). On the other hand, accomplishments consider the process to complete an activity. Both Dowty (1979) and Vendler (1967) use *accomplishments* in opposition to *activity terms*, as extra lexical items mark the end to an activity. Vendler (1967) explains that sentences such as *run a mile* or *draw a circle* entail an end at a definite time. The noun phrase *a mile* indicates a clear end to running, while *a circle* implies that the activity will be completed once reaching the end of the circumference (100-102).

## The Preterit and the Imperfect

Studies on lexical aspect in Spanish second language acquisition focus mostly on the preterit and imperfect. The lens of grammatical aspect (different from lexical aspect) will be used to briefly examine the tenses, as it allows to examine the grammaticalization of aspect, e.g., *yo canté / yo cantaba* in the preterit and imperfect respectively (Comrie 1976: 7). Comrie asserts that a situation is perfective when it can be viewed as a whole, e.g., *he read - él leyó* (preterit tense). It implies one single event without paying any attention to whether the subject stopped reading at some point and continued later. In contrast, *he was reading, él leía* (imperfect tense) pays attention to the internal temporal constituency of the

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1 Refer to Comrie 1976: 36-37 to see exceptions of uses of stative verbs taking progressive tense.

event, which can refer to one or more phases in which the subject read (4-6). To illustrate this aspectual contrast, González and Till (2020) use the metaphor of entering/leaving a room for the preterit and staying in the room for the imperfect. They explain that the preterit represents one interval (complete action), while the imperfect represents staying in the middle of the interval (not complete at the time of speaking) (89). Thus, the choice of either the preterit or imperfect morphological markers will convey different semantic meanings (Montrul 2004:157-158). If learners use one tense over the other, the product might be an ungrammatical sentence (Salaberry 2003: 559), which might be problematic for communication. González and Quintana (2018) report that at the beginning level, English L1 learners of Spanish tend to use the preterit for both perfective and imperfective contexts due to L1 transfer because the past simple of English can express both perfective and imperfective aspect (621-622). As proficiency develops, mastering the aspectual contrast between the preterit and imperfect represents a major milestone in Spanish L2 acquisition. For instance, the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) (2012) mention the control of aspect starting at the intermediate-mid level as a feature needed to reach higher proficiency levels (12). The following study will focus on the aspectual development of the preterit and imperfect tenses within the framework of the Lexical Aspect Hypothesis. The following section provides some context for the current study by reviewing some of the most relevant previous studies and methodological considerations to test the predictions of the hypothesis.

### The Lexical Aspect Hypothesis in Spanish Second Language Acquisition

The L2 acquisition of grammatical aspect in Spanish seems to be influenced by lexical aspect of verbs/predicated (Andersen 1986; Andersen and Shirai 1994). In this context, Shirai recognizes two predictions for the development of past tense morphology. The preterit first emerges on telic events (achievements and accomplishments), and it later extends to activity and state verbs. The imperfect will emerge after the preterit, and it will begin with state verbs followed by activities, and lastly with telic events (2004: 99). This developmental sequence has served as a reference for the studies reviewed below.

In the beginning, studies were focused on two contexts: naturalistic and classroom instructional settings. The main studies conducted in naturalistic environments are the ones by Andersen (1986, 1991) that support the predictions of the LAH. Based on the relationship between morphological development and the lexical aspect of verbal classes, Andersen (1991) claims that morphological systems first emerge to mark aspectual distinctions and not tense (306). This is to say, the semantic features of the verbal classes guide the acquisition of tense and aspect (Andersen and Shirai 1994: 143). On the other hand, Salaberry

(1999, 2002, 2003) is a major reference for studies in the instructional setting. In a series of empirical studies, the author challenged the validity of the LAH as a predictor of early morphological development. The author has consistently found that a pattern of development as predicted by LAH is only observed among intermediate and advanced learners. More recently, Salaberry (2011) reached similar conclusions that explain that the effect becomes stronger with proficiency, which contradicts the hypothesis (197).

Some methodological concerns have been raised regarding the studies testing the LAH. Domínguez et al. (2013) argue that the LAH has not been demonstrated in L2 acquisition because of task validity issues. The authors argue that elicitation tasks from previous studies tended to be presented in contexts where the use of the tenses is ideal (558). For instance, Salaberry (2002, 2003) only uses a cloze-type task for the former, and a multiple-choice task for the latter study. Domínguez et al. studied the LAH with a combined methodology with three oral tasks that vary on control level. Despite their attempt to prove the hypothesis, the combined results for the three oral tasks showed that the effect of the LAH is more apparent in advanced-level participants (572-573), as found in Salaberry's studies. Lu et al. (2019) attempted a different methodology using an oral corpus to study the acquisition of the imperfect and preterit in Spanish. Their study focuses on establishing the effect of lexical aspect among speakers of Chinese, as most studies have used English native speakers. Their study confirms that Chinese native speakers are sensitive to the effect of lexical aspect likewise English native speakers (113). The study of Sun et al. (2020) also considered Chinese (L1) learners of Spanish, but they explored morphological development in two contexts of acquisition, at-home and study-abroad. They concluded that a pattern proposed by the hypothesis is observed in the two higher proficiency groups in both contexts of acquisition (311-313).

The extant literature on the L2 acquisition of the Spanish preterit and imperfect seems to show a trend toward rejecting the LAH (Salaberry, 1999, 2002, 2003; Domínguez, et al. 2013; Sun et al. 2020), since the morphological development associated with specific verbal classes is not observed in the early stages of acquisition. However, Bardovi-Harlig and Comajoan-Colomé (2020) have claimed that a higher level of association in more advanced groups of learners is not enough evidence to challenge the hypothesis, as it might be the result of general linguistic development (1150). The study of aspect in the L2 acquisition of Spanish preterit and imperfect is still a developing area with new methodological approaches being used and questioning regarding the scope of the hypothesis to predict morphological development. Therefore, the present study aims to add to previous studies by providing an assessment of the effect of the LAH for the preterit and imperfect using corpus data.

## **Current Study**

This study aims to test the predictions of the LAH in the development of the morphological markers of Spanish preterit and imperfect among intermediate and advanced learners. The data received official proficiency ratings by ACTFL. The material selected corresponds to open-ended written responses to a proficiency test provided by high school learners of Spanish, which should provide a more realistic picture of learners' developmental stage, as the task does not elicit the use of the target tenses in an ideal context (Domínguez, et al. 2013: 558). Some students from the corpus come from the Spanish dual language immersion (DLI) program in the state of Utah. Instruction in these types of programs differs from traditional world language courses, as students use the target language as a means of instruction to study regular school subjects.

## **Goals of the Study**

This study poses the following research questions regarding the development of Spanish morphological aspect:

1. To what extent does lexical aspect influence morphological marking in the preterit and imperfect among learners rated intermediate-mid and advanced-mid?
2. Is there a difference between the two groups? If so, does this difference correspond to the predictions of the LAH?

## **Methodology**

### Corpus Material

The data were made available by the Second Language Teaching and Research Center (L2TReC) at the University of Utah. The subjects were enrolled in a course that includes 10th through 12th -grade students. Students access this course either by completing 9 years in an immersion program and then passing the AP Spanish Language and Culture exam, or in the case of heritage learners, by simply passing the AP exam in 9th grade. The data for this study come from the ACTFL Writing Proficiency Test (WPT) in Spanish that the subjects took in the spring of 2021. The WPT is a web-based test that measures a learner's ability to write spontaneously in the language and is assessed by an independent rater following the criteria stated by ACTFL (2012). The selected material required students to write a paragraph about a celebrity in the context of a news report. This type of narration elicited past tenses, although the tasks did not require the use of specific tenses/aspects.



## Data Collection and Test

The samples from the corpus were randomly chosen using interval selection from which 12 subjects for each target level, intermediate-mid and advanced-mid, were selected. The major levels in the ACTFL (2012) scale are divided into three sub-levels: low, mid, and high. The mid sublevel was chosen as it is considered the best representative of the principal features of the major level.

The 24 texts were manually analyzed to identify all instances of verbs in the preterit and imperfect based on their morphological markers. Tokens with spelling mistakes were still counted as long as either their perfective or imperfective aspect was clear. After identifying all preterit and imperfect tokens, they were assigned to a verbal class following the procedures used by Salaberry (1999, 2002, 2003). The classification of lexical aspectual classes considered states, activities, and telic events. The last category encompasses both achievements & accomplishments (Salaberry 2011: 187).

Following Salaberry's test procedures described below were executed to determine stativity and telicity. They were executed sequentially, if an event tested positive for stativity, then the second test was not needed (see. fig.1). Events were tested "with the verb in the infinitive form to avoid the bias of the effect of the specific morphological marker selected by the learner (the preservation of the morphological marker used by the subjects entails circular results)" (Salaberry 1999:160).

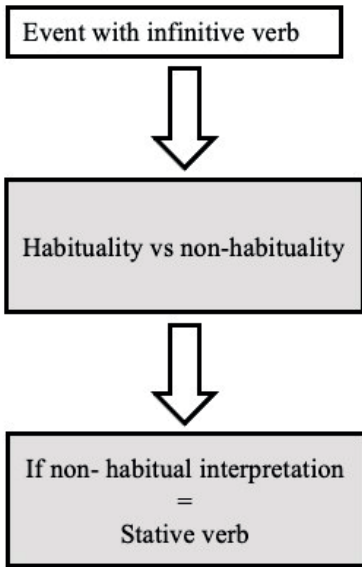
Test 1: stativity was determined by asking whether the verb can have a non-habitual interpretation. If it can, then it is a stative verb.

Test 2: telicity was determined by asking the question, *if you stop in the middle of V-ing, have you done the act of V-ing?* If the answer is yes, then it is an activity. Otherwise, it is a telic event.

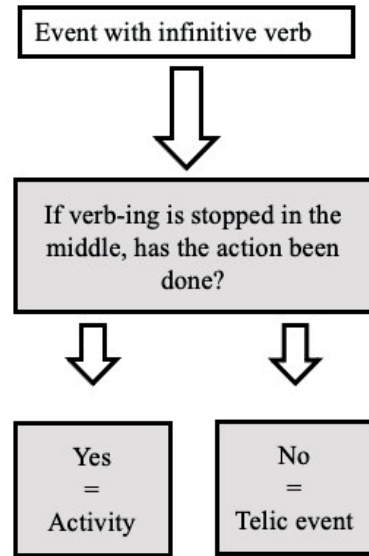
The tests are illustrated below with some examples from the analyzed corpus:

1. A X le **gustaba** la Universidad de Utah – The verb **gustar** (to like) has a nonhabitual interpretation, therefore it is a stative verb, and the second test is not needed. In the second test, the verb **gustar** would need to be put in the gerund **gustando**, which would contradict their non-dynamic nature.
2. X **empezó** a ir al gimnasio – The verb **empezar** (to start) can have a habitual interpretation, then we can perform the second test. We put the verb in the gerund and ask if we stop in the middle of **empezando** (starting), has the action been executed? In this case the answer is no, therefore it is a telic event.

Stage 1:



Stage 2:



**Fig. 1. Verbal Class Classification Test for Stativity and Telicity**

The classified tokens were organized in tables for each tense (preterit and imperfect) and for each level (intermediate-mid and advanced-mid) with raw numbers. The raw data was then used to calculate the tokens’ relative frequency (*f<sub>i</sub>*) in each verbal class. Relative frequency (*f<sub>i</sub>*) was calculated in each subject separately to avoid a possible bias of some students who produced considerably more tokens than others. The number of tokens (*n<sub>i</sub>*) in each verbal class was divided by the total number of classified verbs (*N*) in each subject. After obtaining the relative frequency percentage of the verbal class used in each participant, the ( $\mu$ ) averages among all subjects were calculated to obtain the patterns of distribution for each group. Table 1 shows an example of this process with subject 8 from the intermediate-mid group for the preterit tense. Appendix A provides the full sample of the excerpt and analysis process for one of the subjects.

*Table 1. Relative frequency of classified tokens under each verbal class*

Subject 8 Preterit	State	Activity	Telic	Total imperfect
Raw numbers	5	6	3	14
Frequency	36%	43%	21%	100%



Those subjects who did not produce any token in the preterit or imperfect were disregarded to obtain the total average percentage. Notes under each graph specify the total number of subjects considered for each case (see figures 2-5 in the next section).

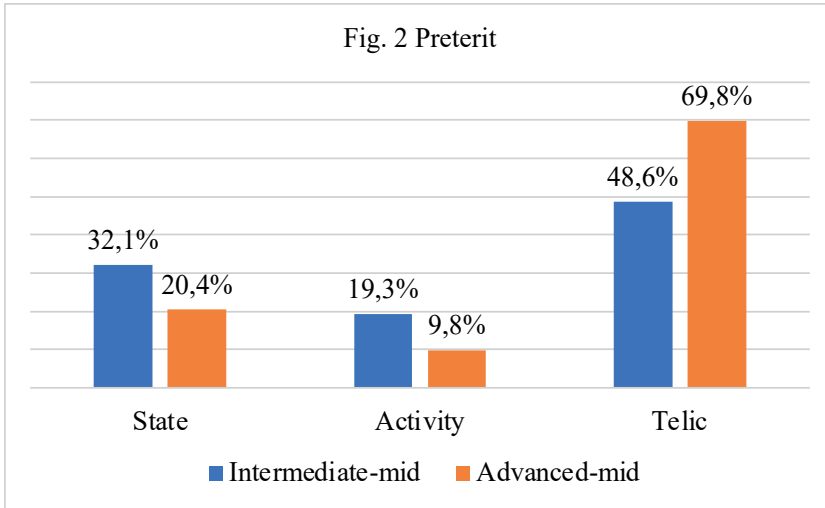
**Results and Discussion**

The total amount of lexical items produced by the intermediate-mid (IM) level was 2,547, while the advanced-mid level (AM) produced 2,407 words. The morphological markers led to identifying a total of 150 tokens (instances of the targeted verb tenses) for the intermediate-mid level and 108 for the advanced-mid level. The preterit and imperfect were found in 77 and 73 tokens, respectively, in the first group, and in 78 and 30 tokens, respectively, in the advanced-mid level group. Table 2 summarizes the number of tokens for the preterit and imperfect.

*Table 2. Number of tokens for intermediate-mid (IM) and advanced-mid (AM) levels*

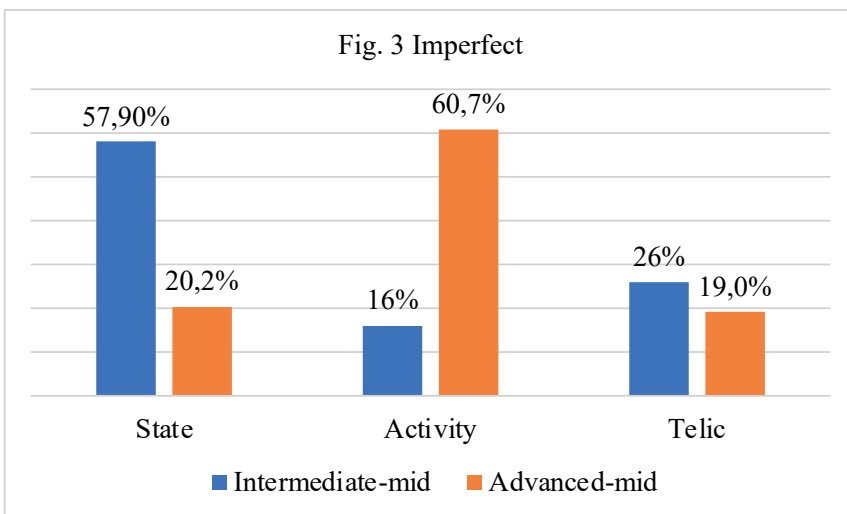
Tense	Preterit	Imperfect	Total
IM	77	73	150
AM	78	30	108

Morphological marking across the verbal class categories shows that lexical aspect influences the use of the preterit and imperfect tenses only in some verbal classes at both levels. Figure 2 shows that at the intermediate-mid level, the effect is evident with the highest degree of association of the preterit with telic events (48.6%). However, the LAH proposes that preterit morphological marking decreases from telic events ~ activities ~ states. The findings show that marking decreases from states (32.1%) to activities (19.3%) instead. A similar decreasing pattern is observed in learners at the advanced-mid level. The highest degree of association occurs with telic events (69.8%), while the effect decreases from states (20.4%) to activities (9.8%).



**Fig. 2. Average relative frequency of tokens preterit - 12 subjects IM and 11 subjects AM.**

Figure 3 shows that in the case of the imperfect tense, at the intermediate-mid level, the highest degree of association occurs with states (57.9%) followed by telic events (26%) to activities (16%). The LAH proposes that the effect will decrease from states ~activities ~ telic events for the imperfect but the drop occurs in the opposite order for the last two categories in this study. At the advanced-mid level, the effect of lexical aspect is not observed as learners show a higher degree of association with activities (60.7%), while states (20.2%) and telic events (19%) are found at a similar level.



**Fig. 3. Average relative frequency of tokens imperfect – 7 subjects IM and 7 subjects AM.**

The findings of the study concur only to some extent with previous studies. The decreasing pattern shown in figure 2 (telic events ~ states ~ activities) for the preterit coincides with 3 of the 8 patterns of Salaberry (1999: 164-166) from beginning and intermediate levels, although most of the other patterns in Salaberry (1999) resemble the ones proposed by the LAH. In the imperfect, the effect of lexical aspect is only evident at the intermediate-mid level. The pattern in figure 3, (states ~ telic events ~ activities) is observed in 2 of the 8 patterns of Salaberry (1999:164-166) at the beginning and advanced levels. This coincides with one of the patterns in Dominguez et al. (2013: 566) in their combined results among their controlled and uncontrolled tasks in advanced learners. In the advanced-mid level of this study, learners preferred the use of the imperfect with activities, while states and telic events were found at similar rates (20.2% and 19%, respectively). The closest link is found with the group of native speakers of Salaberry (2002), which was included to act as a baseline against L2 learners. It is interesting to find a correlation with the group of native speakers, which in light of the hypothesis would be a sign of linguistic development as the frequency of use between imperfect-activity is a non-prototypical association. However, Andersen & Shirai (1994) explain that the speech of adult native speakers is also biased toward the effect of lexical aspect, and certain patterns and frequencies guide the use of language with certain verbal classes (Salaberry, 2011). In this scenario, it is worth wondering how stable the distribution patterns across the lexical classes remain with higher proficiency. Despite the similarities with some of the patterns portrayed in Salaberry (1999, 2002) and Domínguez et al. (2013) most of the other patterns of their studies correspond to the ones proposed by the LAH, most especially at intermediate and advanced levels. Bardovi-Harlig and Comajoan-Colomé (2020) support that a pattern resembling the LAH is found in most L2 learners' studies. Therefore, these findings and correlations might rather be incidental.

Overall, lexical aspect influences morphological marking only in the most prototypical verbal class-tense relations (preterit-telic events and imperfect-states) in most cases, except at the advanced-mid level for the imperfect. This means that lexical aspect affects marking to some extent, although the effect is not perceived as strong since it does not decrease in the order proposed by the hypothesis. The general claim of the LAH is that its effect will be stronger when morphological systems start to emerge at the initial stages of L2 acquisition (Andersen, 1986, 1991; Shirai, 2004). A pattern not fully resembling the LAH can be interpreted as a sign of linguistic development which is congruent with the participants' proficiency levels. Comparing the effect in the two groups, the effect of lexical aspect seems stronger in the less proficient groups as lexical aspect does not affect marking in the imperfect for the advanced-mid level. However, if analyzing the effect of the tenses separately and considering only

the most prototypical verbal class-tense association, the more advanced group seems more affected in preterit as the frequency of telic events is (69.8%) over (48.6 %) for the intermediate-mid level. This would be the only consistency with the findings of Salaberry (2002, 2003, 2011), who found that the effect of lexical aspect becomes stronger in more advanced proficiency levels. In the case of the imperfect, the frequency of states at the advanced-mid level is (20.2 %) over (57.9 %) for the less proficient learners, which shows that the prototypical association of imperfect-states is stronger in the less proficient group as predicted by the hypothesis.

One of the main limitations of this study concerns the reduced number of imperfect tokens produced by advanced-mid level learners compared to their counterparts, which might be the result of the nature of the open-ended task that allows for the use of a variety of tenses. Among other limitations, the corpus does not provide specific demographic or background information on each subject. As mentioned above, some heritage learners enroll in these courses in high school. Montrul (2009) reports that in general, heritage speakers preserve the semantic contrast knowledge between the preterit and imperfect at a level similar to native speakers. This means they will have an advantage over Spanish L2 learners, which could bias the results of the study. In relation to the methodology, due to time constraints, it was not possible to assess inter-rater reliability in the process of verbal class classification, but the classification of tokens was checked and discussed with another linguist native speaker of Spanish.

## **Conclusion**

This corpus-based study aimed to assess how the inherent lexical meaning of verbs affects the morphological development of the preterit and imperfect in Spanish L2 acquisition through the framework of the lexical aspect hypothesis (LAH). Learners at two levels of proficiency were analyzed: intermediate-mid and advanced-mid.

Lexical aspect in this study influences morphological marking only in the most prototypical verbal class-tense associations (preterit-telic events and imperfect-states) in most cases except at the advanced-mid level for the imperfect. The secondary verbal classes most frequently used are states for the preterit and telic events for the imperfect tense, while activities are the least frequent verbal class for them. The advanced-mid learners mark the imperfect more frequently with activity terms, and the two other verbal classes were found at the same level. This means that lexical aspect affects marking to some extent, although the effect is not perceived as strong since it does not decrease in the order proposed by the hypothesis, which might be an indicator of language development. In the preterit, the effect is perceived stronger in the more advanced group whereas in the imperfect the effect is stronger in the less advanced group based on the

frequency of usage. Therefore, it is not possible to define with clarity which group is more influenced by the LAH.

The findings from this study suggest that future research should focus on better explaining patterns of morphological development in more advanced L2 learners. In its current form, the hypothesis provides an explanation of early development, but it does not accurately explain the degree to which the effect of lexical aspect reduces as proficiency increases. Lastly, studies are needed in language immersion learning contexts to assess whether the nature of the instructional setting (content-driven) affects the morphological development of past tense marking. Studies on language-driven instructional settings have shown a predictable developmental pattern for the preterit and imperfect according to the LAH, however, it is unknown whether learners in content-driven contexts might follow the same pattern.

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## Appendix A: Corpus Sample and Steps of Analysis

Subject 8. Intermediate-mid (writing task).

Note that for authenticity, grammatical and spelling errors were purposely kept.

Step 1: Identification of preterit (bold) and imperfect (italic) tokens based on morphological markers.

El ocho de Abril, 2021 Hoy voy a hablar de una persona que es muy bien en el deporte de Futbol Americano. Se llama XXXX **Jugo** futbol americano para BYU, una escuela en Utah. El ya **termino** su tiempo en escuela, y estas tratando de hacer pro. Su viaje, **fue** muy largo. Todo **empezo** cuando el **fue** solo un nino. Cuando XXXX **fue** un nino, *le gustaba* la Universidad de Utah, el lugar quien nadien *legustaba* de BYU. XXXX jugo Futbol Americano en la escuela secundaria, y **fue** muy bien en lo. El *teni* mucahs ofrezas de muchas lugares diferentes, excepto un lugar. Este **fue** el Universidad de Utah. Entonces, el **fui** a la escuela que no *queria* ir a tanto. Este es una parte tan importante porque Si XXXX **fue** a Utah, no seria la posicion que *queria* en el tiempo de que *queria*. Cuando **fue** a Byu, **trabajo** muy duro, y **jugo** muy bien. Despues de solo un ano de ser jugador de futbol americano para BYU, XXXX **decidio** a ir de BYU, y *queria* tratar de ir profesional. Todavia estas tratando a ir profesional, y no estas terminado todavia. Todas las personas estan pensando que XXXX Wilson es la persona quein es segundo mejor de su ano. Este es muy dificil para hacer, especialmente porque BYU no jugan a muchas personas que son muy bien. Este historia interesan a personas porque XXXX wilson es el primer persona de el estado de Utah a ir segundo a la futbol americano profesional. Es muy interesante porque ningun persona sabe que vaz a pasar a el cuando estas una profesional.

Word count	274
Preterit	14
Imperfect	7
Past forms (total)	21



Step 2: Classification of predicates under a verbal class

Preterit		
State	Activity	Accomplishment / Achievement
Ser Su viaje, <b>fue</b> muy largo.	Jugar XXXX <b>Jugo</b> futbol americano para BYU	Terminar El ya <b>termino</b> su tiempo en escuela
Ser cuando el <b>fue</b> solo un nino	Jugar XXXX <b>jugo</b> Futbol Americano en la escuela secundaria	Empezar Todo <b>empezo</b> cuando el
Ser Cuando XXXX <b>fue</b> un nino	Ir Cuando <b>fue</b> a Byu	Decidir XXXX <b>decidio</b> a ir de BYU
Ser , y <b>fue</b> muy bien	Trabajar <b>trabajo</b> muy duro	
Ser Este <b>fue</b> el Universidad de Utah	Jugar y <b>jugo</b> muy bien	
Ir el <b>fui</b> a la escuela		

Imperfect		
State	Activity	Accomplishment / Achievement
Gustar <b>le gustaba</b> la Universidad de Utah		
Gustar nadien <b>legustaba</b> de BYU		
Tener El <b>teni</b> mucahs ofrezas de muchas lugares diferentes		

Vargas Mutizabal / Lexical Hypothesis

Querer el fui a la escuela que no <b>queria</b> ir a tanto		
Querer la posision que <b>queria</b>		
Querer en el tiempo de que <b>queria</b>		
Querer y <b>queria</b> tratar de ir profesional		

Step 3: Calculation of the frequency (*fi*) of the classified predicates in each verbal class and tense.

Preterit	State	Activity	Telic	Total imperfect
Raw numbers	5	6	3	14
Frequency	36%	43%	21%	100%

Imperfect	State	Activity	Telic	Total imperfect
Raw numbers	7	0	0	7
Frequency	100%	0%	0%	100%