

English Aspect: L1 Transfer and Explicit Instruction

Yuko Koike

Fukuoka Prefectural University

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Aspect shows cross-linguistic variation, and the role of the first language in the acquisition of aspect is often discussed in second language literature. However, whether L1 transfer actually occurs in the areas of grammar is controversial. In this paper, I discuss the aspectual characteristics of English and Japanese associated with their aspectual verb classes, which show both similarities and differences between the languages. Japanese learners of English are predicted to have difficulty in associating the form with the meaning and transfer L1 features when learning aspectual properties of English. In order to investigate this prediction, I examine whether the learners transfer the L1 interpretations associated with the verb classes and the aspectual morpheme when learning English aspect. I then discuss effective instruction for teaching aspect and introduce instructional materials designed to be used for Japanese learners of English.

アスペクトには言語特有の特徴が見られ、第二言語習得における母語の影響がしばしば指摘されている。しかしながら、文法習得において母語の転移が起こるか否については意見の統一が見られていない。本論文は、英語と日本語それぞれの動詞のアスペクトによる分類に基づく特徴と両言語の類似点及び相違点について述べ、日本語母語話者が英語のアスペクトを学ぶ際に母語の転移が起こるかについて考察する。さらに、日本語母語話者を対象とした英語のアスペクトの効果的な指導方法を考察しその教材を紹介する。

The role of the L1 is often discussed in L2 acquisition. However, whether L1 transfer actually occurs in the areas of grammar is controversial. Nevertheless, aspect shows cross-linguistic variation, and L1 transfer has been reported in the acquisition of aspect in L2 English (Gabriele, Maekawa, & Banon, 2008; Gabriele, Martohardjono, & McClure,

2003), L2 Japanese (Nishi & Shirai, 2007; Sugaya & Shirai, 2007), and L2 Spanish (Montrul & Slabakova, 2003; Gabriele, Banon, Prego, & Canales, 2015). It has also been argued that lexical aspect influences the acquisition of tense-aspect morphology (Andersen, 1991; Bardovi-Harlig, 2000; Shirai & Kuroono, 1998).

The purpose of the present study was to investigate whether Japanese learners of English transfer aspectual semantics from their L1 and to examine effective instruction. I first discuss the aspectual characteristics of English and Japanese and then describe an experiment to examine the L1 transfer of aspectual semantics. Specifically, I examine whether learners transfer the L1 interpretations associated with the verb classes and the aspectual morpheme. Furthermore, I discuss effective instruction for teaching aspect and introduce instructional materials designed to be used with Japanese learners of English.

Verbal Aspect in English and Japanese *Aspectual Classes of English Verbs*

Aspect is defined as a grammatical category that marks the duration or type of temporal activity denoted by the verb (e.g., perfect and imperfect) and is distinguished from tense, which expresses the time of a situation described in a proposition relative to some other time (e.g., present, past, and future; Crystal, 1994). Aspect is determined compositionally by properties of the verb together with the verb's arguments and adjuncts (Verkuyl, 1972). Moreover, differences in the inherent semantic differences in verbs lead to different interpretations when they are combined with aspect markers (Dowty, 1979).

The inherent lexical meanings of English verbs generally refer to Vendler's (1957) verb classification, which distinguished four distinct aspectual classes of English verbs or verb phrases: states, activities, accomplishments, and achievements, based on their inherent temporal properties:

Classes	Examples
States:	know, love, believe, want, have
Activities:	run, walk, swim, push, pull
Accomplishments:	paint a picture, make a chair, build a house, write a letter, draw a circle
Achievements:	recognize, realize, notice, identify, find

Furthermore, the inherent meanings of verbs reflect their distinct structural patterns, which are shown in the following examples taken from Vendler (1957) and Dowty (1979), with some modifications:

- (1) a. *John is knowing the answer. (state)
 b. John is running. (activity)
 c. John is painting a picture. (accomplishment)
 d. *John is recognizing her. (achievement)
 (* = ungrammatical)

States are not dynamic, and achievements imply no duration; therefore, they do not occur in the progressive. It should be noted that achievements can occur with the *-ing* form (e.g., *He is dying*; *The airplane is arriving.*); however, they do not have a progressive meaning but mean a preliminary stage, that is, implying reaching an end point.

Aspectual Classes of Japanese Verbs

Kindaichi (1950) similarly proposed four aspectual classes of Japanese verbs: stative (*jotai doshi*), continuative (*keizoku doshi*), instantaneous (*shunkan doshi*), and Type Four (*dai yon-shu no doshi*):

Classes	Examples
Stative	<i>aru</i> (be), <i>iru</i> (need), <i>dekiru</i> (can do), <i>mieru</i> (be visible)
Continuative	<i>yomu</i> (read), <i>kaku</i> (write), <i>hashiru</i> (run), <i>oyogu</i> (swim)
Instantaneous	<i>kizuku</i> (notice), <i>tsuku</i> (light up), <i>shinu</i> (die), <i>aku</i> (open)
Type Four	<i>sugureru</i> (be excellent), <i>arifureru</i> (be common), <i>zabanukeru</i> (be

outstanding), *bakageru* (be absurd)

In terms of semantic properties, stative and Type Four classes correspond to Vendler's (1957) states, continuative corresponds to Vendler's activities, and instantaneous corresponds to Vendler's achievements. The difference between stative and Type Four is their structural patterns; stative verbs cannot occur with the *-te iru* form, whereas Type Four verbs must always occur with the *-te iru* form (e.g., *Kare wa okane ga aru/*at-te iru* [He has (a lot of) money], *Kare wa *sugureru / sugure-te iru* [He is excellent]).

This classification is also based on the semantic characteristics of verbs with the aspectual morpheme *-te iru*. The morpheme *-te iru* partly corresponds to the English morpheme *-ing*. However, English and Japanese verb classes show both similar and different patterns with the morphemes *-ing* and *-te iru* respectively.

Similarities and Differences of English and Japanese Verbal Aspect

As discussed above, English and Japanese verb classes show both similarities and differences:

- (2) a. *Kare-wa okane-ga at-te iru. (stative)
 he-TOP money-NOM be-TE IRU
 *He is having money.
 b. Kare-wa shinbun-o yon-de iru. (continuative)
 he-TOP newspaper-ACC read-TE IRU-
 He is reading a newspaper.
 c. Kare-wa kizui-te iru. (instantaneous)
 he-TOP notice-TE IRU
 He is aware of it.
 d. Kare-wa sugure-te iru. (Type 4)
 he-TOP be excellent-TE IRU
 He is excellent.
 (* = ungrammatical)

Like states in English, Japanese stative verbs do not occur in the *-te iru* construction, and like activities in English, continuous verbs have a progressive meaning with the *-te iru* form. However, unlike achievements in English, instantaneous verbs do not mean a preliminary stage but have a resultative state meaning. As shown in the example (2)c, the

verb *kizuku* (notice) in the *-te iru* construction (*kizui-te iru* (be aware of)) has a resultative state meaning. As discussed earlier, Type Four verbs semantically correspond to states in English, but they must always appear in the *-te iru* construction. Figure 1 shows the comparison of Vendler's (1957) English verb classes and Kindaichi's (1950) Japanese verb classes in terms of semantic and structural properties.

English verb classes	<i>-ing</i>	Japanese verb classes	<i>-te iru</i>
States	X	Stative	X
		Type Four	stative
Activities	progressive	Continuative	progressive
Accomplishments	progressive		
Achievements	preliminary stage	Instantaneous	resultative state

Figure 1. Comparison of English and Japanese verb classes; X = ungrammatical.

It should also be noted that Japanese continuative and instantaneous verbs in the *-te iru* construction can express *experiential state* as well, which is distinct from *resultative state*. The former typically occurs with an adverbial indicating a completed event such as *ichi-do* (once) and *kyonen* (last year); the latter occurs with an adverbial such as *ima* (now) and *mada* (still) (Ogihara, 1998), as shown in the following examples:

- (3) a. Kare-wa ima eiga-o mi-te iru.
 he-TOP now movie-ACC watch-TE IRU
 He is watching a movie now. (progressive)
- b. Kare-wa 3-do kono eiga-o mi-te iru.
 he-TOP 3 times this movie-ACC watch-TE IRU
 He has watched this movie three times. (experiential state)
- c. Kare-wa ima kekkon shi-te iru.
 he-TOP now marry-TE IRU
 He is married now. (resultative state)
- d. Kare-wa 2-do kekkon shi-te iru.
 he-TOP 2 times marry-TE IRU
 He has been married two times. (experiential state)

In the *-te iru* construction, the Japanese continuative verb *miru* (watch) can have an experiential state meaning in addition to a progressive meaning. Also, the instantaneous verb *kekkon suru* (marry) can have an experiential state and a resultative state meaning; not only verb classes but also adjuncts such as adverbials affect interpretation.

The Present Study

The comparison of English and Japanese aspectual verb classes shows cross-linguistic variation. There are both similarities and differences in lexical, syntactic, and semantic properties between the two languages. Although lexical properties of verb classes are similar, some differences are observed, especially in their semantic properties. Therefore, Japanese learners of English are predicted to have difficulty in associating the form with the meaning and transfer L1 features in learning aspectual properties of English.

Therefore, the purpose of the present study is to investigate the following research questions:

- RQ1. Do Japanese learners of English transfer aspectual semantics from their L1?
- RQ2. In particular, do learners transfer the L1 interpretations associated with the verb classes and the aspectual morpheme?

Participants

Ninety-eight native speakers of Japanese participated in the study. These participants (mean age: 19) were undergraduate students taking a general English course at a university in Japan. Their CEFR levels of English were A2-B1.

Sentence Selection Task

Participants completed a sentence selection task designed to measure knowledge of English aspect and transfer from their native language. The participants read eight Japanese sentences in the *-te* instruction and their English translations, each of which had a gap. The participants were asked to choose the best verb form for each gap from four choices. Each of the Japanese sentences takes a progressive, resultative state, or experiential state reading, depending on its aspectual verb class and/or adverbials. The Japanese verbs and their aspectual classes used in the task were as follows:

- Continuative: *aruku* (walk), *nemuru* (sleep) (≡Activity)

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- Continuative: *hondana o tsukuru* (make a bookshelf), *tegami o kaku* (write a letter), *kono eiga o miru* (watch this movie), *marason o hashiru* (run a marathon) (≒Accomplishment)
- Instantaneous: *shimaru* (close_{INT}), *kowareru* (break_{INT}) (≒Achievement)

The target test sentences are shown in Figure 2. The sentences were given in random order.

No	Japanese sentence	English equivalent & four choices	Aspect
1	Kare-wa ima arui-te iru. he-TOP now walk-TE IRU	He _____. walks <u>is walking</u> is walked has walked	progressive
2	Akachan-wa ima nemut-te iru. baby-TOP now sleep-TE IRU	The baby _____. sleeps <u>is sleeping</u> is slept has slept	progressive
3	Kare-wa ima hondana-o he-TOP now bookshelf-ACC tsukut-te iru. make-TE IRU	He _____ a bookshelf. makes <u>is making</u> is made has made	progressive
4	Kanojo-wa ima tegami-o she-TOP now letter-ACC kai-te iru. write-TE IRU	She _____ a letter. writes <u>is writing</u> is written has written	progressive
5	Doa-ga ima shimat-te iru. door-NOM now close-TE IRU	The door _____. closes is closing <u>is closed</u> has closed	resultative state
6	Kikai-ga ima machine-NOM now koware-te iru. break-TE IRU	The machine _____. breaks is breaking <u>is broken</u> has broken	resultative state

No	Japanese sentence	English equivalent & four choices	Aspect
7	Watashi-wa kono eiga-o I-TOP this movie-ACC nandomo mi-te iru. many times watch-TE IRU	I _____ this movie many times. watch am watching am watched <u>have watched</u>	experiential state
8	Kare-wa 3-kai he-TOP 3 times marason-o hashit-te iru. marathon-ACC run-TE IRU	He _____ a marathon three times. runs is running is run <u>has run</u>	experiential state

Figure 2. Test sentences; correct forms are underlined.

As discussed in the previous sections, Japanese continuative verbs, which correspond to English activities and accomplishments, have a progressive meaning in the *-te iru* construction. This pattern is similar to that of English activities and accomplishments with *-ing*. Therefore, for sentences 1-4) no difficulty in choosing the correct form was predicted. On the other hand, Japanese instantaneous verbs, which correspond to English achievements, have a resultative state meaning in the *-te iru* construction. This interpretation is specific to Japanese. Therefore, it was predicted that the learners would have difficulty choosing the correct form for the sentences 5 and 6. Moreover, sentences 7 and 8 have an experiential state meaning. This interpretation is also language specific, suggesting that learners would have difficulty choosing the correct form.

Results

The results of the selection task are shown in Tables 1-4. The participants' interpretations of progressive aspect for English activities and accomplishments (*walk*, *sleep*, *make a bookshelf*, and *write a letter*) are shown in Table 1. As predicted, most of the participants did not have difficulty choosing a correct verb form for sentences 1-4. More than 90% of the participants selected the present progressive form for activities and accomplishments.

The participants' interpretations of resultative state aspect for achievements (5 and 6) are shown in Tables 1 and 2. As shown in Table 1, less than 50% of the participants chose correct forms for the resultative state aspect for achievements. Table 2 shows the

participants' incorrect choices. Of the participants, 20 to 30% incorrectly selected the present progressive form.

Table 1. Correct Choices for Progressive & Resultative State Interpretation ($N = 98$)

Verb class	Verb / Verb phrase	Correct form	Number
Activity	walk	He <i>is walking</i> .	97 (99%)
	sleep	The baby <i>is sleeping</i> .	91 (93%)
Accomplishment	make a bookshelf	He <i>is making a bookshelf</i> .	93 (95%)
	write a letter	She <i>is writing a letter</i> .	96 (98%)
Achievement	close	The door <i>is closed</i> .	43 (44%)
	break	The machine <i>is broken</i> .	47 (48%)

Table 2. Incorrect Choices for Resultative State Interpretation ($N = 98$)

Verb class	Verb / Verb phrase	Incorrect form	Number
Achievement	close	The door <i>closes</i> .	15 (15%)
		The door <i>is closing</i> .	26 (27%)
		The door <i>has closed</i> .	14 (14%)
	break	The machine <i>breaks</i> .	10 (10%)
The machine <i>is breaking</i> .		21 (21%)	
The machine <i>has broken</i> .		20 (20%)	

Tables 3 and 4 show the participants' interpretations of experiential state aspect. As shown in Table 3, approximately 80% of the participants correctly selected present perfect forms. Incorrect choices are listed in Table 4. A small number of participants chose present and present progressive forms.

Table 3. Correct Choices for Experiential State Interpretation ($N = 98$)

Verb class	Verb / Verb phrase	Adverbial	Correct form	Number
Accomplishment	watch this movie	many times	I <i>have watched this movie</i> many times.	77 (79%)
	run a marathon	three times	He <i>has run a marathon</i> three times.	78 (80%)

Table 4. Incorrect Choices for Experiential State Interpretation ($N = 98$)

Verb class	Verb / Verb phrase	Adverbial	Incorrect form	Number
Accomplishment	watch this movie	many times	I <i>watch this movie</i> many times.	13 (13%)
			I <i>am watching this movie</i> many times.	7 (7%)
			I <i>am watched this movie</i> many times.	1 (1%)
	run a marathon	three times	He <i>runs a marathon</i> three times.	14 (14%)
			He <i>is running a marathon</i> three times.	5 (5%)
			No response	1 (1%)

Discussion

The participants' selection of verb forms show that for activities and accomplishments (*walk, sleep, make a bookshelf, write a letter*), most selected the correct verb forms. They accepted activities and accomplishments with the *-ing* form to express an ongoing progressive aspect. This result was predicted because Japanese continuative verbs correspond semantically to English activities or accomplishments, and both occur with the aspectual morphemes *-te iru* and *-ing* respectively to express a progressive aspect.

On the other hand, for achievements (*close, break*), the number of correct answers decreased. As discussed above, Japanese instantaneous verbs, which correspond to English achievements, have a resultative state meaning in the *-te iru* construction. However, English achievements with the *-ing* form express a preliminary stage implying reaching an end point. Therefore, Japanese learners of English were predicted to have difficulty in selecting a correct form for achievements.

Gabriele (2009) postulated that Japanese learners of English need to rule out a resultative state interpretation for achievements with the *-ing* form. Other studies have reported that ruling out interpretations that are available in the L1 but not in the L2 is a challenge for L2 learners (Gabriele et al., 2015; Hirakawa, 2001). In the interpretation task conducted by Gabriele it was also found that Japanese learners of English allowed achievements with *-ing* form to refer to completed aspect.

In the present study, resultative state aspect for English achievements (*close, break*) is expressed in passive forms (*the door is closed; the machine is broken*). Less than 50% of the participants correctly selected these forms whereas less than 30% incorrectly chose achievements with the *-ing* form (*the door is closing; the machine is breaking*) to refer to resultative state aspect. These results seem to indicate the transfer of L1 interpretation wherein resultative state aspect is expressed in the *-te iru* construction in Japanese.

The results can also be due to universal difficulty. The aspect hypothesis (Andersen & Shirai, 1994) suggests that the inherent semantic aspects of verbs affect early language learners in their acquisition of tense-aspect markers. In other words, progressive morphology is strongly associated with activities. Thus, it may also be possible that the learners overextended the use of the progressive to other verb classes.

As discussed in the previous section, experiential state interpretation occurs in the *-te iru* construction generally with an adverbial such as *ichido* (once) and *kyonen* (last year). This interpretation is available with both continuous and instantaneous verbs. The results of the present study show that approximately 80% of the participants correctly selected perfect forms (*have watched, has run*). Although the verb class is accomplishment (*watch a movie, run a marathon*), only a few participants chose the present progressive form *-ing*. Adverbials such as *many times* and *three times* may help learners choose correct verb forms for experiential state aspect. Aspect is determined compositionally by properties of the verb in conjunction with its arguments and adjuncts (Verkuyl, 1972). This result seems to show that adverbials affect learners' choices more than verbs' lexical meanings.

Teaching English Aspect

As observed above, there are similarities and differences in aspectual patterns between English and Japanese; lexical properties of verb classes are similar whereas some differences are observed in their syntactic and semantic patterns. Lardiere (2009) claimed that L2 learners face difficulty when the L1 and L2 differ in the combination of lexical items and their features. It is, therefore, crucial to understand how learners relate L1 to L2 in their learning processes. Moreover, Schmidt (2001, 2010) claimed that attention to the linguistic features that are not available in the L1 may be necessary in second language acquisition. In addition, positive evidence is not always sufficient for L2 learners to analyze complex grammatical structures (White, 1987). Therefore, L2 learners need the negative evidence that they receive from instruction in order to understand L1-L2 differences.

Accordingly, explicit instruction is crucial for L2 learners to learn aspectual rules and patterns of English. It helps learners to pay attention to L1-L2 differences and master target grammatical structures. In particular, instruction should focus on lexical properties of verb classes and the syntactic and semantic properties associated with their lexical meanings. It should also help learners compare their L1 and L2 and be aware of the differences.

Instructional Materials

The instructional materials described here are designed for Japanese learners of English to learn the aspectual characteristics of English compared with those of Japanese. They can be used as part of a grammar or writing lesson and especially focus on lexical properties of verb classes and the syntactic and semantic properties associated with their lexical meanings. The aim is for learners to pay attention to and be aware of aspectual differences between the two languages so as to understand and learn English aspect. The materials (see Appendix) consist of eight activities whose goals are for students to learn Japanese and English aspectual verb classes, learn the meaning of *-te iru* for each Japanese verb class and of *-ing* for each English verb class, and compare Japanese *-te iru* and English *-ing*. The materials use a minimal number of technical terms and basic vocabulary to avoid interfering with comprehension. In addition, for the exercises on Japanese verbs, it is recommended that Japanese be used in the written materials and the teacher explain in Japanese to help the learners' cognitive processes work efficiently.

Conclusion

The present study investigated whether Japanese learners of English transfer aspectual semantics from the L1 and proposed instructional activities for teaching English aspect, which are summarized as follows:

1. Aspect shows cross-linguistic variation. There are similarities and differences in aspectual patterns between English and Japanese. The lexical properties of both languages' verb classes are similar; however, some differences are observed in their syntactic and semantic patterns.
2. It was predicted that Japanese learners of English will have difficulty in associating the form with the meaning and transfer L1 features in learning aspectual properties of English. Therefore, the present study examined whether the learners transferred L1 interpretations associated with the verb classes and the aspectual morpheme when learning English aspect.
3. The results of a sentence selection task targeting resultative state interpretation of achievements suggest that Japanese learners of English transfer L1 interpretations associated with verb classes and the aspectual morpheme. More than half of the participants incorrectly accepted the form associated with the L1 interpretation.
4. It is also possible that the results were due to universal difficulty. It has been argued that progressive morphology is strongly associated with activities in the early stage of language acquisition. The learners may also have overextended the use of the progressive to the achievement class.
5. The results of a sentence selection task targeting experiential state interpretation show that adverbials play a role in helping learners to understand the sentence. Although accomplishment verbs were used in the task, few participants incorrectly selected the progressive form, indicating that adverbials affected the learners' choices more than the verbs' lexical meanings.
6. L2 learners face difficulty in learning linguistic features that are not present in the L1. Therefore, attention to linguistic features and negative evidence received from instruction are necessary to understand L1-L2 differences. Explicit instruction helps learners to pay attention to L1-L2 differences to master the target grammatical structures. In order to learn English aspect, instruction should focus on lexical properties of verb classes and their syntactic and semantic properties associated with their lexical meanings.

The present study suggests the transfer of aspectual semantics of L1 in second language acquisition. In addition, explicit instruction discussed here is applicable to

other areas of grammar as well. It is important to help L2 learners to acquire target features through explicit instruction. However, further research is needed to examine the nature of L1 transfer and universal difficulty as aspect hypothesis.

Bio Data

Yuko Koike is a professor at Fukuoka Prefectural University. She is currently interested in grammar and pronunciation instruction for second language learners. <yukoike@gmail.com>

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Appendix

Exercises for Learning English Aspect (English version)

1. Let's compare the following Japanese verb groups. Focus on their meanings.

- A. aru (be), iru (be), iru (need), dekiru (can do)
B. hashiru (run), oyogu (swim), asobu (play), yomu (read)

C. aku (open), tsuku (arrive), kowareru (break), shinu (die)

Q: Does each group of verbs have something in common?

2. Make a Japanese sentence using each verb.

- A. aru (be) → (e.g., Koen-ga aru. [There is a park.])
iru (be) → (e.g., Inu-ga iru. [There is a dog.])
iru (need) → (e.g., Okane-ga iru. [(I) need money.])
dekiru (can do) → (e.g., Kare-wa Doitsugo ga dekiru. [He can speak German.])
- B. hashiru (run) → (e.g., Senshu-ga hashiru. [The player runs.])
oyogu (swim) → (e.g., Shonen-ga oyogu. [The boy swims.])
asobu (play) → (e.g., Kodomotachi-ga asobu. [Children play.])
odoru (dance) → (e.g., Shojo-ga odoru. [The girl dances.])
- C. aku (open) → (e.g., Doa-ga aku. [The door opens.])
tsuku (arrive) → (e.g., Hikoki-ga tsuku. [The airplane arrives.])
kowareru (break) → (e.g., Kikai-ga kowareru. [The machine breaks.])
shinu (die) → (e.g., Mushi-ga shinu. [An insect dies.])

Q: Does each group of verbs have something in common? Do they occur in a *specific period of time*?

3. Add *-te iru* to each sentence.

- A. aru (be) → (e.g., Koen-ga aru. → × Koen-ga at-te iru.)
iru (be) → (e.g., Inu-ga iru. → × Inu-ga it-te iru.)
iru (need) → (e.g., Okane-ga iru. → × Okane-ga it-te iru.)
dekiru (can do) → (e.g., Kare-wa Doitsugo ga dekiru. → × Kare-wa Doitsugo ga deki-te iru.)
- B. hashiru (run) → (e.g., Senshu-ga hashiru. → Senshu-ga hashit-te iru. [The player is running.])
oyogu (swim) → (e.g., Shonen-ga oyogu. → Shonen-ga oyoi-de iru. [The boy is swimming.])

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- asobu (play) → (e.g., Kodomotachi-ga asobu. → Kodomotachi-ga ason-de iru [Children are playing.])
- odoru (dance) → (e.g., Shojo-ga odoru. → Shojo-ga odot-te iru. [The girl is dancing.])
- C. aku (open) → (e.g., Doa-ga aku. → Doa-ga ai-te iru. [The door is open.])
- tsuku (arrive) → (e.g., Hikoki-ga tsuku. → Hikoki-ga tsui-te iru. [The airplane arrived and is there.])
- kowareru (break) → (e.g., Kikai-ga kowareru. → Kikai-ga koware-te iru. [The machine is broken.])
- shinu (die) → (e.g., Mushi-ga shinu. → Mushi-ga shin-de iru. [An insect is dead.])

Q: What is the meaning of *-te iru*?

- A: (N/A) B: (progressive) C: (resultative-state)

4. Find the English verb corresponding to each of the Japanese verbs.

- A. aru: (e.g., be)
iru: (e.g., be)
iru: (e.g., need)
dekiru: (e.g., can do)
- B. hashiru: (e.g., run)
oyogu: (e.g., swim)
assobu: (e.g., play)
odoru: (e.g., dance)
- C. aku: (e.g., open)
tsuku: (e.g., arrive)
kowareru: (e.g., break)
shinu: (e.g., die)

5. Add *-ing* to each English verb and make a sentence.

- A. (e.g., be → ×)
(e.g., need → ×)
(e.g., can do → ×)
- B. (e.g., run → The player is running.)
(e.g., swim → The boy is swimming.)
(e.g., play → Children are playing.)
(e.g., dance → The girl is dancing)
- C. (e.g., open → The door is opening.)
(e.g., arrive → The airplane is arriving.)
(e.g., break → The machine is breaking.)
(e.g., die → An insect is dying.)

Q: What is the meaning of *-ing* form?

- A: (N/A) B: (progressive) C: (preliminary stage [reaching an end point])

6. Compare Japanese and English sentences. Do both *-te iru* and *-ing* have the same meaning?

- | Japanese <i>-te iru</i> | English <i>-ing</i> |
|-------------------------|------------------------------------------------|
| A: (N/A) | A: (N/A) |
| B: (progressive) | B: (progressive) |
| C: (resultative-state) | C: (preliminary stage [reaching an end point]) |

7. Find more verbs for each verb group.

- A:
B:
C:

8. Choose one verb from each English verb group and make a sentence. Then, translate it into Japanese.