Story Time:

The Expression of Temporal Events in Narration by L2 Learners of German

By

Emily Elizabeth Hackmann

Submitted to the graduate degree program in the Department of Germanic Languages and Literatures and the Graduate Faculty of the University of Kansas in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

_____

Chairperson, Dr. Nina Vyatkina

_____

Dr. William D. Keel

_____

Dr. Ari Linden

_____

Dr. Stephen M. Dickey

_____

Dr. Amy Rossomondo

Date Defended: May 6, 2016

The Dissertation Committee for Emily Elizabeth Hackmann

certifies that this is the approved version of the following dissertation:

Story Time: The Expression of Temporal Events

in Narration by L2 Learners of German

_____

Chairperson Dr. Nina Vyatkina

Date approved: May 11, 2016

Abstract

The Aspect Hypothesis (AH) and the Discourse Hypothesis (DH) have each been used to explain how learners acquire tense and aspect (TA) in a second language. The AH predicts that learners will be more strongly influenced by a verb's lexical aspect in their choice of TA markers, while the DH predicts that learners will be more greatly influenced by a verb's role in a narrative. Recent research has regarded these two theories as complementary rather than competing, finding support for both hypotheses. However, these newer studies have so far primarily considered the theories' claims for second language learners of English and Romance Languages. The current study expands on these findings, investigating the effects of lexical aspect and narrative function for L1 English students learning L2 German. This L1-L2 pairing is of particular interest due to the dissimilarities between the aspectual systems of the two languages.

The study's participants were enrolled in a fourth semester university German class. Over the course of one semester, they produced 6 written and 6 oral blogs, in which they told stories about themselves in German related to course themes. In addition, each student produced one written and one oral blog in English. The participants also took part in a mid-semester pedagogical intervention. At the end of the semester, approximately half of the students participated in retrospective interviews, in which they were asked about their opinions of the blogging process and the pedagogical intervention.

Using a combination of quantitative and qualitative methods of analysis, the study investigated the effects of the intervention, mode of production, lexical aspect, narrative function, and L1 influence on learners' TA use in their narratives. The results of the quantitative analysis showed that the DH was a more accurate predictor of tense/aspect use for the study's participants than was the AH. It was also found that learners differentiated between foreground and background more consistently in written narratives than in spoken blogs. In addition, a visual

inspection of the data plots indicated that the learners' use of TA was similar for the English and German data, in terms of both grounding and lexical aspect. Finally, the results showed that the intervention was successful in helping learners associate past tense with foreground events, as well as in helping them to avoid the use of progressive aspect in their German narratives.

Acknowledgments

Table of Contents

List of Figures

List of Tables

Chapter 1: Introduction

1.1. Introduction to the research project

When learning to express oneself in a new language, the ability to place events in the context of time is an important step in developing one's competency in the L2. Learners must become familiar with the tense and aspect system of their new language in order to communicate effectively. The current study investigates the acquisition and usage of tense and aspect (TA) by instructed classroom learners of German as a foreign language. The researcher became interested in the topic of tense and aspect acquisition when she noticed inconsistency and apparent confusion in the TA use of her German students, particularly in the fourth semester course. This level was the most interesting to the researcher because students enrolled in this course have been introduced to all the different tense forms in German and spend the semester reviewing these and other grammatical points. In addition to sometimes using tense forms in inappropriate contexts, the students were also found to have a tendency to directly translate some TA constructions from English into German, in which they are not grammatically acceptable. In particular, the students frequently used progressive-like constructions in their L2 German. The researcher decided to investigate further in order to determine the source of the confusion and whether focused instruction might help learners to use these grammatical forms more appropriately.

1.2. Theoretical framework

After reviewing the literature on the subject of tense and aspect acquisition, the researcher found the Lexical Aspect Hypothesis and the Discourse Hypothesis to be the two leading theories regarding learners' acquisition and usage of verbal morphology. At

the core of the Aspect Hypothesis (AH) is the notion that verbs can be organized into four categories by lexical aspect: states, activities, accomplishments, and achievements (Vendler, 1957). A verb's lexical aspect is determined by inherent properties in the meaning of the verb. The hypothesis predicts that a verb's lexical aspect will affect the grammatical tense and aspect forms that a language learner chooses to use with the verb. The Discourse Hypothesis (DH), on the other hand, states that learners are influenced by narrative structure in their choice of verbal morphology. According to the DH, "learners use emerging verbal morphology to distinguish foreground from background in narratives" (Bardovi-Harlig, 1994, p. 43).

Previous studies, conducted on a number of first and second language pairs, have found sufficient evidence in favor of each hypothesis separately. Bardovi-Harlig's (1998) study on adult second language English learners was one of the first to integrate these two theories, rather than arguing for one over the other. To date, only a relatively small number of studies have taken a similar approach (e.g. Comajoan, 2001, 2005; Comajoan & Pérez Saldanya, 2005; Lafford, 1996; López-Ortega, 2000; Salaberry, 2011), most of which have focused on Romance languages (Spanish, Portuguese, Catalan).

1.3. Purpose and significance of the study

The main purpose of the current study is to identify which factors may play a role in the TA use of L2 German learners at the early intermediate stage of acquisition. The factors that were annotated and investigated include lexical aspect, grounding, grammatical tense and aspect, and mode of production. The study aims to contribute to the theoretical discussion of the AH and DH, and to determine whether either or both of these can accurately predict TA use in the students' narratives. In line with the research

conducted by Bardovi-Harlig (1998), the study tests both theories on a single set of data, in order to measure the relative effects of lexical aspect and grounding. Because English and German have not, to the researcher's knowledge, been studied as an L1-L2 pair in relation to these two theories, the investigation outlined here provides novel insight into the topic. This language pair is particularly interesting for the study of TA acquisition because one contains grammatical aspect (English), while the other does not (German).

A further goal of this study is to determine whether a focused instruction can help learners to pay attention to their TA use in the L2 and to use grammatical morphology in a more organized and target-like way. In addition, the effects of mode of production and planning time are considered. The study intends to determine if there are any significant differences in the use of TA forms in written and in oral narratives. Finally, the potential influence of the L1 is examined. This portion of the analysis is qualitative in nature and involves a comparison of the German blogs with a smaller number of written and oral blogs produced by the same students in English.

1.4. Research questions

The research questions for the current study are as follows:

1. What is the relationship between the participants' use of tense and grammatical aspect (TA) and their use of lexical aspect?

2. What is the relationship between the participants' use of TA and their use of narrative grounding?

3. What effect does a pedagogical intervention have on learners' use of TA in relation to lexical aspect and narrative grounding?

4. What effect does mode of production (written or spoken) have on their use of TA in relation to lexical aspect and grounding?

5. How does the learners' use of TA in German narratives compare to their use of TA in English narratives?

6. What were the participants' opinions of the blogging process and the pedagogical intervention?

1.5. Procedures and methodology

The study's participants were students enrolled in a fourth semester German course. Over the course of one semester, each student produced a series of narrative blogs, six oral and six written. They also each produced one oral and one written blog in English, so that their TA use could be investigated for both languages. In each blog, the students wrote a story about themselves related to a theme that had recently been discussed in class. The researcher hoped that by giving the students open-ended tasks and having them write about themselves, they would produce lengthy narratives with ample opportunity for the inclusion of both foreground and background information. Moreover, because the students would be writing about events that happened in the past, these stories would have the potential to contain a variety of tenses. Mid-semester, the researcher conducted a pedagogical intervention in the class, which focused on the formation and meaning of each TA category, as well as how to most effectively use each one in narratives. The intervention also addressed the L2's lack of grammatical aspect and advised students on how to express the meaning of progressive in the language.

The verbs that appeared in the blogs were coded for a number of factors, including lexical aspect, grammatical tense and aspect, and grounding. The interaction of

these factors was then examined by means of a statistical analysis to arrive at answers to the first four research questions. The final two research questions were answered using qualitative means. To answer the fifth research question, the investigator compared the German blogs to the English blogs, in order to see how they were similar and different in their TA use. To answer the final research question, retrospective interviews were conducted at the end of the semester, in which the students were asked about their opinions of the blogging process and the pedagogical intervention. The topics discussed in these interviews were then organized and analyzed qualitatively by the researcher.

1.6. Organization of the dissertation

The dissertation is structured as follows. Chapter 2 gives an overview of the previous literature on each of the topics addressed by the research questions. Chapter 3 describes the study design and methodology in detail. Chapter 4 provides the results of the statistical analysis of the data to answer Research Questions 1 through 4, as well as the qualitative results found for Research Questions 5 and 6. Chapter 5 includes a discussion of the results, the pedagogical implications of the study's findings, and the dissertation's conclusion.

Chapter 2: Literature Review

2.1. Introduction

In this chapter, previous studies on the topic of each research question will be discussed, to provide the framework and rationale for the current study. The first topic will be the relationship between the Aspect Hypothesis and the Discourse Hypothesis. Next is a discussion of the effects of mode of production and planning time. Following this, the effects of focused instruction will be examined. The chapter will conclude with a discussion of the stages of tense and aspect (TA) acquisition, the ways in which these stages differ for first and second language learners, and the effect that a learner's first language might have on his or her acquisition of the TA system of the second language.

2.2. Aspect Hypothesis and Discourse Hypothesis

2.2.1. Aspect Hypothesis

2.2.1.1. Explanation of tense and aspect

The current study will look at the acquisition of tense and aspect in L2 German by L1 speakers of English. Salaberry & Shirai (2002) define tense as "a deictic category that places a situation in time with respect to some other time, usually the moment of speech" (p. 2). In contrast to tense, aspect "concerns the different perspectives which a speaker can take and express with regard to the temporal course of some event, action, process, etc." (Klein, 1994, p. 16). There are two types of aspect: lexical and grammatical. Lexical aspect, also known as inherent lexical aspect or situation aspect, "refers to the characteristics of what is inherent in the lexical items that describe the situation" (Andersen & Shirai, 1996, p. 530). It is this inherent lexical aspect that plays a key role in the Aspect Hypothesis, which will be described in greater detail below. Grammatical

aspect, sometimes called viewpoint aspect, "refers to aspectual distinctions that are marked explicitly by linguistic devices, usually auxiliaries and inflections" (Andersen & Shirai, 1996, p. 530). The major aspectual distinction that is found in most languages is that between perfective and imperfective (Comrie, 1976). The difference between these two aspectual categories has been described as follows, "In the case of the perfective aspect, the speaker presents an event as temporally bounded with respect to some reference point. Utterances marked as imperfective have the temporal property unbounded or ongoing at some reference point" (von Stutterheim, 1991, p. 389).

2.2.1.2. Tense and aspect systems of German and English

Of interest to the current study are the differences between the temporal-aspectual systems of German and English. According to Comrie (1976), the English language "has two aspectual oppositions that pervade the whole of the verbal system, that between Progressive…and non-Progressive, and that between Perfect…and non-Perfect" (p. 124). Pavlenko and Driagina (2008) describe these aspectual distinctions as follows:

> Perfect aspect offers a view of the situation from the outside, in retrospect, and refers to events that took place prior to some point in time (…). Progressive aspect, on the other hand, offers a view from the inside and refers to incomplete events and activities in progress (…). (p. 57)

They also explain that these two aspects can be combined, forming the perfect progressive, which "refers to events and actions in progress that have begun at some prior point and have not yet been completed" (p. 57). In contrast to English, German does not grammatically encode aspectual distinctions. For example, the aspectual feature of [+/- progressive] does not exist in German. Instead, the language simply has past and non-past

forms that can be used in a progressive or non-progressive sense depending on context. However, as Dietrich (1995) points out, there are other ways to express this distinction, "namely the adverb *gerade* 'just', or the more complex paraphrases *dabei sein zu* + infinitive and *am* + infinitive + *sein* (cf. 'to be a-V')" (p. 74). The distinction of [+/- perfect] does exist in German at least on the surface, but in the standard variety of the language, there is no considerable difference in meaning between these two forms. A stylistic difference exists, however, in that the present perfect is generally used in speaking while the simple past is used in writing. Fox (1990) outlines some regional distinctions in meaning between these two forms, and explains that, "although the German system of tense and aspect is ostensibly simpler than that of English, it is rather more variable, particularly as a result of different regional and stylistic usages" (p. 189). Since the German that is taught to students in instructed settings tends to be the more standard variety, these regional differences will not be further discussed here.

2.2.1.3. Description of Aspect Hypothesis

The Aspect Hypothesis (AH) has gone through many revisions since it was first proposed. It was originally hypothesized that both first and second language learners initially use verbal morphology to mark lexical aspectual meaning instead of tense or grammatical aspect. This theory was known as the defective tense hypothesis (Andersen, 1991; Weist, Wysocka, Witkowska-Stadnik, Buczowska, & Konieczna, 1984). The next version of the theory, called the primacy of aspect hypothesis, was suggested by Robison (1990), who wrote that "aspect is primary in the sense not that morphemes that denote aspect in the target language are acquired first, but that target language verbal morphemes, independent of their function in the target language, are first used by the

learner to mark aspect" (p. 316). The most current formulation of the AH was proposed by Andersen and Shirai (1994), who wrote: "First and second language learners will initially be influenced by the inherent semantic aspect of verbs or predicates in the acquisition of tense and aspect markers associated with or/affixed to these verbs" (p. 133). It is important to note that, while the original defective tense hypothesis placed lexical aspect and grammatical tense and aspect in opposition to each other, the more recent version of the aspect hypothesis states only that learners are *influenced* by a verb's lexical aspect when assigning it grammatical tense and aspect morphology.

The majority of previous studies on the AH have used Vendler's (1957) classification of four types of verbal predicates based on lexical aspect: states, activities, accomplishments, and achievements. These verb categories can also be described using the following parameters: punctual (having no duration), telic (having a specific endpoint), and dynamic. Table 2-1 shows the four categories of verbs in terms of these features. Andersen and Shirai (1996) describe the basic tenets of the aspect hypothesis as follows:

1. Learners first use past marking (e.g. English) or perfective marking (Chinese, Spanish, etc.) on achievement and accomplishment verbs, eventually extending its use to activities and state verbs.

2. In languages that encode the perfective/imperfective distinction, imperfective past appears later than perfective past, and imperfective past marking begins with stative verbs and activity verbs, then extending to accomplishment and achievement verbs.

3. In languages that have progressive aspect, progressive marking begins with activity verbs, then extends to accomplishment or achievement verbs.

4. Progressive markings are not incorrectly overextended to stative verbs.

(Andersen & Shirai, 1996, p. 533)

The application of the Aspect Hypothesis to the data of the current study will be described in more detail in Chapter 4.

Table 2-1: Features of each lexical aspectual class

	States	Activities	Accomplishments	Achievements
Punctual	-	-	-	+
Telic	-	-	+	+
Dynamic	-	+	+	+

2.2.1.4. Studies investigating the AH

Since it was first proposed, the Aspect Hypothesis has been the focus of many studies on first and second language acquisition. Over the years, a variety of research designs have been implemented to test the predictions of the AH. Many different L1-L2 pairs, as well as a variety of learner populations, have been investigated. Despite the differences in design, the majority of studies have provided evidence supporting one or more of the four main claims of the AH.

Evidence for the Aspect Hypothesis was first found for untutored learners of various languages. For example, Kumpf (1984) and Robison (1990) found evidence of the AH's claims for untutored learners of English. Andersen (1991) found similar results for untutored learners of Spanish. Following this, the scope of research was expanded to

include instructed learners, and numerous studies have since shown that "the influence of lexical aspectual class extends to instructed learners" as well (Bardovi-Harlig, 2000, p. 198). For example, Bardovi-Harlig and Reynolds (1995) showed support for the spread of the perfective past predicted by the AH. Using a fill-in-the-blank task, they found that, even at the lowest level of proficiency, instructed ESL learners used simple past accurately almost three-fourths of the time (73.3%) with accomplishment verbs. By Level 2, they were using simple past accurately 80% of the time with both accomplishments and achievements. It was not until Level 6 that they reached this level of accuracy in using the simple past with states and activities. Similar support for the AH was found in a number of studies employing a film retell task to elicit narratives from instructed learners. One popular film that has been used for this purpose is *Modern Times*, a silent film starring Charlie Chaplin. Bardovi-Harlig and Bergström (1996), Bergström (1995), and Hasbún (1995) all used excerpts from the film to elicit written narratives from university students enrolled in foreign language courses. Bardovi-Harlig and Bergström (1996) found support for the AH in narratives from ESL students from a variety of L1 backgrounds, as well as from L1 English speaking students learning French as an L2. Bergström (1995) similarly found support for the AH in the written narratives of university students learning L2 French. Hasbún (1995) used a cross-sectional design to investigate the use of tense-aspect morphology by students of L2 Spanish enrolled in language courses spanning all four years of instruction. The researcher found evidence of the first claim of the AH, regarding the spread of perfective past. The second claim was also substantiated, as it was found that imperfect was first used with states (by third year students) and then with activities (in the fourth year).

As explained above, the overarching idea behind the Aspect Hypothesis is that learners will initially be influenced by the inherent lexical aspect of a verb and will have a tendency to use it with the grammatical morphology most prototypical for that verb's lexical aspect. As proficiency increases, it is expected that more non-prototypical uses will be acquired, thus approximating native speaker norms. Though numerous studies have shown support for the Aspect Hypothesis, challenges to the theory have been posed as well. For example, studies by Labeau (2005), McManus (2013), and Salaberry (1999, 2011) found evidence that, in direct opposition to the expectations of the AH, higher-level learners were more influenced by prototypical lexical-grammatical aspect pairings than learners at lower levels of proficiency. Based on his results, McManus (2013) explains, "contrary to the AH's predictions, increased use of prototypical pairings goes in hand with increased L2 proficiency" (p. 300).

In sum, the majority of previous studies have shown the claims of the Aspect Hypothesis to hold true for a variety of learner populations, instructional contexts, L1-L2 pairings, and study designs. More recent studies have challenged the idea that learners move away from prototypical pairings of lexical and grammatical aspect as they advance in their L2 proficiency. Nevertheless, most researchers agree that, to some degree and at some point in the language acquisition process, lexical aspect plays a role in learners' selection of grammatical morphology.

2.2.2. Discourse Hypothesis

2.2.2.1. Description of Discourse Hypothesis

As mentioned above, the Aspect Hypothesis is not the only framework that researchers have used to investigate tense and aspect acquisition. Another prominent line

of research is based on the Interlanguage Discourse Hypothesis. Researchers in this framework consider not the lexical semantics of a verb, but rather the function of the verb in a narrative. In particular, this hypothesis claims that, "learners use emerging verbal morphology to distinguish foreground from background in narratives" (Bardovi-Harlig, 1994, p. 43). This distinction between foreground and background information has been shown to be "a universal of narrative discourse" (Bardovi-Harlig, 2000, p. 278). Not only in second languages, but also in first languages, speakers mark foreground events differently than background events. For example, events in the foreground are generally marked by preterit or simple past (Hopper, 1979), or may be unmarked (Dahl, 1984). The alternation between foreground and background by native speakers has been shown in numerous studies (e.g., Fleischmann, 1985; Hopper, 1979, 1982; van Kuppevelt, 1995; Labov & Waletzky, 1967; Reinhart, 1984; von Stutterheim & Klein, 2002). In addition to tense and aspect, native speakers may use other devices such as voice and word order to indicate this foreground/background distinction (see Schmiedtová & Sahonenko, 2012).

Events belonging to the foreground can be identified by three temporal criteria: temporal continuity, punctuality, and completeness (Reinhart, 1984). Temporal continuity means that foreground events are understood as having happened in the order they are given, and that a change in the order in which two events are expressed means a change in the interpretation of which event happened first. The second two criteria mean that events that are punctual (as opposed to durative, repetitive, or habitual) and events that are complete (rather than ongoing) "can serve more easily as foreground" (Bardovi-Harlig, 2000, p. 280). The first stage that both L1 and L2 learners go through when acquiring a new language is the pragmatic stage, in which the principle of chronological

order is essential to expressing temporality. Therefore, it stands to reason: "the most basic narratives by lower-level learners consist only of foreground" (Bardovi-Harlig, 2000, p. 281). In addition, events that belong to the foreground must convey new information rather than given (Dry, 1983).

Information contained in the background can have many different purposes, including "revealing a prior event (…), making a prediction about the outcome of an event (…), referring to a simultaneous event (…), or evaluating an action reported in the foreground" (Bardovi-Harlig, 2000, p. 282-283). Background events are not necessarily sequential. They are used to support the events belonging to the foreground.

Interestingly, as von Stutterheim (1991) points out, whereas in narrative texts events in the foreground serve to move the story forward, with background items providing supporting information, in descriptive texts the opposite is true. Namely, in descriptions, "the foregrounded utterances maintain the temporal time frame; events are embedded into these frames and can be regarded as background" (p. 391). Therefore, it is always important to consider the type of text being analyzed in order to determine what information belongs to the foreground and what belongs to the background.

2.2.2.2. Studies investigating the DH

Though fewer studies have been published that specifically test the predictions of the DH, compared to the number of studies testing the AH, it has been shown by a number of researchers that learners, like native speakers, tend to differentiate foreground from background in narratives. The Discourse Hypothesis specifically focuses on learners' use of verbal morphology to denote grounding in interlanguage. Many researchers have found support for this hypothesis, but the specific grammatical forms

used in each context have varied among studies. For example, in studies involving small numbers of learners, Flashner (1989) and Housen (1994) found evidence that learners use past reference (simple past or present perfect) in the foreground, while using simple present or base forms in the background. In a larger study investigating the interlanguage of 16 ESL learners with a variety of L1's, Bardovi-Harlig (1992) found similar results. Three-fourths of the study's participants used more past tense forms in the foreground than in the background. Some studies have found evidence in support of the fact that learners use base verb forms in one context and morphologically marked verb forms in the other. In a 1987 study by Véronique, learners used morphologically marked forms in the foreground and base forms in the background. Both Givón (1982) and Kumpf (1984) found the opposite trend, with their learners using base forms in the foreground and morphologically marked forms in the background. Additional support for the DH has been found for a number of L1-L2 pairs. For example, the theory's claims have been shown to hold true for native speakers of English learning Dutch (Housen, 1994) and Spanish (Lafford, 1996), as well as for native speakers of Turkish learning German (von Stutterheim, 1986).

In a more recent study, Schmiedtová & Sahonenko (2012) investigated the means by which L1 Russian speakers differentiated between foreground and background in written L2 German narrative texts. It has been shown that in L1 Russian, grammatical aspect switching is often used to mark grounding in past tense narratives, with perfective forms used in the foreground and imperfective forms used in the background (Chvany, 1984; Sahonenko, 2004). Comparing L2 German texts written by native Russian speakers to L1 written texts from both Russian and German speakers, the authors found that, when

writing in their L2, about a third of the Russian speakers were influenced by norms from their first language for structuring narratives. Specifically, these learners showed a tendency to switch tenses between foreground and background, and to mark foreground events for completion. This tense alternation to indicate grounding was not present in the L1 German narratives. The authors found that the German writers mainly used either present or preterit in their L1 narratives, but in general did not switch between the two within the same narrative scene. They conclude, "languages use the grounding principle in a specific way, which is dependent on the linguistic devices available in the respective linguistic systems," and claim that the presence or absence of grammatical aspect in the two languages leads to each language's means of marking grounding (p. 65). While this study does not directly address the claims of the Discourse Hypothesis, it confirms the notion that L2 learners use tense and aspect alternation to distinguish foreground from background in narratives. Moreover, it shows that L2 learners are to some degree influenced by the aspectual system of their L1 when structuring narratives in their L2.

2.2.3. Interaction of AH and DH

While many earlier studies found sufficient evidence for the Aspect Hypothesis and the Discourse Hypothesis separately, more recent studies have tested both hypotheses on a single set of data in order to determine the extent to which each of these factors (inherent lexical aspect and discourse structure) contributes to tense and aspect use in interlanguage (e.g. Bardovi-Harlig, 1998; Comajoan & Pérez Saldanya, 2005; Lafford, 1996; López-Ortega, 2000; Salaberry, 2011). Summarizing both theories, Salaberry writes, "both the LAH and the DH claim that learners START OUT marking past tense with the inflectional endings that are semantically associated with lexical aspect or

grounding (i.e., prototypical choices), and that they gradually incorporate non-prototypical choices as their experience with the L2 increases" (2011, p. 184, emphasis in original). Bardovi-Harlig (2000) maintains: "the influence of lexical aspect interacts with narrative structure, suggesting that the investigation of either one alone provides only a partial picture of interlanguage tense-aspect use" (p. 335-336). She further explains: "although the hypotheses appear to be distinct (one dealing with lexical aspect, the other with narrative structure), both rest on the shared features of temporal semantics" (p. 300). Therefore, Bardovi-Harlig (1998) argues, it is necessary to consider them together, rather than separately. To this end, she conducted a study testing both hypotheses using one data set. She explains that, when the two hypotheses are boiled down to their predictions, they are actually quite compatible. For example:

> (…) the aspect hypothesis predicts that telic (goal-oriented) verbs will carry simple past morphology and the discourse hypothesis predicts that the verbs in the foreground (the main story-line) will carry simple past morphology. When telic verbs (accomplishments and achievements) occur in the foreground, the two hypotheses cannot be distinguished (…). Likewise, the hypotheses cannot be distinguished when atelic verbs (states and activities) occur in the background. (p. 477-478)

Bardovi-Harlig shows in this study that both hypotheses can be supported by the same data. After presenting evidence for each hypothesis separately, she then integrates her findings to illustrate which elements of each hypothesis are supported by the study's results. She describes the following hierarchy, which is influenced by elements of both frameworks:

1. Achievements are the predicates most likely to be inflected for simple past, regardless of grounding.

2. Accomplishments are the next most likely type of predicate to carry the simple past. Foreground accomplishments show higher rates of use than background accomplishments.

3. Activities are the least likely of all the dynamic verbs to carry simple past, but foreground activities show higher rates of simple past inflection than background activities. Activities also show use of progressive, but this is limited to the background.

(Bardovi-Harlig, 1998, p. 498)

Lafford (1996) conducted a similarly focused investigation to test the predictions of the AH and the DH on a single data set. Her data consisted of silent film retells by 13 instructed learners of L2 Spanish. She found that the preterit occurred with all verb types in the foreground while imperfect forms were found in the background—evidence in favor of the DH. López-Ortega (2000) considered the two hypotheses in terms of individual learner variation. She found evidence in support of both the AH and the DH, calling them, "necessary and complementary frameworks of analysis" (p. 488). However, she concludes that in certain instances, lexical aspect is the more influential factor and that it "may play a relevant role in overriding other temporal reference and discourse principles occasionally when the three (grammatical aspect, lexical aspect, and grounding) do not agree with native distributions" (p. 499).

In a more recent article, Salaberry (2011) investigated the influence of lexical aspect and grounding on the use of Spanish preterit and imperfect by second language

learners. In keeping with the results of previous studies, he found that "both lexical aspect and grounding are directly associated with the choice of past tense marker across all levels of proficiency in Spanish" (p. 196). However, in contrast to previous research, he found that, "instead of a decrease in the association of lexical aspect and grounding with past tense marking – as proposed by the LAH and the DH, respectively – learners constantly move towards prototypical associations as their knowledge of the language increases" (p. 185). Furthermore, he maintains that a hierarchical relationship exists between lexical aspect and grounding, "in which grounding is the factor that most closely approximates the representation of aspect" (p. 185).

In conclusion, recent studies have moved away from the view that the AH and DH are two competing theories and instead have considered them in terms of their shared predictions. Though different researchers have disagreed on the extent to which each factor influences a learner's acquisition and use of verbal morphology, it has been shown by many recent studies that lexical aspect and grounding both play a role in this process.

2.3. Effect of mode of production and planning time

The effects of planning time were investigated by Ellis (1987), who compared past tense forms used in oral narratives that were produced under two different conditions. The participants were shown two picture stories and asked to narrate the events they depicted. For the first set of pictures, they wrote down their stories before telling them orally, which gave them more time to plan their narratives. For the second picture story, participants looked at the pictures for two minutes and then were asked to tell the story orally. Ellis compared the oral narratives created under the two conditions

and found that planning time did indeed affect the use of past tense markers, especially regular past tense forms.

The difference in accuracy between oral and written texts was shown by Salaberry (2000) in his investigation of the written and oral narratives of L1 Spanish speakers learning L2 English in a classroom setting. After watching a silent film, the students retold the story twice: first orally immediately following the viewing, and shortly thereafter in written format. The participants were asked to imagine they were a witness to the events of the film when retelling the story. This design was meant to encourage them to refer to the events using past tense. Salaberry found that the learners' oral narratives were slightly shorter than their written narratives and contained more present tense verbs. However, even though the students used present tense frequently in the oral narratives, it was clear that the intended meaning was past tense. Thus, verbal morphology was used less accurately in the oral texts. The author concluded that the higher rate of use of past tense forms in the written narratives was due to the fact that the written task allowed the learner more planning time than the oral task. Bardovi-Harlig (1998) used a similar design and found that the overall use of verbal morphology was lower in oral narratives than written. She also found that the rates of appropriate use of verbal morphology were lower in the oral narratives.

These studies confirm that accuracy improves when learners are given more time to prepare. Because written tasks generally allow the learner more time to plan what they want to say and to correct errors they may initially make, written production data often include more accurate forms than oral tasks.

2.4. Effect of pedagogical intervention

The participants in the current study were enrolled in a fourth semester German language course, which used a communicative approach. Communicative language teaching (CLT) aims to develop learners' communicative competence, focuses on fluency and accuracy, emphasizes the relationship between form and function, and uses authentic materials whenever possible. In the CLT classroom, "the role of the teacher is that of facilitator and guide, not an all-knowing font of knowledge." Students in the CLT framework "are active participants in their own learning process. Learner-centered, cooperative, collaborative learning is emphasized, but not at the expense of appropriate teacher-centered activity" (Brown, 2007, p. 47).

Early versions of CLT (e.g., Krashen, 1982) argued that no explicit grammar instruction was necessary for the approach to be effective, and that comprehensible input was the most important factor that would lead to language acquisition. However, it has since been shown that explicit instruction, when paired with communicative language teaching, has a positive effect on language learners' progress in a second language. Long (1983) performed a meta-analysis of studies that looked at the effects of explicit instruction along with various amounts of exposure to the second language outside of the classroom. In his review of the literature, he found "considerable evidence that instruction does make a difference" (p. 374). These findings held true regardless of a learner's age, level of proficiency, the study's testing mechanism (integrative or discreet-point test), and outside learning environment (acquisition rich or acquisition poor).

Of particular interest to the current study is what effect a pedagogical intervention (also known as focused instruction) has on a learner's acquisition and use of a certain feature of the language. Norris & Ortega (2000) conducted a meta-analysis of studies

examining the effects of focused instruction on the acquisition of L2 forms. The authors found that, "focused L2 instruction results in large gains over the course of an intervention" (p. 500). In addition, they found that these results were long lasting, and that, "instruction that incorporates explicit (including deductive and inductive) techniques leads to more substantial effects than implicit instruction" (p. 500). However, they also noted that explicit methods are sometimes favored based on the study's design, which may test the learners' knowledge using similar explicit methods or decontextualized language.

Finally, Norris and Ortega (2000) compared studies incorporating a focus on form (FonF) and those using a focus on forms (FonFS), and found that the two methods resulted in similar levels of success among learners. FonF is used to refer to instruction that focuses learners' attention to linguistic forms in context, while FonFS refers to instruction in which the linguistic forms are presented in isolation. The broader term of form-focused instruction incorporates both of these methods, and can be used "to refer to any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form" (Ellis, 2001, p. 1-2). In an earlier work, Ellis (1998) describes four types of FFI: structured input, explicit instruction, production practice, and negative feedback. He calls these "macro-options" and emphasizes that "each one can be broken down into more delicate micro-options" (p. 43). In addition, each of these four types of instruction can be used separately or combined with one another in the language classroom.

In summary, it has been established that instruction has a positive influence on acquisition in a second language. More specifically, a pedagogical intervention,

particularly in the form of form-focused instruction, can impact a learner's ability to notice and acquire certain structures of the target language. The current study employed a pedagogical intervention focused on the tense and aspect system of German, in order to make students aware of these forms and their usage in German. This intervention will be discussed in greater detail in the next chapter.

2.5. Acquisition of tense and aspect by L1 and L2 learners

In this section, a brief overview will be given of how tense and aspect are acquired in first and second languages. In addition, the interaction between the tense-aspect systems of first and second languages will be discussed.

When acquiring a new language, learners go through three main stages in their ability to mark tense and aspect distinctions: pragmatic, lexical, and grammatical (Bardovi-Harlig, 2000). Both first and second language learners begin with the pragmatic stage. Bardovi-Harlig (2000) identifies four ways in which learners at this beginning level "establish temporal reference": "by relying on the contribution of their fellow speakers (scaffolded discourse), through reference inferred from a particular context (implicit reference), by contrasting events, and by following chronological order in narration" (p. 25). For L2 learners, the lexical stage comes next, in which temporal reference is indicated through the use of adverbs, connectives, nouns, verbs, and references to specific times and dates (p. 36). Bardovi-Harlig goes on to write: "At the lexical stage verbs occur in morphologically unmarked forms, often referred to as 'base' forms or 'default' forms" (p. 37). The third and final stage for second language learners is the morphological stage, in which inflected verb forms are used to express past events. However, it was shown in studies funded by the European Science Foundation (Klein &

Perdue, 1992; Perdue 1993) that many untutored learners only barely achieved this final stage.

For L1 learners, the grammatical stage occurs before the lexical stage. Shirai (2009) suggests that this is due to differences in the ways in which adults and children process grammatical information. This idea is supported by evidence from processing instruction research, which shows that in cases where both types of temporal markers are available, adult learners will process the more salient lexical information and ignore redundant grammatical information (VanPatten, 2002). Conversely, children are able to more easily process localized information, rather than information that spans the utterance, which is why they are more likely to pay attention to morphological markers (Newport, 1990).

Another reason that adults may show a preference for processing lexical information over grammatical is their pre-existing conceptual knowledge of the notion of time. Bardovi-Harlig (2000) explains that adult learners "have access to the full range of semantic concepts from their previous linguistic and cognitive experience" (p. 22). In other words, adult L2 learners are already familiar with temporal concepts like "present" and "past," as well as aspectual concepts like "progressive" and "perfective," but are initially unaware of how to express these concepts in the target language. According to Shirai (2009), the "conceptual immaturity" of children may lead them to pay less attention to lexical information. He explains, "Since their conception of time is still limited, they cannot properly map temporal notions to lexical items" (p. 170).

The interaction between the L1 and the L2 is an important issue that affects second language learners at all levels. The tense and aspect system of a learner's first

language can have a positive or a negative impact on the learner's ability to express temporality and aspectual distinctions in the new language. In some cases, similarities between the two languages can be useful to learners. For instance, it has been shown that, when learning aspectual distinctions, such as that between perfective and imperfective in a Romance language, learners tend to have a better grasp of such concepts if their L1 makes a similar distinction. A native speaker of Spanish learning French, for example, would already be familiar with the difference in meaning and use between perfective and imperfective and would only need to learn the specific forms, while a native English speaker would have to learn both the forms and the correct contexts in which to use each form. Coppieters (1987) showed this L1 transfer effect in a study of L2 learners of French. He found that in grammaticality judgment tests, speakers of other Romance languages had a much better grasp of the distinctions between these two aspectual categories than speakers of languages without this distinction.

Further support for the potential positive influence of L1 transfer on L2 tense and aspect acquisition was found by Izquierdo and Collins (2008). They looked at the use of perfective and imperfective forms in L2 French by L1 speakers of Spanish and English. The researchers found that the English-speaking group seemed to rely more on the inherent lexical aspect of a verb when choosing perfective or imperfective forms, while the Spanish-speaking group used the forms in a more native-like way by relying on the similarities in the French and Spanish systems of marking aspect.

Housen (1994) looked at the interlanguage of an English-speaking learner of L2 Dutch in the early stages of language development. The author showed that, in addition to using general strategies of the pragmatic stage such as (1) shared knowledge of tense, (2)

chronological order, (3) scaffolding, and (4) gestures, the learner in his study was able to make a distinction between past and non-past through the use of the verb *zijn* 'to be.' The author writes that the learner's use of tensed forms of this verb "establishes the intended time sphere and allows the learner to use semantically less marked present tense forms in the subsequent clauses without creating ambiguity as to the exact temporal reference intended" (p. 273). Housen (1994, p.281) lists "the formal and functional resemblance with the cognate English copula forms" as one reason for the learner's ability to use this particular verb as a consistent marker of time frame. In this instance, the learner's L1 knowledge of the copula served a positive role in acquiring and using the copula of the L2 to mark tense.

Similarities between L1 and L2 forms can also lead to problems for language learners when there is a usage difference between the forms in the two languages. For example, Collins (2002, 2004) found this to be the case for L1 French learners of L2 English. In her study, the similarity in form but not meaning between the French *passé composé* and the English present perfect was found to be a hindrance for the English learners, who used the compound tense with telic verbs in instances where simple past was required. This trend was not found for learners whose first language contained no compound past tense form. Similarly, Liszka (2004) showed that, in a sentence completion task, L1 German speakers often used preterit in environments that required perfect forms in L2 English. She speculated that this was due to the close or identical meanings of the two forms in the learners' L1 and posited that their interlanguage was devoid of the [+/- perfective] distinction that is present in the English language.

The current study looks at the acquisition of tense and aspect by L1 English speakers learning L2 German. This combination is particularly interesting due to the fact that the learners' L1 codes aspect grammatically, while their L2 does not. This fundamental difference between the two languages is a potential source of problems for the learners. For example, English-speaking learners of L2 German often have trouble communicating ideas in the L2 that would be expressed using the progressive aspect in English. The progressive aspect is an important part of the TA system in English and is prevalent in narratives, but is not expressed grammatically in the L2. Trying to rephrase progressive constructions into grammatically appropriate German constructions is often difficult for native speakers of English. Additionally, because of similarities between the two languages in other respects (e.g., cognates, similar ways of formulating past, present, and perfect) learners often erroneously assume that the progressive is used in German. Unless they are explicitly taught this difference, it will be very difficult for them to recognize that the progressive is not allowed in German. Von Stutterheim (1991) showed a similar tendency for Turkish speakers. The author looked at the developing system of temporal expression by 20 Turkish subjects living in Berlin and found that the subjects sometimes used progressive-like constructions in their L2. For example, one of the subjects used the phrase, "*ich bin Deutschland arbeiten*," presumably to mean "I am working in Germany," while another said, "*lernen ich bin 5 Jahre*," to mean "I am learning/have been learning for 5 years" (p. 395). The author interpreted this form (to be + infinitive) as a combination of durative, iterative, and imperfective meanings, more generally indicating the idea of being "not-temporally-bounded" (p. 395). In contrast to

this, the author also found systematic use of the perfect participle (*gefahren* (driven), *gekommen* (come), etc.) to indicate that something was temporally bounded.

Previous literature on the topic of transitioning from an L1 with grammatical aspect to an L2 without this feature is scarce when compared to the number of studies that have been done in which both languages encode aspectual distinctions morphologically. For example, as mentioned above, much of the previous research has focused on the acquisition of Romance languages, in which grammatical aspect, though coded differently from the English system, is also very important to the language. Housen (2002) notes that the Aspect Hypothesis is most strongly supported by studies in which both the learner's first language and the target language have grammatical aspect. In studies in which at least one of the two languages does not have this feature, a "weaker link" has been found. He goes on to say, "This at least suggests that the impact of the semantic principles proposed by the AH may be constrained by, or interact with other factors, such as influence from the L1 TA system" (p. 251).

2.6. Summary

The review of previous research presented here has shown that the acquisition and use of tense and aspect in narratives by second language learners is shaped by many factors. Proponents of the Aspect Hypothesis maintain that learners are most influenced by the inherent lexical aspect of a verb when choosing which morphological forms to use with it. Others have found evidence for the Discourse Hypothesis, claiming that a verb's role in a narrative is a better indicator of the tense and aspect forms in which it will appear. While the two theories were once thought to be competing, more recent research has shown how they can work together to explain learners' TA use in narratives. Other

factors that have been shown to influence TA acquisition include focused instruction, mode of production, planning time, and influence of the first language. The current study will investigate the effects of each of these factors to present a clearer picture of the tense and aspect acquisition and use by the study's participants.

Chapter 3. Study Design and Methods

3.1. Introduction

In this chapter, the design and methodology of the research study will be discussed. First, information about the participants and educational context will be given. Next, the tasks used for data collection will be explained. The data used for the study consisted of written and spoken narratives produced by L2 German learners in a university course. Following this, a description will be given of the focused instruction presented to the learners during the semester, which provided them with information about the use of tense and aspect in narratives. Next, the post-course interviews will be described. These were conducted to gain further perspective on the students' impressions of the blogging process and of the focused instruction. Finally, the data taxonomy and coding practices will be presented.

3.2. Participants and instructional context

3.2.1. Data collection timeline

Data for the current study were collected during the fall semester of 2013. Prior to this, the researcher conducted two pilot studies during the spring and summer semesters of 2013. These pilot studies helped to shape the methods of data collection and the focused instruction that were used in the actual study.

Table 3-1 shows the date on which each blog was collected. The written blogs were due by midnight on the dates indicated. The oral blogs were assigned in class on the dates shown. The first five oral blogs were completed in class on the date assigned. The last blog was assigned on the date indicated in the table, but the students were given the option of completing the assignment at home. This change was made because some of the

students were speaking too softly to be heard in the previous oral blogs. The researcher

hoped that by allowing the students to work at home, they would be more likely to speak

clearly in their recordings. The timing of the pedagogical intervention is also indicated in

Table 3-1.

Table 3-1[1]: Blog collection dates

Date	9/4	9/4	9/13	9/18	9/30	10/2	10/4	10/11	10/16	10/30	11/4	11/13	11/18
Task	O1	W1	W2	O2	W3	O3	Inter- vention	W4	O4	O5	W5	O6	W6

[1] "W" indicates written blog. "O" indicates oral blog.

3.2.2. Approval for the study

Before data collection began, the study was approved by the Human Subjects

Committee at the university (see Appendix A). At the beginning of each semester in

which data were collected, students were given an information statement explaining that

a study was being conducted and telling them what information and coursework would be

collected from them (see Appendix B). They were given the opportunity to opt out of

participating in the study, but all students enrolled during the fall semester of 2013 agreed

to participate. All learner texts that were used as production data in the current study were

produced in response to graded assignments for the course, and students were not given

any compensation for their involvement. Those students who did not submit the

necessary assignments were not included in the data collection and analysis. Because the

follow-up interviews were not part of the regular curriculum, students who participated in

these interviews received extra credit towards their participation grade.

3.2.3. Participants

The participant group consisted of 21 students, all of whom were enrolled in the fourth semester German course, Intermediate German II, at the University of Kansas during the fall semester of 2013. This is the final course in the university's German proficiency sequence that completes the language requirement for certain majors. Enrollment in this course was determined by the participants' level of German knowledge. All of the students had either taken the third semester German class before participating in the study, or were found to be ready for the fourth semester class by means of the WebCAPE placement test, described in detail below. The subjects were all native speakers of English learning German as a foreign language. All production data for the study consisted of assignments completed by the participants as regular coursework for their German class. In addition, 9 students participated in follow-up interviews with the researcher at the end of the semester. The students were enrolled in two separate intact classes taught by one instructor, who was not the researcher.

Students completed a background questionnaire at the beginning of the semester (see Appendix C), which asked for information such as their native language, age, how long they had been taking German, and whether they had ever been to a German-speaking country. This information was used to ensure that the participants were all native speakers of English, and that they were at a comparable level of German proficiency before the study began.

Although all participants were enrolled in the same fourth semester German course, it has been established that actual proficiency can vary greatly among students enrolled in the same course (Bardovi-Harlig, 1998). Therefore, as a further measure of proficiency, the participants completed a diagnostic test at the end of the semester,

namely a web-based computer test known as WebCAPE (Computer Adaptive Placement Exam) developed by the Perpetual Technology Group (http://www.perpetualworks.com/). This is a well-established test with a validity of .89 and a reliability of .80 for German and it is used at many colleges and universities for placement purposes (http://www.perpetualworks.com/webcape/details), including the researcher's institution. The test usually takes about 20 minutes to complete. As a student answers questions, the exam gets easier or more difficult depending on that student's answers, essentially adapting to fit the proficiency level of the student.

In this study, the WebCAPE scores were used not as a standardized proficiency measure but only to ensure that all participants were at a comparable level of German language ability. While the researcher requested that all students take the placement test, only 13 of the 21 participants completed the test and submitted their scores to the researcher. The scores of these 13 students ranged from 270 to 437 with the average of 352. Thus, the results did confirm that the students were all at a relatively similar level of German ability. In standardized terms, the students in this program typically reach or approach the A2 level of German within the Common European Framework of Reference (Council of Europe, 2001), or the ACTFL (American Council on the Teaching of Foreign Languages, 2012) intermediate level, after four semesters of study (Vyatkina, 2016).

3.2.4. Instructional context

The instruction and assignments for the course in which participants were enrolled were largely text-based. During the course of the semester, the students read six short stories from the intermediate-level textbook *Allerlei zum Lesen* ('All kinds of reading') (Teichert & Teichert, 2005) and completed activities related to themes that

appeared in these stories. The written data collected for the current study were based on the topics and themes presented in these readings. In addition, the students received grammar instruction. The grammar component of the course was a comprehensive review of grammar topics that students had initially been taught in the first three semesters of instruction. The textbook *Neue kommunikative Grammatik* (Klapper & McMahon, 1998) was used to present the grammar. These two course components (literature and grammar) were integrated and were taught by one teacher, who was not the researcher. The course met three times a week for 50 minutes a day during the 16-week-long semester, which ran from August 16 to December 12, 2013.

3.3. Writing and speaking tasks

3.3.1. General remarks about writing and speaking tasks

The learner language data for the current study consisted of written and spoken texts produced by learners in response to open-ended narrative prompts. The students were asked to retell episodes from their own lives in the form of personal narratives on a variety of topics. The researcher decided to use open-ended tasks, because such tasks allow learners to "produce the kind of language they produce naturally" (Bardovi-Harlig, 2013, p. 219). There are several components of narrative composition that make it a particularly suitable genre for studying the acquisition of temporal expression. First, children learn to narrate at a young age without any formal instruction. Furthermore, narratives are generally told in chronological order. This makes the time frame clear to the audience, even when target tense forms are not used. Moreover, the principle of chronological order simplifies the task of the researcher or coder when determining what time frame was intended by the student. Any portion of the narrative that does not follow

35

chronological order is usually marked explicitly (Bardovi-Harlig, 2000, 2013). In addition, having the students produce narratives fit well with the instructional context of the German course in which they were enrolled, since the main focus of the course was on short stories.

Because one aspect of the study was to investigate the use of tense and aspect for the purposes of narrative grounding, it was important that the participants produced narratives containing both foreground and background information. This goal was more easily accomplished through the use of personal rather than impersonal narratives (such as film retell tasks), because personal narratives provide more opportunities for backgrounding of information than do impersonal narratives. Furthermore, learners are less likely to make use of explicit knowledge when communicating personal events (Bardovi-Harlig, 2013; Noyau, 1984, 1990).

3.3.2. Types of writing and speaking tasks

During the course of the semester, the students regularly wrote blog entries in German, in which they narrated personal stories about themselves. For each blog entry, they received a prompt related to the subject matter of a short story that they had recently read as part of the curriculum. Using the online course management system Blackboard (http://courseware.ku.edu), the students were able to publish their blogs, making them available to the other members of the class and to the instructor. Students were asked to read their classmates' blog entries and write a comment on one or more of them in German. Blog writing and commenting occurred outside of class time. Study participants wrote one blog every two to three weeks. Each student wrote a total of six blogs in German and one additional blog in English. Students received feedback on their blogs

from the course instructor. This feedback was related to both accuracy and content, but was not specifically focused on tense.

In addition to written blogs, the students were asked to produce oral blogs. This was facilitated by the use of Voice Thread (http://ku.voicethread.com), an online program through which students were able to record audio or video comments in response to a prompt given by the instructor. The comments were then made available to the other members of the class and to the instructor. Study participants recorded six oral blogs in German and one in English. The English blogs (one written and one oral) were elicited in order to evaluate the students' ability to narrate in their native language and to determine whether there was any influence from the L1 in the participants' L2 German narratives. The intact classes met in the computer lab once every two weeks, and the students were given time during these class periods to complete the oral blogs. Those who did not complete the assignment during class were asked to finish the blogs at home. After the first five blogs were complete, it was found that some of the students had spoken too quietly to be heard on the recordings. This was most likely due to an unwillingness to speak loudly enough for their classmates to hear. Therefore, for the last oral assignment students were given the option to record their blog at home instead of in class. This change resulted in many more usable oral blogs.

3.3.3. Topics for assignments

3.3.3.1. Written blog topics

During the semester, the study participants wrote six personal narratives in the form of blog entries. Each one corresponded to a short story that they had recently read for class. For each blog entry, the participants were given the opportunity to relate a

theme of the story to their own lives. They responded to open-ended prompts in which

they were asked about a time when they experienced something similar to one of the

story events. The writing prompts were given to the students in German, and the students'

responses were also given in German. These topics are listed in Table 3-2 in English.

Table 3-2: Written blog topics

Blog number	Story title	Meaning of story title in English	Narrative topic
W1	"*Türken pflanzen nur Bohnen*" (Schalk, 2005)	'Turks only plant beans'	Have you ever had problems with neighbors?
W2	"*Verfahren*" (Novak, 2005)	'Getting lost'	Have you ever been to a place where you didn't speak the language?
W3	"*Die drei dunklen Könige*" (Borchert, 2005)	'The three dark kings'	Have you ever been so angry that you wanted to punch someone?
W4	"*Die Silbergeschichte*" (Rettich, 2005)	'The silver story'	Have you ever received an awful gift?
W5	"*Spaghetti für zwei*" (de Cesco, 2005)	'Spaghetti for two'	Have you ever encountered prejudices?
W6	"*Anekdote zur Senkung der Arbeitsmoral*" (Böll, 2005)	'Anecdote about the decline in the work ethic'	Tell a story about yourself showing how you are more like the fisherman or the tourist.

3.3.3.2. Oral blog topics

In addition to the written blogs, the participants were given oral blog assignments. The topics for these blogs were also associated with the themes of the short stories whenever possible. However, to avoid redundancy, some of the oral blog topics diverged from the story themes and were more general in nature. The oral component was added in order to investigate the effect of production type (written or spoken) on the students' use of temporal expression in narratives. The prompts were given in English and were posted in written form on Blackboard. The students gave oral narrations in the target language using Voice Thread. The topics for these tasks are listed in Table 3-3. Some sample written and oral learner blogs are given in Appendix D.

Table 3-3: Oral blog topics

Blog number	Prompt
O1	Tell about what you did during summer vacation.
O2	Tell a story about a time you went on a trip far away (possibly to a foreign country, if you have traveled abroad).
O3	Tell a story about a time when you were scared.
O4	Choose a holiday and tell how you usually celebrate it. Then tell about a memorable experience related to that holiday.
O5	Choose one: 1. Tell a story about how you met someone who ended up becoming a close friend after an initial misunderstanding. 2. Tell a story about a time you were embarrassed. How did you respond to the situation?

O6	Tell a story about a summer job you had.

3.3.3.3. English blog topics

In addition to completing six written and six oral blogs in German, participants were asked to produce one written and one oral blog in English. This was done to investigate the final research question, regarding whether the participants' native language had an effect on their German narrations. Furthermore, the researcher wanted to know if the participants used tense and aspect in a similar manner in their L1 and L2 narrations. The students were given a list of four topics and asked to choose one of the topics for their English written blog and one for their English spoken blog. The purpose of this was to increase the likelihood that the participants would have a fitting story to tell for each, and would therefore produce longer narratives, providing more data in the native language (Bardovi-Harlig, 2013). The topics were:

1. A vivid childhood memory.

2. A day when nothing went right.

3. A time when you were unprepared.

4. A time when you achieved a personal goal.

3.4. Focused instruction

Approximately halfway through the semester, on October 4, 2013, a pedagogical intervention was implemented. This focused instruction was presented to the students by the researcher. One class period before the intervention, the students were given an excerpt of a story to read for homework. The story was entitled "*Häute dich heute*" and was a German translation of the English story "Change for the Strange," which appeared in a collection of *Goosebumps* short stories for young adults (Stine, 1996). Given the fact

that this story was somewhat challenging for the participants' level of German ability,

they were also given access to the English version of the story. The story was chosen

because it was an authentic German text, which included many examples of foreground

and background. Moreover, because it was a translation of an English story, it highlighted

the challenges that a native English speaker faces when expressing himself or herself in

German. At home, students read the story excerpt and were asked to identify verbs from

the German version of the story in different tenses (present, simple past, present perfect,

past perfect). They were then instructed to indicate whether the verb was used in

conjunction with background information or with foreground information (also known as

the main story line). To make this task as straightforward as possible, background

information was italicized and foreground information was not.

In class, the researcher went over the answers to the homework assignment.

Students were then asked whether they saw any correlation between verb tense and

narrative function. Through the instruction and review of the homework assignment, it

was explained to the students that present tense was used mostly for background

information, present perfect and past perfect were used in conjunction with background

information belonging to the past, and simple past tense was used for events belonging to

the main storyline. In addition, students were given instruction on what type of

information belonged to the foreground of a story and what belonged to the background.

Following this, the researcher provided students with a handout in which each of these

four tenses was explained. For each tense, the instructor reviewed with the students:

1. How to form the tense,

2. Its meaning and how it corresponded to English tense use,

3. Its typical use in narration as an indicator of foreground or background

    information.

The researcher also addressed two tense/aspect forms that occur in English and are often

erroneously transferred into German: progressive aspect and the use of "would" as a

marker of habitual past actions.

The researcher then led the students through practice exercises, in which they

were asked to form and use the various tenses. At the end of the lesson, students were

advised to keep this information about German tense formation and usage in mind when

producing spoken and written narratives for class. The handouts used in the pedagogical

intervention are given in Appendix E.

3.5. Follow-up interviews

At the end of the semester, the researcher conducted retrospective interviews with

some of the study's participants. These interviews were conducted in order to provide a

qualitative component to the study and to gain further insight into the students' intended

meaning in their narratives. In addition, the researcher asked the students about their

perceptions of the blog-writing process and the focused instruction. In late November, the

researcher sent an email to all study participants asking for volunteers to take part in

these retrospective interviews. Because the interviews were not part of the regular

curriculum, the course instructor offered extra credit as an incentive to students who

agreed to participate. Nine students were interviewed during the second to last week of

the semester.

The interview data were collected using the method of stimulated recall. Gass and

Mackey (2000) write that it "can be used to prompt participants to recall thoughts they

had while performing a task" (p. 17). They explain further, "The purpose of the stimulus is to reactivate or refresh recollection of cognitive processes so that they can be accurately recalled and verbalized. Audiotapes, videotapes, written products, and computer-captured data can all be used as stimuli" (p. 53). Due to time constraints, only the written blogs, not the oral blogs, were used as stimuli for the interview procedure.

The interviews were conducted in the students' native language, English, and were recorded using a digital audio recorder. The researcher began each interview by showing the students a hard copy of the six German written blogs they had completed during the semester. The researcher first asked the students to look over their writing, then asked them specific questions about the narratives they had written. Three main types of questions were covered in the interviews: specific questions about each individual student's written blogs, general questions about the blog-writing process, and questions regarding the focused instruction that was presented by the researcher in October. A complete list of the questions used in the interviews is provided in Appendix F.

3.6. Data taxonomy and coding

3.6.1. Organization of data

To begin the coding process, the written blog entries were downloaded from the online course management system, and organized by student and task. The oral data were first downloaded from the Voice Thread website, then separated into individual audio files and organized by student and task. Finally, the researcher transcribed the audio data into text documents.

Before annotations began for individual verbs, each blog was coded by language, mode and time condition. There were two mode conditions (written and oral), as well as two time conditions (pre-intervention and post-intervention). All English blogs were coded as pre-intervention, because they were produced before the focused instruction took place. German written blogs 1 through 3 and oral blogs 1 through 3 were coded as pre-intervention for all participants. The remaining German blogs (written blogs 4 through 6 and oral blogs 4 through 6) were coded as post-intervention for those participants who were present on the day of the pedagogical intervention, but were coded as pre-intervention for those students who were not present that day, and therefore did not take part in the focused instruction.

Because the researcher was interested in the students' use of verbs in different grounding contexts and with different grammatical tense and aspectual markers, the first step was finding all the verbs in each blog before coding began. Each verb was first identified in the original blogs, then underlined and given a number. Next, the verbs were entered into an Excel spreadsheet, one verb per line. Each line was numbered according to the verb entered on that line. Direct speech was excluded from the analysis. Verbs appearing in a compound tense, such as present perfect (*haben gesehen,* 'have seen') and future (*wird sehen,* 'will see'), were treated as a single verb and were entered on one line. Verbs occurring with infinitives, such as modals (*muss helfen,* 'must help'), were treated as two separate verbs and entered on separate lines. The researcher then identified the lexeme, or infinitive form, that corresponded to each verb form used by the student. This lexeme was entered in the next column. Each verb was then coded for three factors:

lexical aspect, grounding, and grammatical aspect/tense. Descriptions of the coding procedures for each of these factors are given below.

Before the entire data set was annotated, the researcher established the taxonomy for each of the three categories (lexical aspect, grounding, and grammatical tense and aspect) on a smaller subset of the data. Other coders were then employed to annotate the same subset, and inter-annotator agreement was calculated. Following this, the researcher completed annotations on all remaining blogs. This process of establishing inter-annotator reliability will be described in subsection 3.6.5 below.

3.6.2. Coding of data for lexical aspect

3.6.2.1. Selecting categories

Data coding began with annotations for lexical aspect. The first step was to decide the number of categories that would be used. The majority of previous studies that have been conducted investigating the Aspect Hypothesis have coded their data using the four categories proposed by Vendler (1957): states, activities, accomplishments, and achievements. The features of each category are as follows:

1. States: non-punctual, non-telic (having no endpoint), non-dynamic

2. Activities: non-punctual, non-telic, dynamic

3. Accomplishments: non-punctual, telic, dynamic

4. Achievements: punctual, telic, dynamic

While many previous studies have used these four categories (i.e., Bardovi-Harlig & Bergström, 1996; Bardovi-Harlig, 1998; Comajoan, 2006; Shirai, 1995), this is not the only schema that has been used. Some studies, for instance, have distinguished only three verb types instead of four (i.e., Ayoun & Salaberry, 2008; Salaberry, 1999; Verkuyl,

1989), conflating the accomplishment and achievement categories into one. Others have used five or six categories, including Smith (1991), who added a separate class for semelfactive verbs (punctual but not telic), and Robison (1995), who added categories for punctual activity and punctual state.

For the current study, the somewhat standard four-way classification system proposed by Vendler was used. Several factors were taken into consideration to arrive at this decision. First, these four categories have been well established as valid in numerous earlier studies. Second, it has been noted that, while distinguishing more categories can be helpful in investigating certain tense/aspect relationships, the process also becomes more time-consuming with more categories. If finer distinctions are not necessary for the purposes of the study, it is wiser to use a conservative number of categories. On the other hand, using fewer categories can lead to important distinctions being lost, which could potentially prove interesting to the study. Shirai (2013, p. 277) writes, "In sum, we should not assume that there is one optimal number for categories…The optimal number of categories should differ depending on various factors, such as target language, target structures, and the target of analysis." Because the current study is based on Bardovi-Harlig's (1998) work and investigates the same tense/aspect relationships as she does, the researcher decided to use the same four categories that she used in her investigation. Appendix G provides a detailed explanation of the properties of each of these four categories and gives examples for English.

3.6.2.2. Defining categories

When considering the four categories of lexical aspect described above, it is important to remember that these categories do not include the same verbs in every

language (Shirai, 2013). Moreover, it is not always a straightforward task to decide the category to which a given verb belongs. For this reason, it is necessary to clearly define the criteria for organizing verbs into these categories, and to use operational tests to aid in this decision-making process. The current study used the tests given in Shirai and Nishi (2003), based on the work of Shirai and Andersen (1995). Because the tests were designed for English, they are adapted as necessary here to fit the target language, German. The in-depth analysis offered by Shirai (2013), which explains how such tests can be fine-tuned for use in ambiguous cases, was also taken into consideration in the current study. Appendix H gives the tests that were used in this study to determine lexical aspect. One of the following codes was entered into the spreadsheet for each verb, according to the outcomes of the lexical aspect tests:

1. State: STA

2. Activity: ACT

3. Accomplishment: ACC

4. Achievement: ACH

3.6.2.3. Examples and problematic cases

Though many previous studies have been conducted using the four categories proposed by Vendler, most give little guidance as to how specific verbs should be coded, aside from a few examples for each category. As noted by Shirai (2013), actual coding for lexical aspect is far less clear than many studies seem to indicate. He writes: "In discussions of lexical aspect in linguistics, the examples used are very clear cases, due to their invented nature. In the actual classification of discourse data, however, there are many unclear, borderline cases for which acceptability judgments are difficult" (p. 284).

Some of the less straightforward cases that arose in the current study are described below. To ensure consistency within this study, the researcher organized all verbs that were coded into a table, which is given in Appendix K.

In terms of lexical aspect, all verbs were coded for their actual meaning, even when it was possible that the participants had intended to use a different verb. For example, one student wrote, *Die Frau zeigt auf einen Kind. Das Kind achte getrunk,* which translates to, 'The woman pointed to a child. The child acted (respected?) drunk' (FS05, Blog 8). The second verb, *achten*, actually means to respect, regard, or pay attention to. It is likely, however, that the student wanted to say, 'The child acted drunk,' and chose the wrong verb. To ensure consistency throughout the study, and because it is impossible to be sure of the student's intention, the verb was coded as STA, which is the lexical aspect of the verb used, *achten*.

Another somewhat ambiguous situation was the classification of modal verbs ('must, can, may,' etc.). None of the previous literature addressed how to categorize this special set of verbs into Vendler's 4-way system. This type of verb is unique because, rather than denoting an action by itself, it is always used with another verb to express a certain attitude toward the action signified by the main verb. Considering the qualities of each of the four categories (see Appendix G), it was determined that modals best fit into the category of state. For example, in the sentence, 'I can speak German,' it can be seen that this is a situation that persists over time without change, is not interruptible, and continues to exist unless an outside situation makes it change. Moreover, if this situation of being able to speak German stops, then a new state begins, namely being unable to

speak German. For these reasons, it was decided that modal verbs were best classified as states.

Coding the frequently occurring German phrase *es gibt* proved complicated, due to the fact that the literal meaning of the phrase ('it gives') does not correspond to its common idiomatic meaning ('there is' or 'there are'). The consulted literature concerning coding for lexical aspect did not address the issue of how to code for idiomatic expressions, in which the literal meaning and commonly intended meaning do not coincide. After discussing the matter with one of the dissertation committee members, it was decided that, when used in the phrase *es gibt*, the verb *geben* should be coded in the same way it is coded in all other instances in the study, as an achievement (S. Dickey, personal communication, August 27, 2014).

The English phrase 'going to,' to indicate a future event was another frequently occurring expression that required some consideration. It could be argued that the phrase should be coded for the general meaning of the verb 'to go,' or that it should be coded in the same way as the future auxiliary 'will,' since the intended meaning is to indicate future tense. Due to the fact that the expression 'going to' is often shortened in speech to 'gonna,' it was decided that the phrase was a lexical item in and of itself, and not closely associated with the meaning of the verb 'to go.' All future markers, which included the German *werden* as well as the English 'will' and 'going to' were considered tense markers and were not coded for their own lexical aspect. Instead, each instance was included in the same entry as the main verb in the sentence, and these phrases were coded for the lexical aspect of the main verb. For example, a sentence containing the phrase *wird haben*, or 'will have/going to have' would be coded for the lexical aspect of 'have.'

3.6.3. Coding for grounding

3.6.3.1. Identifying foreground and background clauses

Next, the researcher coded each clause of learner-produced speech for grounding, in order to determine the effect that this feature had on the participants' use of tense and aspect. A 0 to 1 scale was used for the presence or absence of foregrounding. For each verb, a 1 was entered into the column labeled "foreground" if it belonged to a foreground clause. A 0 was entered if the verb belonged to a background clause.

Several sources were consulted to arrive at a comprehensive picture of the defining characteristics of foreground and background clauses. Generally speaking, the function of the foreground is to narrate events sequentially. The foreground consists of the main storyline and usually provides new information rather than given information. The function of the background, on the other hand, is to provide supporting material to the events belonging to the foreground. This can include evaluating foreground events, setting the scene (physically or temporally), telling the audience about events that happened in the past (before the narrative), predicting outcomes of foreground events, etc. In general, anything that does not belong to the main storyline is considered background material (Bardovi-Harlig, 1998, 2000; Dry, 1983; Hopper, 1979; Hopper & Thompson, 1980; Reinhart, 1984; Salaberry & Comajoan, 2013). Appendix I gives a more detailed description of foreground and background from each of the consulted sources.

3.6.3.2. Examples and problematic cases

Among the many different categories that were coded in the current study, grounding was the most challenging for the researcher. This was likely due to the fact

that, though many previous studies coded data for foreground and background, few were very clear on the specific criteria that were used to determine the defining features of one as opposed to the other. The percentage of inter-rater agreement was lowest for grounding (see section 3.6.5 below). For the first round of coding, the agreement rate was only 25.7%. After discussing discrepancies and coding a new sample set of the data, the agreement rate did improve, but was still rather low at 46.2%. This indicates that foreground and background are complicated concepts that are difficult to definitively categorize.

Another challenge to the annotators was the fact that, although the prompt for each blog asked the participants to tell a story, this requirement was not always fulfilled. The researcher intended that each blog would be constructed as a narrative, which was important for testing the Narrative Discourse Hypothesis, because non-narrative texts do not behave like narratives in terms of foreground and background. In a narrative text, the events of the story make up the foreground, while other information such as descriptions or reference to states or events outside the scope of the main story line are considered background. Conversely, in a descriptive text, the opposite is true. As von Stutterheim (1991) explains, in a description, "the foregrounded utterances maintain the temporal frame; events are embedded into these frames and can be regarded as background" (p. 391). Unfortunately, some of the blogs created by the participants turned out to be descriptive texts rather than narratives. For the sake of consistency across blogs, all texts were coded as narratives, including the descriptions. As a result, some texts exclusively contained background information because there was no story present. For example, the first written prompt asked students to tell a story about a time when they had trouble with

a neighbor. One student (FS01) does not tell of a specific instance in which there was trouble, but instead describes an ongoing problem with her neighbors concerning their pets. Because there is no story, but rather a description of a situation, the entire blog was coded as background. The complete blog is given in Table 3-4, with an English translation. The original spelling and punctuation of the blog have been preserved.

Table 3-4: Sample German blog consisting only of background

German Blog	*unsere nachbarn sind sehr nett bei uns .ich habe keine probleme mit meine nachbarn. meine mutter hat nur ein problem mit unsere nachbarn. unsere nachbarn hat funf hunde!! wir haben zwei katze und sie hassen hunde. die katze wurde draussen gehen aber Sie kann nicht weil da sind hunde draussen und das ist nicht gut uberall. wir kannen nicht machen so wir lassen die katzen drinnen.*
English Translation	'Our neighbors are very nice by us. I have no problems with my neighbors. My mother has only one problem with our neighbors. Our neighbors have five dogs!! We have two cats and they hate dogs. The cats would go outside but they can't because the dogs are outside and that is not good overall. We can't do it so we leave the cats inside.'

3.6.4. Coding tense and aspect

The final step in the annotation process was to code each verbal predicate in the learners' narratives for tense and grammatical aspect. Accuracy was ignored in this analysis. The researcher coded verbs for tense and aspect based on the temporal markers that could be identified. Each verb was coded for the presence or absence of each of the

following categories: present tense, past tense, perfect aspect, and progressive aspect. If the verb form fit into the category, a 1 was entered into the spreadsheet cell; if it did not, a 0 was entered. The same procedure was followed to identify whether the verb was an infinitive form, and if it was a form of the copula *sein*, 'to be.' The criteria used to determine whether a verb form fit into each category are described in the next three sections. Appendix J contains the coding instructions that were provided to the second rater, as well as a coded sample blog passage. It should be noted that the category "present" was added later, after both rounds of double coding had been completed. Therefore, it is not included in the coding instructions. Originally, the researcher intended that the presence of zeroes in all tense and aspect categories would be sufficient to indicate that a verb was in present tense. However, after the initial statistical analysis was completed, it was determined that the lack of an explicit present tense category led to some confusion in interpreting the results. For this reason, the researcher added this category and recoded verbs that were in the present tense, as necessary.

3.6.4.1. Past

Verb forms that fit into the category of past tense included simple past tense forms, past perfect forms, and past progressive forms. Present perfect forms, though generally used to indicate past time events, were not marked as past tense forms because, grammatically, the forms consist of a present tense form of the auxiliary verb with a perfect participle of the main verb.

3.6.4.2. Perfect

Verbs containing a perfect participle were marked as belonging to the category of perfect. This included present perfect and past perfect forms. Perfect participles

appearing without an auxiliary verb were also considered to belong to the perfect category. Because no information on the coding of passives could be found in previous studies, it was decided that passive constructions would be considered to belong to the perfect category. This decision was supported by the fact that passive constructions in both English and German consist of an auxiliary verb plus the perfect participle of the main verb. However, constructions such as those below were considered to be the copula plus an adjective, and thus were coded only for the tense of the copula.

1. She was embarrassed.

2. They were excited.

3. He was dehydrated.

3.6.4.3. Progressive

Though progressive, or continuous, aspect is not a distinction that is marked in German, it is included in the data coding for two reasons. First, this category was necessary for coding the English data. The second reason for the inclusion of this category was the potential influence of the participants' first language, in which it is prevalent in narratives, on the students' German blogs. Because it was expected that students would occasionally attempt to use progressive forms in their written and spoken German, the category was included for all data.

Verbs that appeared in a progressive form in the English data (i.e. with an "–ing" ending) were considered to belong to the progressive aspect category. This included present progressive and past progressive forms in English, as well as "-ing" forms appearing without an auxiliary verb. However, the phrase "going to" to indicate future tense was considered a set phrase and was not coded as progressive. In the learners'

German blogs, verb forms were counted as progressive if the researcher recognized a similarity to an English progressive construction. This usually consisted of a form of the copula *sein* combined with an infinitive of the main verb. For example, Participant MS04 began his third oral blog with the passage given in Table 3-5. Progressive-like constructions can be seen in the second and third sentences ('I was walking. I was observing…').

Table 3-5: Sample German blog with progressive-like constructions

German Blog	*Ich war eine schönes Tag.* ***Ich war spazieren. Ich war die schönes Hause beobachten.*** *Plötzlich eine große Hund springte aus eine Haus.*
English Translation	'I (it?) was a beautiful day. **I was walking. I was observing the beautiful houses.** Suddenly a big dog sprang out of a house.'

3.6.4.4. Present

Verbs were considered present tense if they did not show any signs of being perfect, past, or progressive. The main difficulty for annotations in this category was distinguishing between present tense and infinitive forms, since the infinitive is sometimes identical to first and third person plural forms. In these instances, the researcher focused on how the verb functioned in the sentence in order to determine whether to code the verb as present or infinitive. For example, if the infinitive/plural verb form was used with a plural subject and appeared to be acting as the conjugated verb of the sentence, it was counted as present. If the same verb form was used in conjunction with a modal verb or was used in another environment where an infinitive would be expected, it was considered an infinitive.

3.6.4.5. Examples and problematic cases

When annotating the verbs in the learner blogs for tense and aspect, the researcher did not consider the accuracy of the forms, but rather the presence or absence of certain features. The annotation of forms that corresponded to standard German verbal morphology was straightforward. The annotation of "learner forms" (those that did not directly reflect standard German norms) was somewhat problematic. For instance, when a learner used a combination of perfect and simple past forms within one verb phrase, the decision to annotate the form as past, perfect, or past perfect was complicated. Table 3-6 gives some examples of these mixed forms and indicates how each was annotated.

The first example involves a verb form that looks like simple past, but which does not actually exist in standard German. Because the verb ends in –*te*, which is the simple past ending for weak verbs, it was coded as simple past. The second example contains a participle with no helping verb. The researcher decided to code this as perfect, because the form itself *gekauft* occurs in perfect constructions. In examples number 3 and 4, the learner has used a helping verb with a simple past form. This sort of combination was difficult to annotate, because it consisted of equal parts simple past and perfect. Based on the fact that these combinations resulted in a compound tense, and often reflected the word order used for perfect (helping verb in second position, main verb at the end of the sentence), the researcher decided to code these forms as perfect. Example 4 was coded as past perfect due to the fact that the helping verb appeared in a past tense form.

Table 3-6: Problematic cases for coding grammatical tense and aspect

	Participant and blog	Form in blog	Standard German form	English translation	Tense/aspect annotation

1	MS02, O3	*beschäfte*	*beschaffte*	'acquired'	Past
2	MS02, O2	*gekauft*	*hat gekauft*	'bought'	Perfect
3	FS05, W5	*habe erlebte*	*habe erlebt*	'has experienced'	Perfect
4	FS08, O3	*hatte fuhr*	*war gefahren*	'had drove'	Past perfect

3.6.5. Annotation reliability

For the current study, the researcher annotated 230 written and oral blogs, containing a total of 6504 verbs. To determine the accuracy of the annotations, two rounds of double coding were conducted. Though Mackey and Gass (2005, p. 243) explain that a minimum of 10% of data should be double coded to ensure that coding methods are reliable, this was not possible in the current study because the complete data set was so large. Therefore, the researcher instead selected a random sample that was manageable for the annotators, which constituted a little over 6% of the complete data set. To determine which blogs would be used for double coding, the researcher first numbered each written German blog from 1 to 117, then used the website www.random.org/sequence to generate a random sequence for the blogs. The blogs corresponding to the first five numbers given by the program were used in the sample. This process was repeated for the 79 oral blogs, selecting the first five for double coding. One blog was randomly selected from the 19 available English written blogs, and one from the 15 English oral blogs, using the same random sequence generator.

For the first round, the researcher and a second rater (a recent graduate of the Ph.D. program in German Applied Linguistics at KU) independently coded 12 blogs each, for a total of 394 verbs. The inter-rater reliability was calculated using Cohen's

Kappa for two raters and nominal data. The results from the first round of coding are listed in row 1 of Table 3-7. The traditional guidelines for interpretation described by Landis and Koch (1977) are given in Table 3-8.

The two annotators discussed the discrepancies and came to an agreement about each item that they coded differently. The coding instructions were revised as necessary to better explain the procedure. Then a second round of coding was completed. Due to time constraints, the original second rater was not able to complete coding for the entire sample, so the researcher asked another Ph.D. student from the same program to complete the annotations. The second round of coding consisted of 15 blogs containing a total of 408 verbs, randomly selected through the same process as listed above, which was a comparable size to the first set of double coding. The inter-rater reliability was determined in the same manner as before. The results for the second round of double coding can be found in row 2 of Table 3-7. The results show that, after the second round of coding, the strength of agreement between the two raters was substantial for Infinitive and almost perfect for Past, Perfect, Progressive, and Copula. On the lower end of the scale, the strength of agreement for Lexical Aspect and Grounding was moderate. Both rounds of double coding were completed before the researcher performed annotations on the entire data set. After each round of double coding, inter-rater agreement was analyzed and difficult cases were discussed. The taxonomy was refined accordingly before the researcher completed the remaining annotations. The category of Present Tense was added only after all coding was completed and an initial statistical analysis had been conducted, at which point the researcher decided that coding for this category would lead

to clearer statistical results. Therefore, double coding was not conducted for Present, and it is thus not included in Table 3-7.

Table 3-7: Inter-rater reliability

	Lexical Aspect	Grounding	Past	Perfect	Progressive	Infinitive	Copula
Round 1	0.558	0.257	0.696	0.616	0.805	0.698	0.970
Round 2	0.513	0.462	0.828	0.886	0.946	0.755	0.935

Table 3-8: Guidelines for interpreting inter-rater agreement (Landis & Koch, 1977)

Kappa Statistic	Strength of Agreement
<0.00	Poor
0.00 – 0.20	Slight
0.21 – 0.40	Fair
0.41 – 0.60	Moderate
0.61 – 0.80	Substantial
0.81 – 1.00	Almost Perfect

3.6.6. Coding of interviews

The retrospective interviews were analyzed qualitatively to gain further insight into the students' own perceptions of the blogging process, the pedagogical intervention, and their own progress in the course. Nine out of 21 students participated in the end-of-

semester interviews. Each of these students was asked the following three types of questions:

1. Specific questions about one or more blogs, which allowed students to clarify and/or elaborate on certain passages.

2. General questions related to the blogging process and students' opinions of it.

3. Questions pertaining to the focused instruction presented by the researcher.

In order to evaluate the interview responses, the researcher first transcribed the audio files. Responses given for the second two question types were organized by topic and entered into a table, which allowed the researcher to see trends in the students' answers. These answers will be summarized in the next chapter. In some instances in which the intended meaning of a verb or blog passage was not immediately clear, responses to the first type of question were used to help resolve the ambiguity. In such cases, the students were asked to recall the intended meaning of a passage they wrote. Where this information was available in the interviews, the researcher used the information provided by the participants to aid in the coding process.

3.7. Summary

Data for the present study were collected from students enrolled in a fourth semester German class at the University of Kansas during the fall semester of 2013. Each student was asked to write a total of seven blog entries during the course of the semester (six in German and one in English) in which they told personal narratives related to themes presented in short stories that they had read for class. In addition, the participants were asked to produce seven oral narratives (six in German and one in English). The English blogs were elicited in order to allow the researcher to examine the influence of

the L1 on the narrative tendencies in the L2. An instructional intervention was presented to all students halfway through the semester. The instructional intervention focused on the use of tense and aspect in narratives. In particular, the students were advised about the appropriate way to use tense/aspect to distinguish between foreground and background. They also received instruction discouraging them from using constructions possible in the L1 but not the L2. Retrospective interviews were conducted at the end of the semester to provide further insight into the students' perceptions on the blogging process, the focused instruction, and in some cases to help decipher the students' intended meanings in the blogs they wrote. The data were coded for three factors: lexical aspect, grounding, and grammatical aspect/tense. Chapter 4 will discuss the research methods that were used to determine the interaction between these three factors in order to arrive at answers to the research questions and the results of the performed analysis.

Chapter 4. Results

4.1. Introduction

The current study investigated the use of tense and aspect in German and English narratives by English-speaking students learning German as a foreign language. The specific research questions considered in the study were as follows:

1. What is the relationship between the participants' use of tense and grammatical aspect (TA) and their use of lexical aspect?

2. What is the relationship between the participants' use of TA and their use of narrative grounding?

3. What effect does a pedagogical intervention have on learners' use of TA in relation to lexical aspect and narrative grounding?

4. What effect does mode of production (written or spoken) have on their use of TA in relation to lexical aspect and grounding?

5. How does the learners' use of TA in German narratives compare to their use of TA in English narratives, and does the L1 influence participants' TA use in the L2?

6. What were the participants' opinions of the blogging process and the pedagogical intervention?

The first four research questions were investigated using quantitative measures. The procedures for arriving at answers to each of these questions will be discussed in the next section. This will be followed by a presentation of the qualitative analysis of the data, which was used to investigate the final two research questions. More specifically, the fifth question was answered by means of a visual inspection of the data plots. The

chapter concludes with a description of the oral interviews that were conducted at the end of the semester. The results from these interviews, which were also analyzed qualitatively, serve to answer the final research question as well as provide insight into the blogging process from the perspective of the students.

4.2. Quantitative analysis

4.2.1. Method

Research Questions 1 through 4 were analyzed quantitatively. The researcher wanted to know the relationships between several factors: lexical aspect, TA use, grounding, mode of production, and intervention. In order to make the analysis more straightforward, the researcher created a series of binary questions. When considering the relationship between lexical aspect and TA use, these questions were based on the predictions of the Aspect Hypothesis (AH). Questions regarding the relationship between TA use and grounding were based on the predictions of the Discourse Hypothesis (DH). For example, the DH predicts that present tense verbs will occur more often in the background than in the foreground of narratives. The statistical analysis for this involved finding out which outcome was more likely for present tense verbs: that they occur in the foreground or in the background. For a question whose result already consisted of two possible outcomes, the analysis was fairly straightforward. Other questions initially involved more than two possible outcomes. The researcher reformulated these questions to allow for only two outcomes. For example, based on the predictions of the AH, it was expected that present tense would occur most often with statives than with the other categories. To test this prediction, the binary question, "When learners use present, are they more likely to use STA than (ACT, ACC, or ACH)?" was considered. The

researcher adjusted all additional questions in this manner until binary relationships had been established to test all hypotheses related to each research question. For each question, one outcome was assigned a "0" and the other was assigned a "1." Each question was then analyzed statistically using multinomial logistic multiple regression models (Gries, 2015), in order to determine which of the two possible outcomes was more likely in each situation. In each model, two pieces of the output were interpreted to arrive at an answer to the question: 1) a regression coefficient, and 2) that coefficient's p-value. A p-value of <0.05 was considered significant. If the coefficient was negative, then as the predictor increased from 0 to 1, the probability of a 1 (vs. a 0) in the outcome variable decreased. Conversely, if a coefficient was positive, then as the predictor increased, the probability of a 1 in the outcome also increased. When expressing the statistical findings and significance in the following sections, these two pieces of output (regression coefficient and p-value) will be provided for ease of interpretation.

4.2.2. Research Question 1: Investigating the Aspect Hypothesis

The first research question asked how the participants used TA with verbs from each of the four lexical aspect categories. This question was used to determine the extent to which the predictions of the Aspect Hypothesis were supported by the data. As explained in Chapter 3, the AH is based on the categorization of verbs by their inherent lexical aspect. There are four types of verbs: states, activities, accomplishments, and achievements. The AH makes three main predictions. Each of these will be discussed in detail below (adapted from Bardovi-Harlig, 2000; Housen, 2002).

4.2.2.1. Claims of the Aspect Hypothesis

The first prediction of the AH is that perfective past will initially be used with achievements and accomplishments. Perfective past refers to both past and perfect tense morphology, and therefore includes simple past, present perfect, and past perfect in both English and German. Following this initial stage, the AH predicts that the use of past will eventually be extended to activities and states.

The second prediction involves only those languages that make a grammatical distinction between perfective and imperfective past, and claims that when both are possible in a given language, perfective past will appear before imperfective past. This distinction occurs, for example, in Romance languages and in Slavic languages. The AH predicts that the imperfective past will first be used with states, then with activities, followed by accomplishments, and finally achievements. The meaning of the imperfective past is of habitual action in the past tense, and is expressed in English not with grammatical morphology, but rather with a phrase such as "*would* + infinitive" or "*used to* + infinitive." Like English, German also does not express the imperfective past grammatically.

The third claim of the AH is that if a language has progressive aspect, it will be used by learners first with activities, and later will be extended to accomplishments and achievements. The AH further predicts that progressive will eventually be used with "marginal states" such as *stay,* and *wonder*, but will not be incorrectly overextended to "prototypical states" such as *know, seem,* or *want* (Housen, 2002, p. 166). Progressive aspect occurs in English but does not occur in German.

Bardovi-Harlig (2000) sums up the predictions of the AH in the assertion, "perfective with events, imperfective with states, progressive with activities" (p. 228). In

addition, it has been shown that present tense is predominantly associated with states in interlanguage (Bardovi-Harlig & Reynolds, 1995; Robison, 1995).

4.2.2.2. Results of the current study related to the Aspect Hypothesis

The set of predictions presented in the AH was developed for languages with rich tense-aspect systems, such as English and Spanish. Due to the lack of grammatical aspect in German, not all of the predictions will apply to learners of L2 German. The results of the current study related to each claim of the AH are presented below.
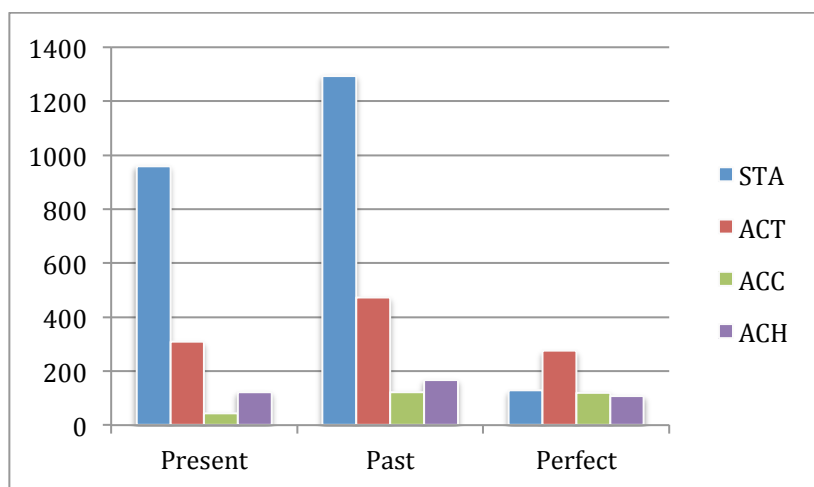
Figure 4-1: Frequency of TA use in German blogs by lexical aspectual class

Figure 4-1 shows the number of times verbs belonging to each of the four lexical aspect categories were used with present, past, and perfect. Based on the first prediction of the AH, it was expected that past tense forms, including simple past and perfect tenses, would be used primarily with accomplishments and achievements. To test this hypothesis statistically, a logistic regression model was used, which compared the likelihood of accomplishments and achievements to occur with past tense vs. states and activities. This statistical analysis of the data showed that, contrary to the AH's predictions, accomplishments and achievements were less likely to occur in the past than were verbs in the activity and state categories (intercept -1.81756). This result was statistically

significant (p-value <2e-16 ***). The same test was then applied for the perfect data, with a similar result, which was also statistically significant (intercept -0.57399, p-value 4.62e-12***). Therefore, states and activities were more likely in both past and perfect than were accomplishments and achievements.

The second prediction of the AH involves the spread of imperfective past. Because there is no grammatical distinction between perfective and imperfective past in either English or German, this claim was not relevant to the current study and could not be tested via the data.

Strictly speaking, the third prediction of the AH also does not apply to German, because progressive aspect is not a grammatical category in German. However, because there exists to some extent a tendency for English-speaking students to attempt progressive constructions in L2 German, progressive-like verb forms were annotated in the data. It was expected that most of the attempts at progressive would occur with activity verbs, in accordance with the third claim of the AH. While this hypothesis does appear to be supported in the current study, with 13 of the 18 progressive-like constructions occurring with activity verbs, the results were not found to be significant (intercept 0.9555, p-value 0.0694), due in part to the fact that frequency of use of the progressive was rather low overall.

Based on previous studies (e.g., Bardovi-Harlig & Reynolds, 1995; Robison, 1995), it was also expected that present tense would be used most often with states. Figure 4-1 shows that this prediction held true for the data. A logistic regression model was used to determine whether this finding was statistically significant. This test compared the likelihood of present to occur with states rather than with activities,

accomplishments, or achievements. The results showed that states were indeed significantly more likely to occur with present than were the other three categories (intercept 0.7036, p-value <2e-16***).

In sum, it was found that most of the predictions of the AH were not confirmed by the current study, with the exception of the use of present tense with statives. Therefore, the Aspect Hypothesis does not appear to paint an accurate picture of the tense and aspect use of this study's participants.

4.2.3. Research Question 2: Investigating the Discourse Hypothesis

The second research question considered the relationship between the participants' use of TA and their use of foreground and background in their narrative blogs. By answering this question the researcher sought to determine whether the predictions of the DH were supported by the data.

4.2.3.1. Claims of the Discourse Hypothesis

The DH predicts that, when narrating, a speaker will differentiate the main story line from supporting information through his use of tense and aspect. In particular, the DH makes the following two claims:

1. Simple past use will be higher in the foreground than the background.

2. Non-past use will be higher in the background than the foreground.

4.2.3.2. Results of the current study related to the Discourse Hypothesis

To determine the extent to which the DH held true for this study's participants, the data were further analyzed to determine the interaction between past tense use and grounding. Figure 4-2 and Figure 4-3 illustrate how often each TA form was used in the foreground and in the background. The former gives this information by number of

occurrences, while the latter displays these numbers as percentages of the total number of verbs used in each grounding condition. Figure 4-2 shows that a larger number of past tense verb forms were used in the background than in the foreground. However, it can be seen from Figure 4-3 that the percentage of verbs that were used with past tense in the foreground is actually higher than those used in the background. This is due to the fact that, overall, fewer verbs occurred in the foreground than in the background. A statistical analysis using logistic regression produced a coefficient of 0.57901 for past tense in the foreground, with a p-value of <2e-16***. Therefore, past was significantly more likely to occur in the foreground than in the background. A similar result was found for perfect, with it occurring more often in the foreground as well. This result was also statistically significant (coefficient 1.37954, p-value <2e-16***). For the purposes of this study, it was expected that perfect would behave in the same way as simple past, since there is no distinction in meaning between the two in German. The findings for both past and perfect therefore provide support for the first claim of the DH, which states that past tense verbs will occur more often in the foreground than in the background.

The second prediction of the DH is that non-past use will be higher in the background than in the foreground. Figure 4-3 shows this to be the case, with a higher percentage of present tense verbs occurring in the background. The statistical analysis produced a coefficient of -1.20748 for foreground, indicating that foreground was a less likely environment for present than was background. A p-value of <2e-16*** showed this result to be statistically significant. Therefore, both predictions of the DH were confirmed by the data in this study.
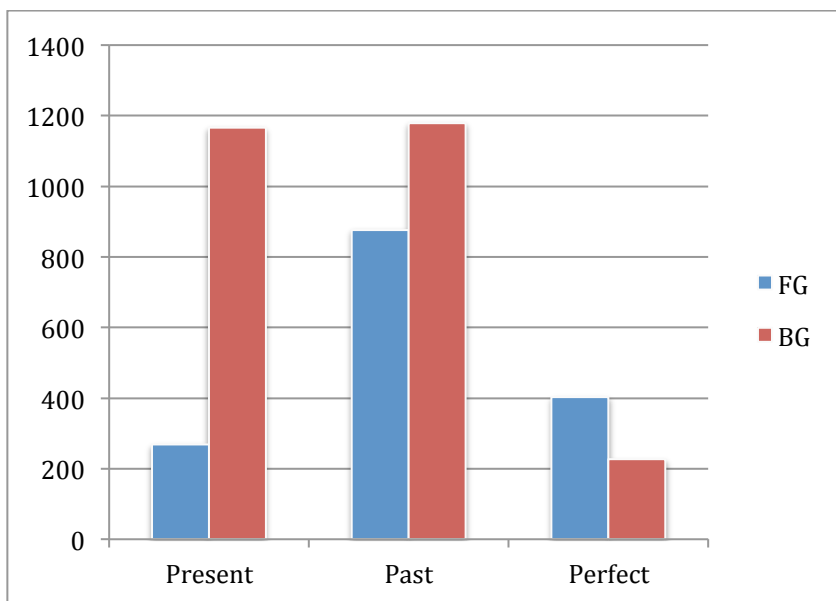
Figure 4-2: Frequency of occurrence of TA forms in German blogs by grounding
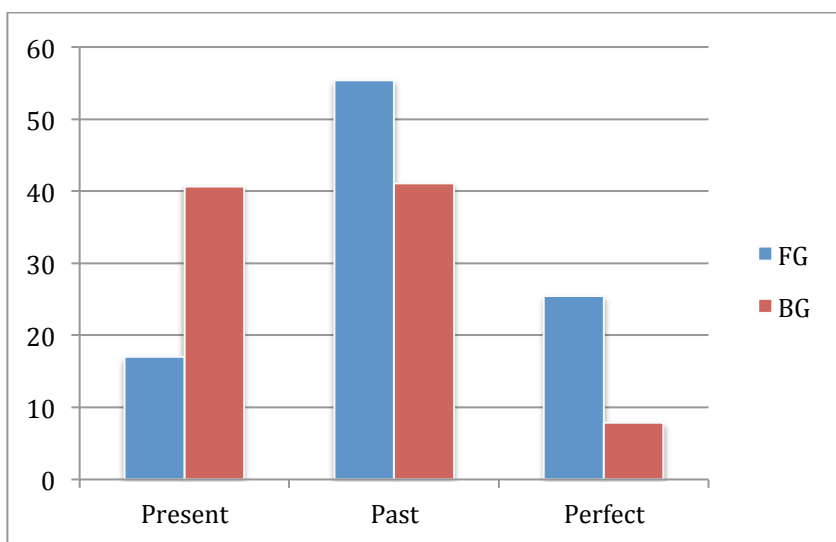
Figure 4-3: Percentage of occurrence of TA forms in German blogs by grounding

4.2.4. Research Question 3: Effects of pedagogical intervention

The third research question asked how a pedagogical intervention would affect

the participants' use of tense and aspect in their narratives. In order to answer this

question, the blogs were grouped into pre-intervention and post-intervention conditions.

The blogs of students who were not present on the day of the focused instruction were all

considered to be pre-intervention blogs. Figures 4-4 and 4-5 show the percentage of TA

forms by grounding condition for the pre-intervention and post-intervention data,

respectively.
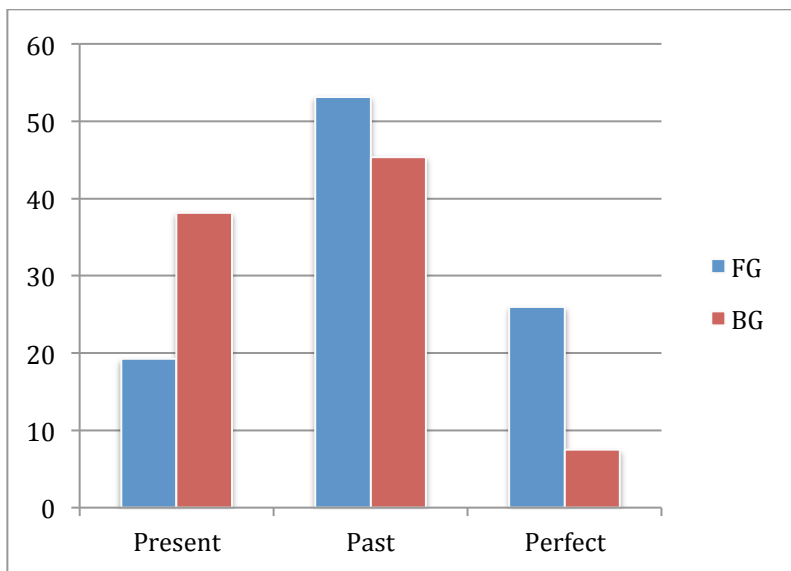
Figure 4-4: Percentage of occurrence of TA forms in German blogs by grounding (pre-intervention)
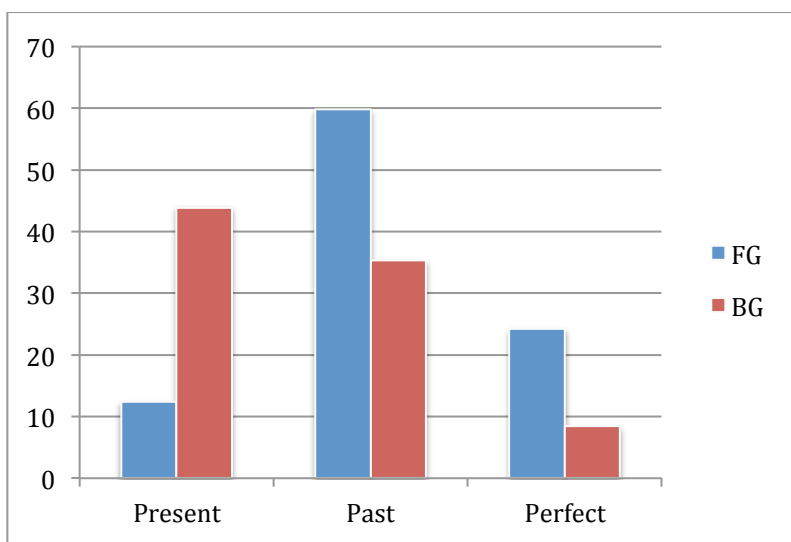
Figure 4-5: Percentage of occurrence of TA forms in German blogs by grounding (post-intervention)

The pedagogical intervention, explained in detail in Chapter 3, addressed the

formation and use of different tense and aspect forms in narratives. In particular, the

students were instructed on how to most effectively use TA in their narratives to distinguish the main story line from background information. Therefore, it was expected that the effects of the intervention would be mostly seen in the relationship between the participants' TA use and grounding. This hypothesis was supported by the quantitative analysis, which, following the intervention, found that:

1. Present tense verbs were even more likely to occur in the background (foreground coefficient -0.75558, p-value 1.09e-05***).

2. Past tense verbs were even more likely to occur in the foreground (foreground coefficient 0.69395, p-value 1.89e-07***).

Both of these results were found to be statistically significant, indicating that the focused instruction was successful in helping learners to associate the past tense with the events of the main storyline and the non-past with supporting information in their written and oral narratives.

In addition, it was found that the probability of accomplishments and achievements occurring with past and with perfect increased post-intervention, although activities and states were still more likely with both tenses. For past, an intervention coefficient of 0.27177 with a p-value of 0.0358* and an intercept of -1.92328 was found, while perfect had an intervention coefficient of 0.5094 with a p-value of 0.00285** and an intercept of -0.7695. For each of these TA forms, the sum of the coefficient and the intercept is less than 0, indicating that the other outcome (here, activities or states) is still more likely. This increase in the use of accomplishments and achievements with past and perfect was unexpected, since the intervention did not address grammatical TA use in terms of lexical aspect categories. It is possible that the intervention made the students

more aware of the differences in the TA forms, which ultimately led them to increase their use of past and perfect in their stories.

The pedagogical intervention also addressed the use of progressive aspect, which is a grammatical category in English but not in German. The students were informed of this difference between the two languages and given alternative ways to express in German the continuous meaning associated with progressive in English. Though there were not enough total attempts at progressive in the German blogs to constitute a statistically significant change, a look at the raw numbers indicates that the instruction was effective. Before the intervention there were 15 attempts at progressive in the German blogs, while there were only 3 post-intervention instances.

4.2.5. Research Question 4: Effects of mode of production

The fourth research question asked whether there was a difference in tense and aspect use between written and spoken narratives. It was expected that learners would more appropriately use tense to distinguish between foreground and background in written blogs than in oral blogs, due to the fact that writing allows one more time to carefully choose how to express oneself. The results of the statistical analysis supported this hypothesis. As mentioned above, when all the data were considered together, past tense was more likely to occur in the foreground of narratives, while present tense was more likely in the background. When the oral and written data were then analyzed separately and compared, it was found that both of these tendencies were stronger in the written blogs than in the oral blogs, with the results being statistically significant. For present tense verbs, the coefficient for the foreground/written was found to be -0.86912 with a p-value of 3.65e-08 ***, indicating that present tense verbs were even likelier in

the background in the written data. For past tense verbs, the foreground/written coefficient was found to be 0.74624 with a p-value of 1.00e-08***, which demonstrated that past tense verbs were even likelier in the foreground in written data. No significant difference was found in the use of perfect tense in relation to grounding between oral and written blogs.

Figure 4-6 shows how often each TA form was used with each lexical aspectual class for the written blogs. This information is given in Figure 4-7 for the oral blogs. Regarding lexical aspect use, it was found that stative verbs were even more likely to occur with present tense in written data than in oral, which was a statistically significant result (written coefficient: 0.3700, p-value 0.00117**). It was also found that the probability of accomplishments and achievements occurring in the past and in the perfect increased with the written tasks (written coefficient in past: 0.3388, intercept: -2.0435, p-value: 0.0143*; written coefficient in perfect: 0.7018, intercept: -0.9760, p-value 4.34e-05***). However, because the sum of the intercept and coefficient is less than 0 for both past and perfect, states and activities were still more likely overall in past and perfect than were accomplishments and achievements.
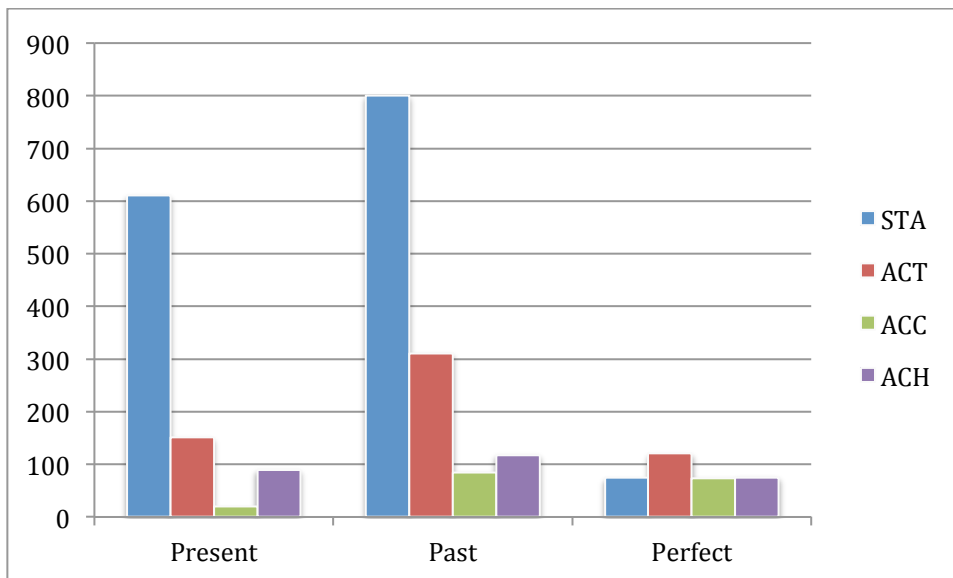
Figure 4-6: Frequency of use of TA in German blogs by lexical aspectual class (written)
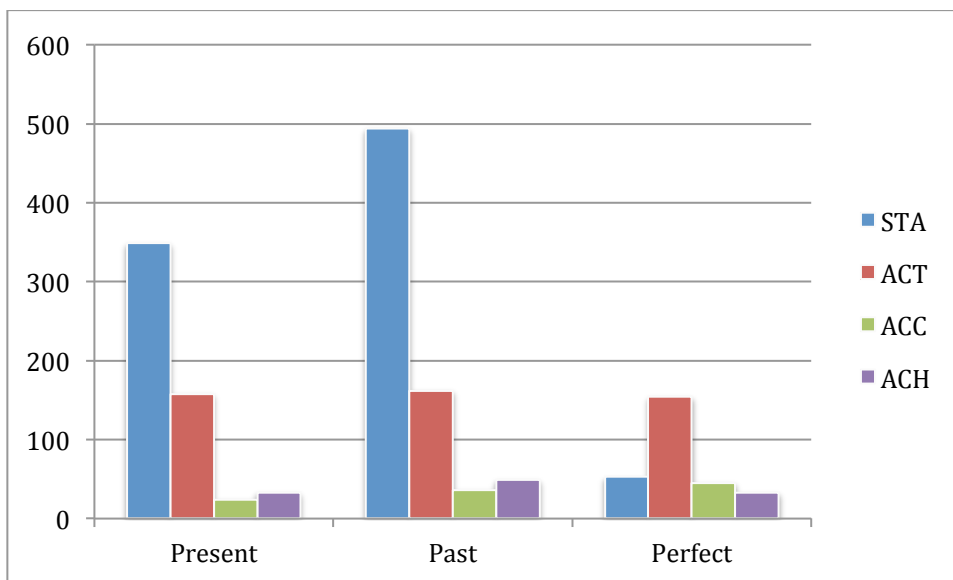
Figure 4-7: Frequency of use of TA in German blogs by lexical aspectual class (oral)

4.3. Qualitative analysis

4.3.1. Research Question 5: Influence of L1 English on L2 German narratives

The fifth research question asked how the learners' use of TA in German

narratives compared to their use of TA in English narratives. It also asked whether the

TA of the L1 English influenced the TA use in the L2 German. This question was divided

into two parts and answered using a qualitative approach. First, the researcher wanted to

know whether the participants used TA in a similar way in the English and in the German

blogs. Secondly, the researcher was interested in how the learners' German blogs may

have been influenced by the L1. The next two subsections discuss these two questions

and their results in greater detail.

4.3.1.1. Results of English data

The first part of Question 5 was investigated via visual inspection of the data

plots. The researcher looked at the usage frequencies of TA forms in the English blogs, to

see which TA forms were used most often with the four different lexical aspects, the two

grounding conditions, and the two mode conditions (oral and written). These numbers

were then compared to the results of the German data analysis. The English data were

annotated in the same way as the German data. Verbs were coded for lexical aspect,

grammatical tense and aspect, and grounding. A statistical analysis was not performed,

due in part to the fact that the students' use of TA in English was not the main focus of

the study, and in part to the fact that the amount of English data collected was much

smaller than the amount of German data collected. Therefore, the frequencies were used

for comparison to the German blogs only.

4.3.1.1.1. Research Question 1: TA use by lexical aspect

The researcher first considered the frequency of use of each TA category by

lexical aspect, and compared these figures to the findings from the quantitative analysis

of the German data. Figure 4-8 shows the distribution of verbs by lexical aspectual

category for the four TA forms coded in the English data. A comparison of this

information to Figure 4-1 reveals several similarities to the German data. For example, in

both sets, stative verbs are used most often with past tense, and past tense is used most often with statives. Present tense is the next largest TA form occurring with states for both languages, while perfect is the TA form that occurs least with states. Activities also behave similarly in the data for both languages: they occur most often in the past tense, with a lower number occurring in present and perfect. For the English data, activities are the lexical category used most often with progressive, which is in line with the predictions of the Aspect Hypothesis.
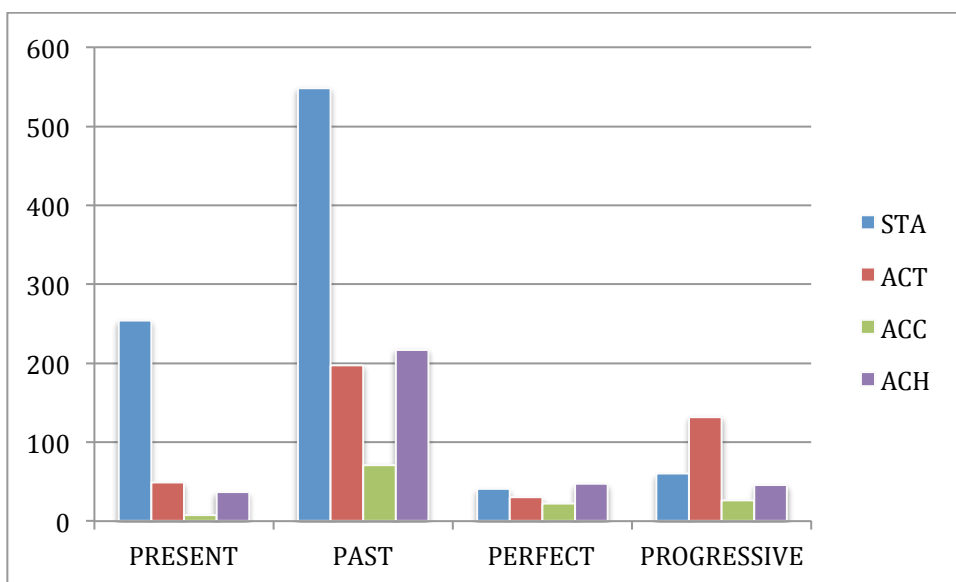
Figure 4-8: Frequency of use of TA in English blogs by lexical aspectual class

4.3.1.1.2. Research Question 2: TA use by grounding

Next, the researcher considered the use of TA related to grounding in the English blogs. Figure 4-9 shows the frequency with which each TA form was used in each grounding condition. Figure 4-10 gives the same information in terms of percentages of the total number of verbs occurring in the foreground and background for each TA form. By comparing Figures 4-9 and 4-10 to Figures 4-2 and 4-3, which present the same information for the German data, some similar tendencies can be identified. First, in both

languages, the present occurs more frequently in the background than in the foreground.

Second, looking at the percentages of use, it can be seen that past tense verbs occur more often in the foreground in both sets of data, although the total number of occurrences of past is greater in the background. This is because more verbs occur in the background than in the foreground for both the German and English data. A difference can be seen in the distribution of perfect verbs. In the English data, these verbs occur much more often in the background, while in the German data, the opposite is true. This finding is not surprising, considering the fact that perfect is used in a similar way to simple past in German, while in English there is a distinction in meaning between the two forms. In the English data, progressive forms occur more often in the foreground than the background. This differs from the progressive-like constructions in the German data, which were evenly distributed between grounding conditions (9 foreground, 9 background), although it should once again be noted that this distribution carried no statistical significance, since there were few occurrences of progressive in the German data overall.
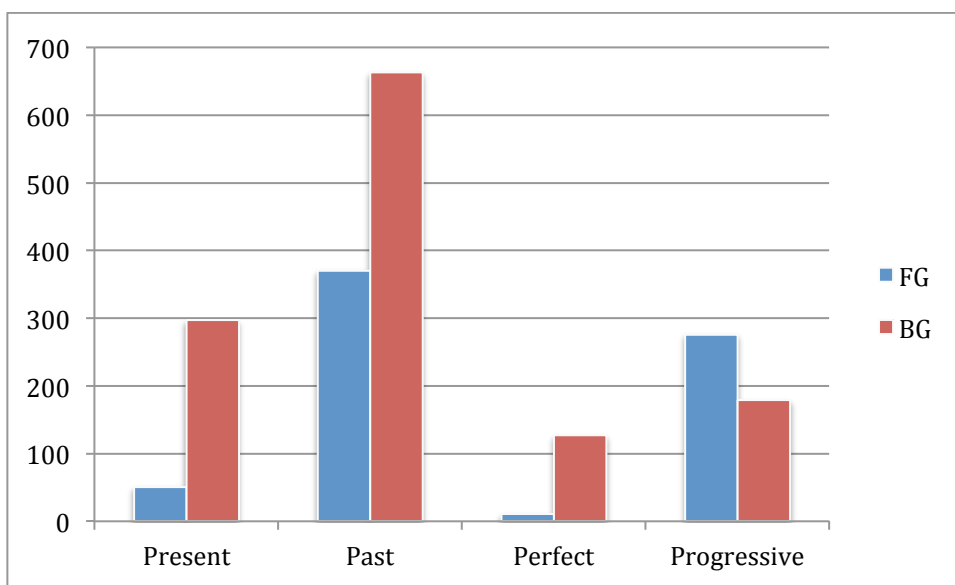
Figure 4-9: Frequency of occurrence of TA forms by grounding (English)
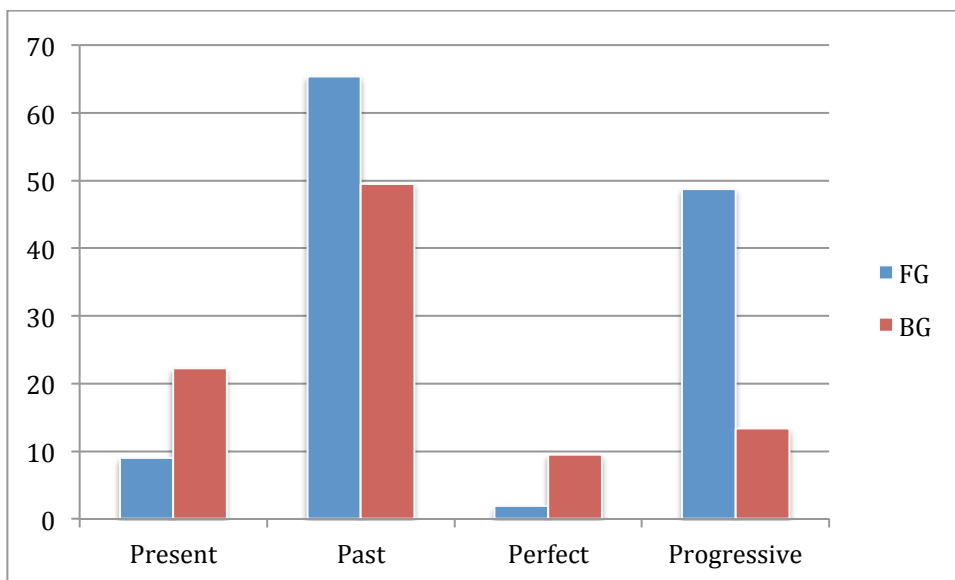
Figure 4-10: Percentage of occurrence of TA forms by grounding (English)

4.3.1.1.3. Research Question 4: Oral vs. Written Blogs

The English data were next examined to find out how each of the TA forms was used in written and oral blogs. Two main questions were considered. First, the researcher wanted to know how the four different lexical aspectual categories behaved with TA forms in the written and oral English blogs, and how this compared to their behavior in the written and oral German blogs. Second, the researcher wanted to know how the TA forms were distributed by grounding in the written and oral English blogs, and how this compared to their distribution in the German blogs.
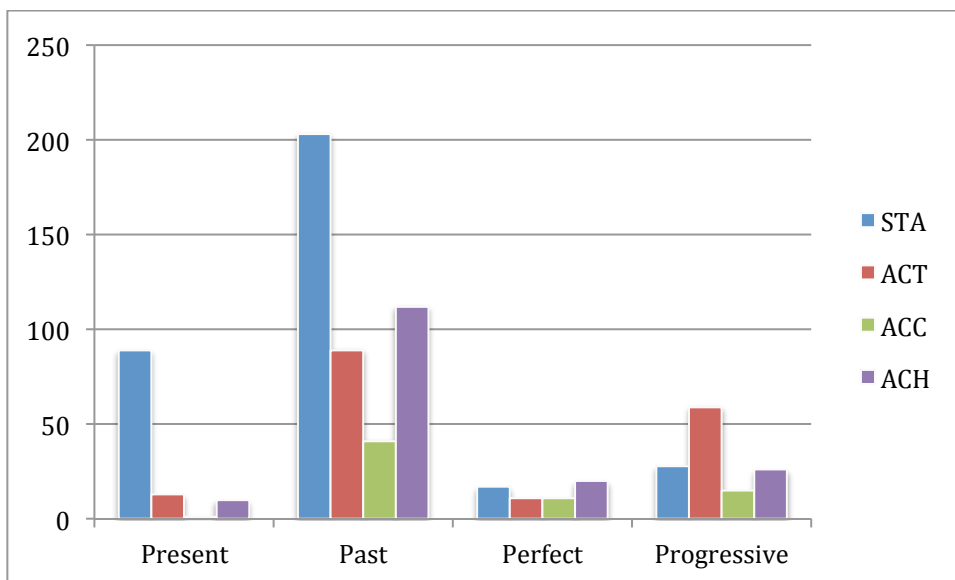
Figure 4-11: Frequency of use of TA in English blogs by lexical aspectual class (written)
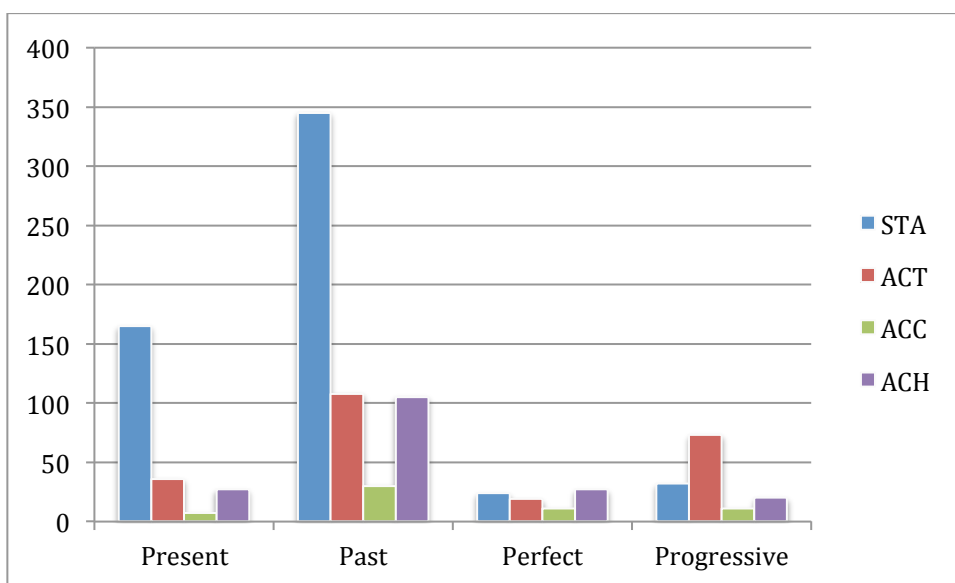
Figure 4-12: Frequency of use of TA in English blogs by lexical aspectual class (oral)

Figure 4-11 shows the distribution of TA forms in English by lexical aspectual category for the written blogs, and Figure 4-12 gives the same information for the oral blogs. A comparison of these two charts shows that the distribution is similar for both modes in the English blogs. This is not surprising, given that the students were narrating here in their native language. Whereas in their German narratives, the participants were

perhaps more careful in choosing TA forms when writing, in their English narratives this would not have been necessary, since the selection of appropriate TA forms is automatic in one's native language. Figures 4-13 and 4-14 show the distribution of TA forms between the two grounding conditions. The written blogs are represented in Figure 4-13, while the oral blogs are represented in Figure 4-14. Once again, there seem to be no major differences in the grounding tendencies used in the two different modes of production. It can furthermore be seen from these frequency charts that there were more verbs overall in the English oral blogs than in the written. The opposite was true for the German blogs, in which more verbs occurred in written mode than in spoken. This is likely due to the fact that speaking in English was a more natural process for the participants than speaking in German. Most of the German oral blogs were rather short, while the English oral blogs tended to be longer.
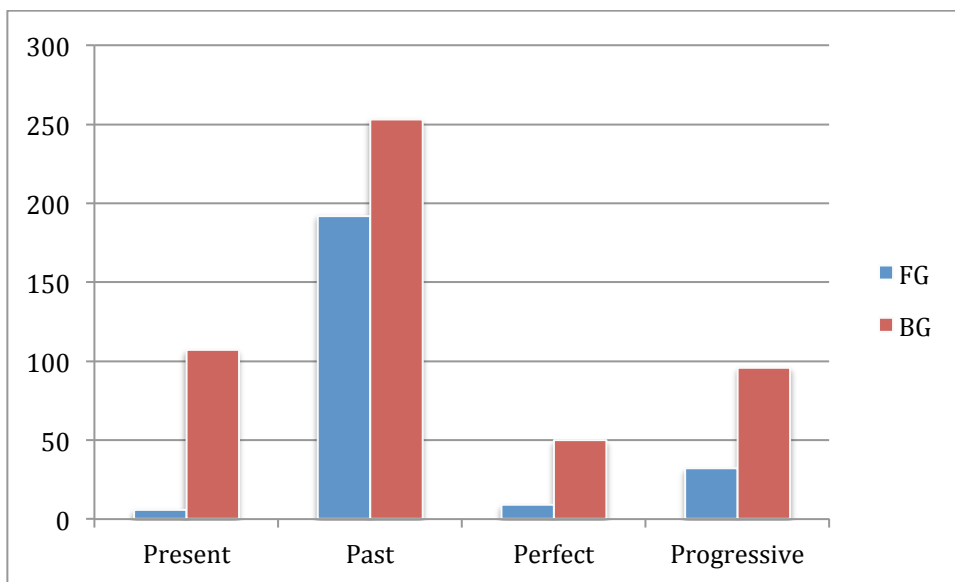
Figure 4-13: Frequency of use of TA in English blogs by grounding (written)
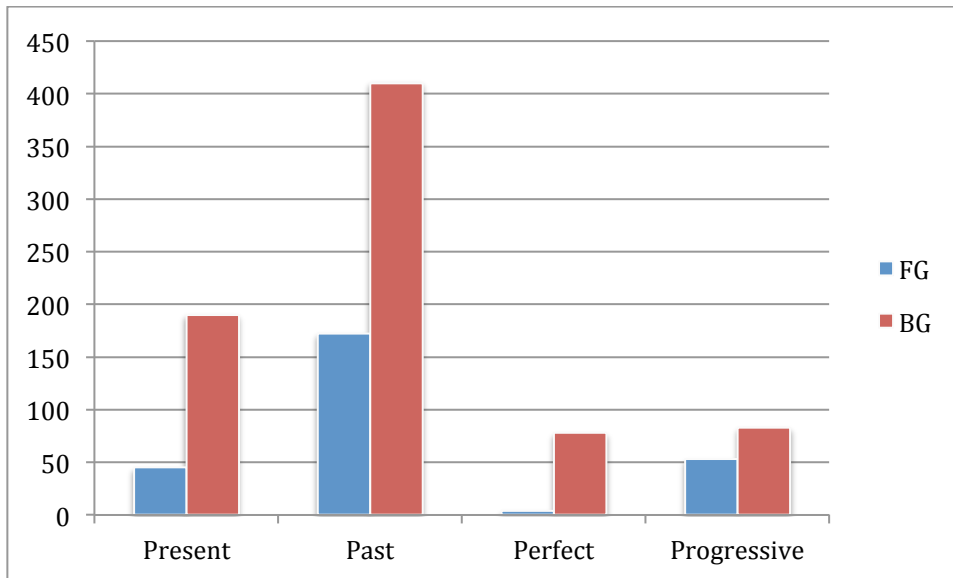
Figure 4-14: Frequency of use of TA in English blogs by grounding (oral)

4.3.1.2. Influence of L1 English on L2 German narratives

To answer the second part of Research Question 5, the researcher read through the written and oral German blogs of the students, noting non-native-like constructions that followed patterns similar to those of English constructions. After reviewing these blogs, it was apparent to the researcher that there was some degree of influence from the first language. Several examples are given in Table 4-2. The first seven excerpts are taken from oral blogs, while the last two come from a written blog. These excerpts will be discussed next to illustrate how the L1 appeared to influence the students' tense and aspect forms.

4.3.1.2.1. Progressive aspect

As previously stated, a clear example of L1 English influence on L2 German is the use of progressive-like constructions. Excerpts 1 and 2 are taken from two oral blogs produced by the same student. This student uses the past tense of the copula plus the infinitive of the main verb to indicate the meaning that would be expressed by a similar

construction in English (past tense copula + gerund of main verb). It can be assumed that such progressive-like constructions are formed by analogy to English, since a gerund in English (for example, "reading") can be expressed by an infinitive verb used as a noun in German (*"das Lesen"*)*.* Thus, it can be assumed that "*war jobben*" corresponds to English "were working," while "*war gehen*" corresponds to "was going."

Table 4-1[1]: German blog excerpts indicating L1 influence

	Student	Blog	German Excerpt	English Translation
1	MS02	O2	Für die Mission **war** wir viele **jobben.**	For the mission we were working a lot.
2	MS02	O5	Ich **war** zu meine Geologieklasse **gehen.**	I was going to my geology class.
3	FS08	O3	Er **war** Holloween Cookie **backen** mit dem Ofen.	He was baking Halloween cookies in the oven.
4	FS08	O3	Ich **war** in mein Schlafzimmer **studieren** und **saubermachen.**	I was in my room studying and cleaning.
5	FS08	O3	Wir **sind searchen** und **searchen**	We were searching and searching
6	FS08	O3	und am Ende wir verstehen da Rudi **hatte** der Krach **machte**.	and in the end we understood that Rudi had made the noise.
7	FS08	O3	Rudi **hatte fuhr** ins ein Tür.	Rudi had run into the door.
8	MS06	W2	und sie **war** auf Vietnamesich **sprechen** und **sprechen** und **sprechen**	and she was talking and talking and talking in Vietnamese.

9	MS06	W2	Wir **haben** ihren gantze Familien **traffen**.	We met her whole family.

[1] Students are identified by FS for "female student" and MS for "male student," and a number corresponding to their position in an alphabetical class list. Errors other than ones related to progressive are not discussed.

The second student uses the same strategy (copula + infinitive) to indicate the continuous meaning associated with progressive in English. Sentence 5 is especially interesting because here the student has created the word "*searchen*" by combining the English word "search" with the "-*en*" ending of a German infinitive. It is also interesting to note the student's choice of tense in this sentence. The student uses the present tense copula with an infinitive (*sind searchen*). This differs from the previous two sentences, in which she used the past tense copula (*war backen*, *war studieren und saubermachen*), but it is not clear why the student has chosen a present tense copula in this case. Excerpt 8 gives another example of a progressive-like construction, and follows the pattern used in Excerpt 5, consisting of a form of the copula with a repeated infinitive. The similarity to English is clear here as well, "She was talking and talking and talking."

4.3.1.2.2. Present and past perfect tenses

Excerpts 6, 7, and 9 (Table 4-1) contain non-native-like constructions of a different nature. It appears that the students are attempting to use perfect constructions, but, in many ways, these temporal constructions reflect English forms more than they do German forms. For example, the student says, "*hatte machte*," instead of "*hatte gemacht*" to mean "had made." One can see the student's reasoning here if one considers that in English, "made" is both the simple past form and past participle of the verb "to make." The student has used the German simple past form rather than the past participle

"*gemacht.*" This pattern is repeated in Excerpt 7, in which the student says, "*hatte fuhr,*" to mean "had driven," and again in Excerpt 9, in which a different student writes, "*haben traffen*" to mean "have met."

It is clear from these examples that at least some of the students are influenced by the temporal and aspectual system of their L1 when attempting to express themselves in the L2. While these are not the only instances of non-native-like constructions that can be found in the data, they are a representative sample.

4.3.2. Research Question 6: Student interviews

The final research question asked about the participants' opinions of the blogging process and the pedagogical intervention. To answer this question, the researcher conducted informal interviews with approximately half of the students. The interviews took place at the end of the semester after all written and oral blogs had been completed. They were meant to be a tool that would provide insight into the students' mindset when writing the bogs, as well as their attitudes towards the pedagogical intervention, the blogging process as a whole, and their own progress in the course. During the interviews, the students were shown the written blogs that they had posted during the semester. They were asked specific questions about some of the blogs, as well as general questions related to various topics, such as those listed above. The following sections discuss the students' responses in relation to these topics.

4.3.2.1. The blogging process

4.3.2.1.1. General impressions

One line of questioning during the end-of-semester interviews addressed the participants' general impressions of and attitudes toward the blogging process. Because

the students had been assigned 6 oral blogs and 6 written blogs in German during the course of the semester, which averaged almost one blog per week, as well as an additional oral and an additional written blog in English, the researcher was concerned that the students may have felt overwhelmed by the amount of stories they were asked to tell. Opinions were mixed, with some students stating that the blogs were challenging and time-consuming, while other students indicated that they genuinely enjoyed creating the blogs. Several felt that it was helpful to their language development to have so many opportunities to practice the language through these narratives. One appreciated the open-endedness of the task, saying:

> I liked it because it gave you a chance to take the topics that were discussed in the stories and also the grammar that we were learning throughout the week and actually write about… and it gave you the opportunity to really think what you wanted to write about. It didn't give you such a specific term or theme, where you didn't have a lot of freedom. It really gave you an opportunity to write about things that I would never have written about in German. (FS02)

One student (MS03) expressed his opinion that there should have been even more writing involved in the class. Another student (MS05) said that the biggest challenge he encountered in both the written and oral blogs was not figuring out how to say what he wanted to say, but rather choosing a story from his life to fit the topic. Some students thought that there was too much similarity among the blog prompts and said they would have preferred more variety in the narrative topics. Some students also stated that they found it challenging to produce a blog that fulfilled the required word count (written) or time length (oral).

4.3.2.1.2. Approach to blogging

The students were asked a number of questions related to their general approach to the blogging process. For example, they were asked to explain the steps that they took or strategy that they used upon being assigned a new blog topic. Two main topics that the researcher inquired about during the interviews were (1) whether there were differences between how the students prepared for the written versus the oral blogs and (2) how students dealt with expressing themselves in the L2 and what role the L1 may have played in the process. The participants' responses to these topics are discussed in the next two subsections.

4.3.2.1.2.1. Creating written vs. oral blogs

The researcher wanted to know whether the participants prepared in the same way when creating blogs in the two formats (written and spoken). Most students said that they spent more time preparing for the written blogs. They stated that they were more careful in their use of grammar and vocabulary in the written blogs. Most also said that they preferred written over spoken blogs, because when writing they had the opportunity to go back and look over their work before submitting it, and were therefore able to more carefully think about whether what they had written was accurate. On the other hand, when creating the oral blogs, most said that they only prepared for about five minutes or less and spoke freely without referring to notes. Some cited the fact that written blogs were worth more of their course grade as a reason that they spent more time and were more careful in their written blogs. Upon being asked whether she prepared similarly for oral and written blogs, student (FS08) responded as follows:

Yes and no. I mean, I went through the same mental like, what do I want to talk about, but with the written, I had the chance to take my time and really figure out what's the best way to say this, but with the oral blogs…and I realize we could have, if we didn't get them done in class, could've done them at home, but I always wanted to get them done at the *Medienstunde* [computer lab time]. So a lot of times I think my sentence structure and grammar and vocab wasn't always as well thought out as it would've been with the…it was better when I wrote it out than when I was speaking it. Also just, it's more comfortable to write than it is to speak.

In contrast to the majority of interviewees, participant MS02 said that he spent more time preparing for the oral blogs than for the written. He explained that, when creating a written blog, he would have his dictionary nearby for reference and would consult it when necessary. For the spoken blogs, on the other hand, he had to ensure he was prepared before beginning, because he couldn't stop recording to look up a word once he had started.

4.3.2.1.2.2. Influence of L1

Each student was asked whether he or she composed the blogs in English before writing or speaking them in German. This question was asked to get a clearer picture of how the students dealt with the task of expressing themselves in a second language in which they had limited knowledge. The researcher also wanted to know how much of a role the L1 played in determining how the students told their stories. While a few students stated that they did this for one or two narratives at the beginning of the semester, most students said that, as they got more comfortable with the blogging

process, they did not find this to be a useful strategy. Some said that it was time consuming, while others simply did not find it to be a necessary step to composing their narratives. However, some students did say that, when confronted with a particularly complex idea or sentence, they would write down their thoughts in English first and then break the sentence apart into smaller pieces, which they could more easily express in German. One student (MS05) said that he tried not to "dumb down" his ideas, but rather to simplify them somewhat in order to be able to express them in the L2. Another student (MS03) stated that he often used many short German sentences to say what he would have said in a single more complex English sentence. Student MS09 said he ran into problems when trying to express idioms from English that could not be translated directly into German. When confronted with this situation, he would try instead to think of the literal meaning of the English expression, and then translate that meaning into German.

4.3.2.2. The pedagogical intervention

The interviewees were also asked about their impressions of the pedagogical intervention. A small number of students interviewed were not present for the focused instruction. Although the quantitative analysis showed positive results for the intervention, the participants' opinions of the lesson were a mixture of positive and negative. One student (MS05) stated that he believed he was present for the focused instruction, but could not recall what information had been covered. A number of students stated that the lesson provided a helpful review for them. For example, one student (FS04) remembered the lesson as a review of some basic information about verb forms. She stated that she appreciated getting a review of some of the basic concepts of German, such as how to conjugate *haben* (to have) because that is not always something

that is reviewed in the fourth semester. When asked whether his writing improved as a result of the focused instruction, one student (MS09) said, "Yes, kind of just to reinforce those tenses and stuff and just reviewing them, I think it definitely did help for sure." Some students also indicated that they felt more confident after the lesson, particularly in terms of recording their oral blogs. They thought that the lesson gave them more direction as far as what was expected of them for both written and oral blogs. Participant FS03 said, "I thought it was helpful because when I was first writing and recording I didn't know exactly what we were supposed to be doing. I figured certain stuff, but for others I didn't know. And it kind of helps to give a general direction. Like, okay, this is kind of the general idea of what you wanted us to do."

Interestingly, some students incorrectly remembered what had been taught during the focused instruction. One student (FS02) said that she remembered learning that there was a difference between writing and speaking when narrating in German, and said that there were "not as many grammar rules" when speaking "as when you're writing it down." Another student (FS03) remembered reading the story and said, "We had to talk about foreground and background." One student seemed to remember the lesson fairly well. He said:

> We talked about *Goosebumps*, and we talked about passive and speaking in narrative and how different tenses are used for different things. I think we talked about…I know passive was brought up…maybe also present, past. We just kind of talked about different tenses and how they're used. I get confused with the names, but it's like present past and present perfect or something and how those are used in different contexts. I remember one tense is used for directly quoting

and one is used for the more overlying…not really direct dialogue, just kind of telling about the story, just kind of the narrator's perspective is a different tense. (MS09)

The statistical analysis of the data shows that, post-intervention, the students more accurately used past tense forms in the foreground and non-past forms in the background. However, looking at these interview excerpts, it is clear that most students did not overtly remember the grammar and usage rules that were covered in the lesson. Nevertheless, the point of the lesson was to help the learners use the language in a more native-like way, and this goal was accomplished.

4.3.2.3. Development of narrative writing and speaking skills

Students were also asked whether they thought they had improved in their ability to tell stories in German. The majority of students expressed that they felt an improvement in their German storytelling skills over the course of the semester. One student (MS02) noted that he believed he had improved in this regard, based on the fact that his later blogs were much longer than his earlier blogs. Participant FS04 agreed that fulfilling the length requirement became less of an issue as the semester progressed. Another student (FS03) echoed this sentiment, saying that her blogs had "gotten longer usually, and I've started using more of what we learned in class, writing more complex sentences…at least in my viewpoint." Participant MS05 felt that he had improved most in his ability to tell stories orally. While he found the oral blogs to be more challenging than the written ones, he felt that they helped him to become a stronger German speaker over the course of the semester.

4.3.2.4. Development of tense/aspect use in narratives

Students were asked how they determined which tense forms to use in different contexts, and whether making these decisions got easier over the course of the semester. One student (FS03) said that her strategy was to see how the question was worded and try to match her tense forms to those in the question. Participant FS04 explained that she would begin by using whatever tense sounded best, but she would then go back and edit her writing, paying closer attention to tense forms. She stated, "I notice I switch tenses a lot. Like, in my German essays, I would just be all over the place. But yeah, it was more of an editing thing for me." Another student (FS08) saw an improvement in her own use of tense forms during the last few weeks of the semester, and said that she had recently started paying more attention to which forms she was using in her narratives. Student FS02 noted that she paid closer attention to her use of tense when writing than when speaking. She explained that she had decided which tense to use by thinking about the context of the story that she was narrating. She said, "If it was asking to describe an event in the past I would use the past, but if it asked me about how I was thinking about things right now then I would use the active or present tense."

4.4. Summary

The current study set out to investigate the use of tense and aspect in narratives by instructed L2 learners of German in the early intermediate stage of acquisition. The data, which consisted of written and spoken narrative blogs, were analyzed using a combination of quantitative and qualitative means in order to determine the distribution of TA forms across lexical aspectual categories, grounding conditions, and modes of production. When considering the predictions of the Aspect Hypothesis and the Discourse Hypothesis, it was found that the DH was the better predictor of TA usage for

the study's data. Participants tended to use past and perfect forms in the foreground of their narratives, while using present tense more often in the background. This grounding tendency was found to be stronger in the written data than in the oral, presumably due to the fact that the written mode allowed for more preparation time than the oral mode. Moreover, the grounding distinction was found to be even more pronounced after a pedagogical intervention was implemented, which focused on the appropriate narrative context for each TA form. The German narratives were also compared to English narratives, which revealed that the participants used TA forms similarly in both languages. These similarities could be seen in the distribution of TA forms across the four lexical aspect categories and the two grounding conditions.

The qualitative analysis indicated that there was some influence from the L1 on the L2 blogs. This could be seen, for example, in the tendency of some students to use progressive-like forms in their German blogs. Interviews conducted at the end of the semester provided further insight into the participants' use of tense and aspect, their opinions of the blogging process, and their impressions of the pedagogical intervention.

Chapter 5. Discussion

5.1. Introduction

The current study investigated the use of temporal aspectual forms in narratives in the under-researched language pair L1 English and L2 German. It was expected that the differences in grammatical aspect between the two languages would present unique challenges to learners, which have not yet been documented and analyzed in the existing literature. In particular, the fact that the learners' L1 encodes aspect via verbal morphology, while the L2 does not, was seen as a potential source of confusion. The current study sought to fill a gap in the literature by examining how TA forms were used in L2 German learner narratives. This dissertation study made the following predictions:

1. The most accurate description of the learners' TA use will be found in a combination of two theories, the AH and the DH.

2. The learners' L1 will play a role in shaping their TA use in the L2.

3. A pedagogical intervention will help students to use TA forms in an appropriate and meaningful way in their narratives to effectively tell a story.

4. The extra planning time associated with the written mode of production will lead to more carefully planned and target-like TA use.

The data were analyzed using a combination of quantitative and qualitative means, in order to provide some insight into the use of tense and aspect in narratives by L2 learners of German. The Discourse Hypothesis was found to be an apt predictor of the distribution of TA forms in both written and oral narratives. Learners had a tendency to use past and perfect verb forms in the foreground and present tense forms in the background of their narratives. Following a pedagogical intervention, this tendency

became even more pronounced, which was in part the intention of the focused instruction. In contrast, the learners of the current study seemed for the most part not to be influenced by lexical aspect when marking verbs for grammatical aspect, thus leaving the predictions of the Aspect Hypothesis largely unsupported by the data. Regarding mode of production, it was found that in written narratives, learners were able to organize TA use in a more target-like way than in oral narratives, presumably due to the fact that the written format allowed the students more preparation time. A comparison of the German blogs to the English blogs from the same students revealed similarities in the use of lexical aspect, grammatical tense and aspect, and grounding between the two languages, indicating that, at least for the participants of this study, the L1 had an influence on TA use in L2 narrations.

In the dissertation's final chapter, these results are discussed in relation to the findings of previous studies. The pedagogical implications for the teaching of tense and aspect as well as additional contributions made by the current study are presented. Limitations of the study are noted, as are directions for future research. The chapter ends with a conclusion of the dissertation as a whole.

5.2. Discussion of the results

5.2.1. Research Questions 1 and 2

The study's first two research questions asked about the use of TA in relation to lexical aspect and to grounding. The predictions of the Aspect Hypothesis and the Discourse Hypothesis were considered. This section suggests some possible reasons that the predictions of the DH were substantiated, while those of the AH were not.

5.2.1.1. The Aspect Hypothesis

The Aspect Hypothesis is a well-established theory that explains TA acquisition for both tutored and untutored learners of first and second languages. It has been tested and proven for a number of learner populations and L1/L2 combinations. The results of the current study, however, do not lend support to the AH. While earlier accounts of the theory advocated for a strong link between lexical aspect use and TA use, later versions found a weaker link, indicating only that learners were influenced by lexical aspect when choosing TA forms at some point in the language acquisition process. One reason that the current study may not have found support for the AH's predictions is that the study only looked at the narrations of one learner group collected during a single semester. Though the blogs were collected at 12 different points over the span of four months, they were grouped into two categories only (pre- and post-intervention), which did not allow for a precise analysis of the development of TA use over time. The statistical analysis showed that, when looking at all of the blogs together, past and perfect forms were more often used with states and activities than with accomplishments and achievements. This finding was in direct contrast to the AH's predictions. However, when pre- and post-intervention blogs were compared to each other, the statistical analysis showed an increase in the use of accomplishments and achievements with past and perfect forms following the intervention, though states and activities were still used more often with these forms even after the intervention was implemented. In other words, during the second half of the semester, the students' TA use by lexical aspectual category moved toward a distribution that was more in line with the claims of the AH. Perhaps a more in-depth longitudinal analysis of the blogs would have shown an increase in this tendency over time. This would lend support to what some previous studies have found (e.g. McManus, 2013;

Salaberry, 2011), namely that learners actually move toward more prototypical lexical/grammatical aspect pairings over time, rather than moving away from them, as early versions of the theory posited.

It can further be argued that a central reason for the lack of AH support in the current study is the absence of grammatical aspectual distinctions in the L2 German. For example, progressive aspect does not occur in German, at least not in the standard variety to which the students in this study were exposed. Additionally, the language makes no distinction in meaning between the present perfect and simple past. Therefore, it is not surprising that the predictions of the AH did not hold true for learners of L2 German. As explained in Chapter 2, it has been shown that the AH's claims are strongest when both the L1 and L2 contain grammatical tense and aspect. If grammatical TA distinctions are not made in one or both of the languages in question, only a "weaker link" can be established (Housen, 2002, p. 251).

5.2.1.2. The Discourse Hypothesis

Previous studies investigating the Discourse Hypothesis have shown that grounding is a universal narrative tool used by both L1 and L2 speakers. This distinction can be made using various means, including grammatical morphology, voice, and word order. L2 German learners in the current study used more past and perfect forms in the foreground to indicate the main story line, and more present tense verb forms in the background to provide supporting information, a distinction that was found to be statistically significant. It is interesting to note that this pattern of TA usage was more similar to the grounding tendencies found in the participants' English blogs than to those found in blogs by native German speakers, as described by Schmiedtová and Sahonenko

(2012). The authors of that study explain that, while the grounding principle itself is universal, the way it is used in each language is "dependent on the linguistic devices available in the respective linguistic systems" (p. 65). One can assume that grounding in the German blogs was similar to the English blogs due to the fact that the learners were influenced by grounding tendencies from their L1.

5.2.1.3. Combining the two theories

In Chapter 2 it was explained that the AH and DH are not actually in opposition to each other, but have in fact been shown to work together to explain TA use in interlanguage. Bardovi-Harlig (1998), for example, argues that the best explanation is found when the claims of the two theories are organized into a hierarchy (see Chapter 2). As stated above, it was expected that this would also be the best explanation for the data in question here. However, because the current study showed overwhelming support for the Discourse Hypothesis, while only providing limited support for the Aspect Hypothesis, it was ultimately decided that a further investigation to determine the accuracy of the hierarchy for this study was not necessary.

5.2.2. Research Question 3: Pedagogical intervention

The pedagogical intervention, conducted halfway through the semester, had three main goals:

1. to make the learners aware of the various TA forms that occur in German and to provide a review of how to create these forms,

2. to teach the learners how to use the forms appropriately in narratives, and

3. to make the learners aware of differences in the TA systems of the two languages, in particular that progressive aspect is not used in German.

A statistical analysis comparing the pre- and post-intervention blogs showed that the focused instruction was successful in helping learners to use the forms appropriately in their narratives. Although it was stated above that tense alternation is not used by native German speakers to signify grounding, one goal of the intervention was, nevertheless, to encourage the students to use perfect and past tenses to narrate the events of the main storyline, and to use present tense, when necessary, for supporting information. The quantitative analysis showed that the students did use this strategy of TA distribution to a greater extent following the intervention. As stated in Chapter 1, the study was motivated by the researcher's impression that her students were using tense somewhat arbitrarily. The intervention's overarching goal was to help learners to understand that there was a distinction in meaning between present and past tenses and to instruct them on how to use TA to effectively say what they mean to say. The fact that there was a statistically significant difference in TA distribution in the foreground and background after the intervention shows that the lesson was successful in this goal. Even though the students did not end up approximating native-speaker grounding tendencies, the fact that they used TA in a more organized way following the intervention shows that they better understood the meanings associated with each tense after participating in the focused instruction.

Contrary to the original predictions of the study, progressive aspect did not seem to play as large of a role in shaping the learner blogs as was expected. The possible reasons for this will be discussed in section 5.3. While the number of instances of progressive-like forms did decrease following the intervention, the change was not

statistically significant, likely due to the fact that only a small number of such constructions were found overall.

5.2.3. Research Question 4: Written vs. oral blogs

The current study found that the predictions of the DH were supported more strongly by the written blogs than the oral blogs. This was expected, since the written mode provided the learners with more time to plan their narratives, and also allowed them to go back and edit as necessary. This finding was in accordance with many previous studies, which have shown that, when eliciting learner narratives, an increase in planning time often leads to an increase in target-like use of temporal morphology.

Furthermore, it was found that in written narratives, learners displayed lexical/grammatical aspect pairings more in line with the predictions of the AH. While the analysis of all blogs together showed that states were most often used with present tense forms, this association was even more pronounced in the written blogs. Moreover, a significant difference was found in the distribution of TA forms across the four lexical aspectual categories. The overall trend remained the same for written and oral narratives: states and activities occurred mostly with past and perfect forms. However, the written blogs showed an increase in the use of accomplishments and achievements with past and perfect, showing perhaps that when given more time, learners made these associations in more prototypical ways.

5.2.4. Research Question 5: Influence of L1 English

Though the English narratives of the current study were not analyzed statistically, a visual inspection of English blog data plots comparing them to the German blog data plots pointed toward several similarities between the narratives of the L1 and the L2. The

distribution of temporal morphology across lexical aspectual categories was similar in the data from the two languages, as was the use of TA forms to mark narrative grounding. Looking at the specific forms used in the German blogs, further influence from the L1 can be identified. At the outset of the study, it was expected that influence from the progressive aspect category of the L1 would lead learners to attempt progressive-like forms in the L2. Partial support was found for this prediction when inspecting the data visually, though a statistical analysis failed to show significance for this trend. Nevertheless, the attempts at progressive that were found among the German data are indicative of the challenge that learners face when narrating in an L2 that does not make the same aspectual distinctions as the L1.

5.2.5. Research Question 6: Student interviews

A qualitative analysis of the interviews conducted with learners at the end of the semester provided further insight into the students' experience with the blogging process. One positive finding made clear through the interviews was the fact that many students found the blogs to be interesting and fun to write. These students enjoyed sharing stories about themselves and felt that the frequent practice was beneficial to their language acquisition. Thus, assigning personal narratives that tie into course themes is a valuable way to engage the learners and keep them interested in the course content.

The participants were also asked about their impressions of the pedagogical intervention. Some students only remembered that information about verbs was reviewed, and said that they found it helpful in general. Several students said they could not remember whether or not they were there for the lesson. Others remembered being present for the lesson, but were unsure of what was covered. This is interesting to note,

considering that the statistical analysis showed the intervention to be largely successful. It can be seen here that a learner's ability to use the language in a target-like way does not necessarily correspond directly to their explicit knowledge, or what they know they know.

5.3. Limitations of this study and recommendations for future research

Although one of the main points of the intervention was to remind students how to form the different tenses, morphological accuracy was not tested in the study. Therefore, it cannot be determined whether this portion of the intervention was successful. Because the research questions of the study were already quite extensive with the potential interaction of various factors being tested, it was decided that an error analysis was beyond the study's scope. This is a potential limitation to the study, and an area that could be investigated in future studies.

At the outset of the study, the researcher expected that there would be a strong influence from the L1 on the learners' TA use, and that the learners would attempt to use progressive-like constructions in their L2 blogs. This was not found to be the case, with only 15 instances of these constructions occurring before the intervention and another 3 following it. This outcome may have been due to the nature of the narratives elicited. The students were asked to retell events from their own lives that happened in the past. Progressive forms can occur in the past tense, but are perhaps more prevalent when describing events happening in the here and now. It would be interesting to see whether more progressive-like forms would arise for a similar learner group if they were asked to narrate a film as it was happening, or to narrate a comic strip. The effects of a

pedagogical intervention, focused on how to describe ongoing or currently happening events in German, could then be investigated, perhaps with more significant results.

A final limitation of the current study is the fact that the effects of the intervention were analyzed only by comparing pre-intervention blogs to post-intervention blogs, rather than by comparing students who received the intervention to students in a control group who did not. Because the participants were all enrolled in a university German class and were receiving a grade for the course, it would have perhaps been unfair to deny half of the students the focused instruction. Therefore, a control group design was not utilized.

5.4. Pedagogical implications

The current study points to a number of pedagogical implications for the language-learning curriculum. First of all, the results of the study show that a focused instruction consisting of a review of temporal morphology, combined with ample opportunities to practice using TA in the L2 through narrations, is an effective way to improve students' thoughtful use of TA morphology in the L2. Secondly, the study illustrates the benefits of frequent writing and speaking assignments. Based on the interviews conducted at the end of the semester, it was found that most students appreciated the opportunity to practice the language via frequent blogs. Third, the incorporation of oral and written blogs, in which students tell stories about themselves and share them with their classmates, is a valuable way to make use of available technology. Narrative blogs provide students with an opportunity to relate the themes of class to their own lives, which is a way to keep them interested and engaged in the language learning process. Furthermore, having the students create and upload blogs at

home provides a way for them to continue practicing the language outside the limited class time that is available for speaking and writing practice.

5.5. Contributions of this study

Because only a small number of studies have considered the predictions of the AH and the DH on a single data set, and because most of these existing studies have focused on pairs of languages in which both contain rich grammatical aspectual systems, the current study was designed with the intention of filling this gap in the literature. Unique challenges exist when a learner's L2 does not encode aspect grammatically, while their L1 does. A learner in this situation needs explicit instruction to find out what structures are possible in the L2, and to determine how to express aspectual notions from the L1 that are not possible in the L2 by way of grammatical means. The current study investigated these issues and found support for the idea that L1 influence cannot be discounted in the language acquisition process. An exploratory comparison of the data from both languages showed similarities in TA forms and in the use of these forms.

5.6. Conclusion

This study tested two hypotheses on a single data set to determine the relative effects of lexical aspect and grounding on TA use by early intermediate learners. The data analysis provided strong support for the Discourse Hypothesis, indicating that the learners used TA distinctions to structure their narratives into foreground and background information. Limited support was found for the Aspect Hypothesis, meaning that the students were not strongly influenced by a verb's lexical aspect when assigning it a TA form. A pedagogical intervention proved successful in helping the learners to use TA more appropriately in their narratives.

References

American Council on the Teaching of Foreign Languages (2012). ACTFL proficiency guidelines 2012. Alexandria, VA: ACTFL

Andersen, R. W. (1991). Developmental sequences: The emergence of aspect marking in second language acquisition. In C.A. Ferguson & T. Huebner (Eds.), *Second language acquisition and linguistic theories* (pp. 305-324). Amsterdam: Benjamins.

Andersen, R. W., & Shirai, Y. (1994). Discourse motivations for some cognitive acquisition principles. *Studies in second language acquisition, 16*: 133-156.

Andersen, R.W., & Shirai, Y. (1996). Primacy of aspect in first and second language acquisition: The pidgin/creole connection. In: W.C. Ritchie & T.K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 527-570). San Diego: Academic Press.

Ayoun, D., & Salaberry, M. R. (2008). Acquisition of English tense-aspect morphology by advanced French instructed learners. *Language Learning, 58,* 555-595.

Bardovi-Harlig, K. (1992). The telling of a tale: Discourse structure and tense use of learner's narratives. In L. Bouton & Y. Kachru (Eds.), *Pragmatics and language learning* (Vol. 3, pp. 144-161). Urbana-Champaign, IL: Division of English as an International Language.

Bardovi-Harlig, K. (1994). Anecdote or evidence? Evaluating support for hypotheses concerning the development of tense and aspect. In S. Gass, A. Cohen, & E. Tarone (Eds.), *Research methodology in second language acquisition* (pp. 41–60). Hillsdale, NJ: Erlbaum.

Bardovi-Harlig, K. (1998). Narrative structure and lexical aspect: Conspiring factors in second language acquisition of tense-aspect morphology. *SSLA, 20,* 471-508.

Bardovi-Harlig, K. (2000). *Tense and Aspect in Second Language Acquisition: Form, Meaning, and Use*. Ann Arbor, MI: Blackwell.

Bardovi-Harlig, K. (2013). Research design: From text to task. In M.R. Salaberry & L. Comajoan (Eds.), *Research design and methodology in studies on L2 tense and aspect,* 219-269. Berlin: Walter de Gruyter, Inc.

Bardovi-Harlig, K., & Bergström, A. (1996). Acquisition of tense and aspect in second language and foreign language learning: Learner narratives in ESL and EFL. *The Canadian Modern Language Review, 52,* 308-330.

Bardovi-Harlig, K., & Reynolds, D. W. (1995). The role of lexical aspect in the acquisition of tense and aspect. *TESOL Quarterly, 29*, 107-131.

Bergström, A. (1995). *The expression of past temporal reference by English-speaking learners of French.* Unpublished doctoral dissertation, Pennsylvania State University, State College.

Böll, H. (2005). Anekdote zur Senkung der Arbeitsmoral. In Teichert, H. & Teichert, L. (Eds.), *Allerlei zum Lesen* (pp. 118-120). Boston: MA: Heinle.

Borchert, W. (2005). Die drei dunklen Könige. In Teichert, H. & Teichert, L. (Eds.), *Allerlei zum Lesen* (pp. 25-26). Boston: MA: Heinle.

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd Ed.). White Plains, NY: Pearson Education.

Chvany, C. V. (1984). Backgrounded perfectives and plot-line imperfectives: Towards a

theory of grounding in text. In: M.S. Flier and A. Timberlake (Eds.), *The scope of Slavic aspect* (pp. 247-273). Columbus, OH: Slavica. [*UCLA Slavic studies,* 1.]

Collins, L. (2002). The role of L1 influence and lexical aspect in the acquisition of temporal morphology. *Language Learning, 52*(1), 43-94.

Collins, L. (2004). The particulars on universals: A comparison of the acquisition of tense-aspect morphology among Japanese- and French-speaking learners of English. *The Canadian Modern Language Review / La revue canadienne des langues vivantes*, *61*(2), 251-274.

Comajoan, L. (2001). *The acquisition of Catalan L2 past morphology: Evidence for the aspect and discourse hypotheses*. Bloomington, IN: Indiana University, Ph.D. dissertation.

Comajoan, L. (2005). The acquisition of perfective and imperfective morphology and the marking of discourse grounding in Catalan. In D. Ayoun & M. R. Salaberry (Eds.), *Tense and aspect in Romance languages* (pp. 35-78). Amsterdam: Benjamins.

Comajoan, L. (2006). The aspect hypothesis: Development of morphology and appropriateness of use. *Language Learning, 56,* 201-268.

Comajoan, L., & Pérez Saldanya, M. (2005). Grammaticalization and language acquisition: Interaction of lexical aspect and discourse. In D. Eddington (ed.), *Selected proceedings of the 6th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages* (pp. 44-55). Somerville, MA: Cascadilla Proceedings Project.

Comrie, B. (1976). *Aspect.* Cambridge: Cambridge University Press.

Coppieters, R. (1987). Competence differences between native and near-native speakers. *Language, 63,* 544-573.

Dahl, Ö. (1984). Temporal distance: Remoteness distinctions in tense-aspect systems. In B.Butterworth, B. Comrie, & Ö. Dahl (Eds.), *Explanations for language universals* (pp. 105-122). Berlin: Mouton.

de Cesco, F. (2005). Spaghetti für zwei. In Teichert, H. & Teichert, L. (Eds.), *Allerlei zum Lesen* (pp. 47-50). Boston: MA: Heinle.

Dietrich, R. (1995). The acquisition of German. In: R. Dietrich, W. Klein and C. Noyau (Eds.), *The acquisition of temporality in a second language* (pp. 71-115). Philadelphia: John Benjamins.

Dry, H. (1983). The movement of narrative in time. *Journal of literary semantics, 12,* 19-53.

Ellis, R. (1987). Interlanguage variability in narrative discourse: Style shifting in the use of past tense. *Studies in Second Language Acquisition, 9,* 1-20.

Ellis, R. (1998). Teaching and research: Options in grammar teaching. *TESOL Quarterly, 32*(1), 39-60.

Ellis, R. (2001). Introduction: Investigating form-focused instruction. *Language Learning, 51,* 1-46.

Flashner, V. E. (1989). Transfer of aspect in the English oral narratives of native Russian speakers. In H. Dechert & M. Raupach (Eds.), *Transfer in language production* (pp. 71-97). Norwood, NJ: Ablex.

Fleischmann, S. (1985). Discourse functions of tense-aspect oppositions in narrative: Toward a theory of grounding. *Linguistics 23*(6), 851-882.

Fox, A. (1990). *The structure of German*. New York: Oxford University Press.

Gass, S. M., & Mackey, A. (2000). *Stimulated recall methodology in second language research*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Givón, T. (1982). Tense-aspect modality: The creole prototype and beyond. In P. Hopper (Ed.), *Tense-aspect: Between semantics and pragmatics* (pp. 115-163). Amsterdam: Benjamins.

Gries, S. T. (2015). Quantitative methods in linguistics. In James D. Wright (Ed.), *International Encyclopedia of the Social and Behavioral Sciences* (2nd ed.). Vol. 19, 725-732. Amsterdam: Elsevier.

Hasbún, L. (1995). *The role of lexical aspect in the acquisition of tense and grammatical aspect in Spanish as a foreign language.* Unpublished doctoral dissertation, Indiana University, Bloomington.

Hopper, P. J. (1979). Aspect and foregrounding in discourse. In T. Givón (Ed.), *Syntax and semantics: Discourse and syntax* (pp. 213-241). New York: Academic Press.

Hopper, P. J. (1982). Aspect between discourse and grammar: An introductory essay for the volume. In P. Hopper (Ed.), *Tense-aspect: Between semantics and pragmatics* (pp. 3-18). Amsterdam: Benjamins.

Hopper, P. J., & Thompson, S. A. (1980). Transitivity in grammar and discourse. *Language, 56,* 251-299.

Housen, A. (1994). Tense and aspect in second language learning: The Dutch inter-language of a native speaker of English. In C. Vet and C. Vetters (Eds.), *Tense and Aspect in Discourse* (pp. 257-291). Philadelphia: Benjamins.

Housen, A. (2002). A corpus-based study of the L2-acquisition of the English verb

system. In: S. Granger, J. Hung, & Petch-Tyson (Eds.). *Computer learner corpora, second language acquisition and foreign language teaching.* Amsterdam and Philadelphia: Benjamins.

Izquierdo, J., & Collins, L. (2008). The facilitative role of L1 influence in tense-aspect marking: A comparison of Hispanophone and Anglophone learners of French. *The Modern Language Journal, 92*(3), 350-368.

Klapper, J., & McMahon, T. (1998). *Neue kommunikative Grammatik.* Columbus, OH: McGraw-Hill.

Klein, W. (1994). *Time in language.* London: Routledge.

Klein, W., & Perdue, C. (Eds.) (1992). *Utterance structure: Developing grammars again.* Amsterdam: John Benjamins.

Krashen, S. (1982). *Principles and practice in second language acquisition.* Oxford: Pergamon Press.

Kumpf, L. (1984). Temporal systems and universality in interlanguage: A case study. In F. Eckman, L. Bell, & D. Nelson (Eds.), *Universals of second language acquisition* (pp. 132-143). Rowley, MA: Newbury House.

Labeau, E. (2005). *Beyond the Aspect Hypothesis: Tense-aspect development in advanced L2 French.* Oxford: Peter Lang.

Labov, W., & Waletzky, J. (1967). Narrative analysis: Oral versions of personal experience. In J. Helm (Ed.), *Essays on the verbal and visual arts* (pp. 12-44). Seattle: University of Washington Press.

Lafford, B. (1996). *The development of tense/aspect relations in L2 Spanish*

narratives: Evidence to test competing theories. Paper presented at the Second

Language Research Forum 1996, Tuscon, AZ.

Landis, J. R., & Koch G. G. (1977). The measurement of observer agreement for

categorical data. *Biometrics 33*(1), 159-174. doi:10.2307/2529310

Liszka, S. A. (2004). Exploring the effects of first language influence on second language

pragmatic processes from a syntactic deficit perspective. *Second Language

Research, 20*(3), 212-231.

Long, M. H. (1983). Does second language instruction make a difference? A review of

research. *TESOL Quarterly, 17*(3), 359-382.

López-Ortega, N. R. (2000). Tense, aspect, and narrative structure in Spanish as a second

language. *Hispania, 83*(3), 488-502.

Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design.*

Mahwah, NJ: Lawrence Erlbaum.

McManus, K. (2013). Prototypical influence in second language acquisition: What now

for the Aspect Hypothesis. *International Review of Applied Linguistics in

Language Teaching, 51*(3), 299-322.

Newport, E. L. (1990). Maturational constraints on language learning. *Cognitive

Science, 14*(1), 11-28).

Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis

and quantitative meta-analysis. *Language Learning, 50*(3), 417-528.

Novak, H. M. (2005). Verfahren. In Teichert, H. & Teichert, L. (Eds.), *Allerlei zum Lesen*

(pp. 15-16). Boston: MA: Heinle.

Noyau, C. (1984). The development of means for temporality in French by adult Spanish-

speakers: Linguistic devices and communicative capacities. In G. Extra & M. Mittner (Eds.). *Studies in second language acquisition by adult immigrants: Proceedings of the ESF/AILA symposium held on the 9th of August 1984 in Brussels,* 113-137. Tilburg, Netherlands: Tilburg University, Department of Lanauge and Literature.

Noyau, C. (1990). The development of means for temporality in the unguided acquisition of L2: Crosslinguistic perspectives. In H.W. Dechert (Ed.), *Current trends in European second language acquisition research,* 143-170. Clevedon, UK: Multilingual Matters.

Pavlenko, A., & Driagina, V. (2008). *Advancing in Russian Through Narration*. University Park, PA: CALPER Publications.

Perdue, C. (1993). *Adult language acquisition: Cross-linguistic perspectives: Vol. 2, The results*. Cambridge: Cambridge University Press.

Reinhart, T. (1984). Principles of gestalt perception in the temporal organization of narrative texts. *Linguistics, 22,* 779-809.

Rettich, M. (2005). Die Silbergeschichte. In Teichert, H. & Teichert, L. (Eds.), *Allerlei zum Lesen* (pp. 36-38). Boston: MA: Heinle.

Robison, R. E. (1990). The primacy of aspect: Aspectual marking in English interlanguage. *Studies in Second Language Acquisition, 12,* 315-330.

Robison, R. (1995). The aspect hypothesis revisited: A cross-sectional study of tense and aspect marking in interlanguage. *Applied Linguistics, 16,* 344-370.

Sahonenko, N. (2004). *Zeitkonzepte in Nacherzählungen: Eine kontrastive Studie zum Russischen und Deutschen.* Masters thesis, Heidelberg University.

Salaberry, M. R. (1999). The development of past tense verbal morphology in classroom L2 Spanish. *Applied Lingustics, 20,* 151-178.

Salaberry, M. R. (2000). The acquisition of English past tense in an instructional setting. *System, 28*(1), 135-152.

Salaberry, M. R. (2011). Assessing the effect of lexical aspect and grounding on the acquisition of L2 Spanish past tense morphology among L1 English speakers. *Bilingualism: Language and Cognition, 14*(2), 184-202.

Salaberry, R., & Shirai, Y. (2002). *The L2 acquisition of Tense-Aspect Morphology.* Amsterdam: Benjamins.

Schalk, G. (2005). Türken pflanzen nur Bohnen. In Teichert, H. & Teichert, L. (Eds.), *Allerlei zum Lesen* (pp. 6-7). Boston: MA: Heinle.

Shirai, Y. (1995). Tense-aspect marking by L2 learners of Japanese. In D. MacLaughlin & S. McEwen (Eds.), *Proceedings of the 19th Annual Boston University Conference on Language Development, 2,* 575-586. Somerville, MA: Cascadilla Press.

Shirai, Y. (2009). Temporality in first and second language acquisition. In W. Klein & P. Li (Eds.), *The expression of time* (pp. 167-193). Berlin and New York: Mouton de Gruyter.

Shirai, Y. (2013). Defining and coding data: Lexical aspect in L2 studies. In M.R. Salaberry & L. Comajoan (Eds.), *Research design and methodology in studies on L2 tense and aspect,* 271-308. Berlin: Walter de Gruyter, Inc.

Shirai, Y. and Andersen R. W. (1995). The acquisition of tense-aspect morphology: A prototype account. *Language, 71*(4), 743-762.

Shirai, Y., & Nishi, Y. (2003). Lexicalisation of aspectual structures in English and Japanese. In A. G. Ramat (Ed.), *Typology and second language acquisition* (pp. 267-290).

Schmiedtová, B., & Sahonenko, N. (2012). Acquisition of L2 written narrative competence: Tense-switching by Russian L2 speakers of German. *Journal of Slavic Linguistics, 20*(1), 35-70. doi: 10.1353/jsl.2012.0007

Smith, C. (1991). *The parameter of aspect.* Dordrecht: Kluwever.

Stine, R. L. (1996). *Even more tales to give you goosebumps: Ten spooky stories.* New York: Scholastic.

Teichert, H., & Teichert. L. (Eds.). (2005). *Allerlei zum Lesen*. Boston: MA: Heinle.

van Kuppevelt, J. (1995). Discourse structure, topicality, and questioning. *Journal of Linguistics, 31,* 109-147.

VanPatten, B. (2002). Processing instruction: An update. *Language learning, 52,* 755-803.

Vendler, Z. (1957). Verbs and times. *The philosophical review, 66*(2), 143-160.

Verkuyl, H. (1989). Aspectual classes and aspectual composition. *Linguistics and Philosophy, 12,* 39-94.

Véronique, D. (1987). Reference to past events and actions in narratives in L2: Insights from North African workers' French. In C. Pfaff (Ed.), *First and second language acquisition processes* (pp. 252-272). Cambridge, MA: Newbury House.

von Stutterheim, C. (1986). *Temporalität in der Zweitsprache: Eine Untersuchung zum*

Erwerb des Deutschen durch Türkische Gastarbeiter [Temporality in second

language: A study of the acquisition of German by Turkish guestworkers.] Berlin:

DeGruyter.

von Stutterheim, C. (1991). Narrative and description: Temporal reference in second

language acquisition. In T. Huebner & C. A. Ferguson (Eds.), *Crosscurrents in*

second language acquisition and linguistic theories (pp. 385-403). Amsterdam:

Benjamins.

von Stutterheim, C., & Klein, W. (2002). Quaestio and L-perspectivation. In C.

Graumann & W. Kallmeyer (Eds.) *Perspective and perspectivation in discourse*.

(pp. 59-88). Amsterdam: Benjamins.

Vyatkina, N. (2016). Data-driven learning for beginners: The case of German verb-

preposition collocations. *ReCALL, 28*(2), 207-226.

Weist, R. M., Wysocka, H., Witkowska-Stadnik, K., Buczowska, E., & Konieczna, E.

(1984). The defective tense hypothesis: On the emergence of tense and aspect in

child Polish. *Journal of Child Language, 11,* 347-374.

Appendix A: Study approval

KU RESEARCH &
GRADUATE STUDIES
The University of Kansas

3/22/2013
HSCL #20749

Emily Hackmann
GERMANIC LANG & LIT
2080 Wesco Hall

The Human Subjects Committee Lawrence Campus (HSCL) has received your response to its expedited review of your research project

20749 Hackmann/Vyatkina (GERMANIC LANG & LIT) The Development of Oral and Written Narration in
German as a Foreign Language

and approved this project under the expedited procedure provided in 45 CFR 46.110 (f) (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

The Office for Human Research Protections requires that your consent form must include the note of HSCL approval and expiration date, which has been entered on the consent form(s) sent back to you with this approval.

1. At designated intervals until the project is completed, a Project Status Report must be returned to the HSCL office.
2. Any significant change in the experimental procedure as described should be reviewed by this Committee prior to altering the project.
3. Notify HSCL about any new investigators not named in original application. Note that new investigators must take the online tutorial at https://rgs.drupal.ku.edu/human_subjects_compliance_training.
4. Any injury to a subject because of the research procedure must be reported to the Committee immediately.
5. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity. If you use a signed consent form, provide a copy of the consent form to subjects at the time of consent.
6. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.

Please inform HSCL when this project is terminated. You must also provide HSCL with an annual status report to maintain HSCL approval. Unless renewed, approval lapses one year after approval date. If your project receives funding which requests an annual update approval, you must request this from HSCL one month prior to the annual update. Thanks for your cooperation. If you have any questions, please contact me.

Sincerely,

Christopher Griffith, J.D.
Assistant Coordinator
Human Subjects Committee- Lawrence

cc: Nina Vyatkina

Human Subjects Committee Lawrence
Youngberg Hall I 2385 Irving Hill Road I Lawrence, KS 66045 I (785) 864-7429 I HSCL@ku.edu I research.ku.edu

KU RESEARCH &
GRADUATE STUDIES
The University of Kansas

5/10/2013
HSCL #20749

Emily Hackmann
GERMANIC LANG & LIT
2080 Wesco Hall

The Human Subjects Committee Lawrence Campus reviewed your research amendment application for project

20749   Hackmann/Vyatkina (GERMANIC LANG & LIT) The Development of Oral and Written Narration in German as a Foreign Language

and approved this project amendment through an expedited review process according to 45 CFR 46.110 (b)(2) minor changes in a previously approved project, including:

- Addition of two surveys, Interest in German and Traveling Survey and Study Abroad Language Use Questionnaire
- Addition of an interview 3 times per semester in person or via Skype with each participant

Your project has continued approval to 3/22/2014. Approximately one month prior to 3/22/2014, HSCL will send to you a Status Report request, which will be necessary for you to complete in order to obtain continued approval for the next twelve months. Please note that you must stop data gathering if you do not receive continued HSCL approval.

Please use the consent forms displaying the HSCL "approval stamp."

If you complete your project before the renewal date, please notify HSCL. Thank you for providing HSCL with amendment information.

Sincerely,

Diane Etzel-Wise, MA
Associate Coordinator

cc: Nina Vyatkina

Appendix B: Information statement

INFORMATION STATEMENT   HSCL #20749

Name of the Study: The Development of Oral and Written Narration in German as a
                          Foreign Language

Principal Investigator: Emily Hackmann
Other Investigators: Kelsey Coon, Nina Vyatkina

INTRODUCTION
The Department of Germanic Languages and Literatures at the University of Kansas supports the
practice of protection for human subjects participating in research. The following information is
provided for you to inform you of the purpose and procedures of the present study and for you to
decide whether you wish to participate. You should be aware that you are free to withdraw at any
time without penalty.

PURPOSE OF THE STUDY
This study examines a particular method used to teach oral and written narration in German. It
will provide insight into how the method works and how students learn to narrate in German.
The results will also serve as a basis for further investigation into teaching methods, contributing
to more effective foreign language instruction.

PROCEDURES
KU student participants will not be asked to complete any assignments beyond the regular course
work ~~and you will not be required to do anything extra outside of class time~~. **but will be asked
to take part in three individual interviews that last no longer than 30 minutes each
throughout the semester.** The researcher will examine your responses on exercises that will be
part of the regular course of classroom instruction and will be mandatory for all students in the
course. All information collected from you will be examined for evidence of the effectiveness of
the teaching method that is being studied.

RISKS
There are no risks in participating in this research beyond those experienced in everyday life.
Your grades will in no way be affected by participation in the proposed study.

BENEFITS
There are no direct benefits to you, but you will have had the opportunity to contribute to a
worthwhile research endeavor that may improve foreign language teaching and learning
practices.

PAYMENT TO PARTICIPANTS
No compensation will be provided.

PARTICIPANT CONFIDENTIALITY
Your name will not be associated in any way with the information collected about you or with the research findings from this study. The researchers will use a number or a pseudonym instead of your name. Only the researchers will have access to your personal information. The researchers will not share information about you unless required by law or unless you give written permission. All information collected will be stored electronically in the principal investigator's password-protected computer.

The results of this research as well as samples of your work and data about you may be published in paper format or electronically. However, your identity will be kept confidential and all your personal identifiers will be removed before publishing.

Your participation is solicited, although strictly voluntary. You may refuse to participate or cancel your permission to use and disclose information collected about you, in writing, at any time, by sending your written request to Emily Hackmann at ehackmann@ku.edu. If I do not receive a cancellation request from you, it indicates your willingness to participate in this project and that you are at least age eighteen. Permission granted on this date to use the data for research purposes remains in effect indefinitely.

QUESTIONS ABOUT PARTICIPATION should be directed to:

Emily Hackmann
Principal Investigator
Dept. of Germanic Languages and
Literatures
2080 Wescoe Hall
University of Kansas
Lawrence, KS 66045
(785) 864-9178

Nina Vyatkina
Faculty Supervisor
Dept. of Germanic Languages and
Literatures
2080 Wescoe Hall
University of Kansas
Lawrence, KS 66045
(785) 864-9178

If you have any questions about your rights as a research participant you may contact the Human Subjects Committee Lawrence Campus (HSCL) office at 864-7429 or write to the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas, 66045-7563, email irb@ku.edu.

Appendix C: Language Experience Survey

Description: This survey gathers data about your experience with languages, especially German. The information collected is **primarily** used to inform your instructor and the Department of Germanic Languages and Literatures of your past education and experience.

1. What is your name?

2. In which course are you currently enrolled?

3. Are you male or female?

4. In what year were you born?

5. What is/are your major(s) and minor(s)?

6. What is your native language?

7. How many years have you been living in an English speaking country?

8. What language(s) do you speak with your family?

9. Do your parents speak German?

    a. No

    b. Mother

    c. Father

    d. Both

10. Which language(s) do you speak when you have conversations with your friends?

11. How many semesters of German have you taken in college, not including the current semester?

12. Did you take German in High School?

13. If you took German in High School, how many years did you take?

14. Have you ever spent time in a German speaking country?

15. If you have been to a German speaking country, how much time did you spend there?

16. In what month and year was your most recent visit to a German speaking country?

17. Was the purpose of your trip for travel, study abroad, or other?

18. What other languages have you studied, and how long have you studied them?

19. Why are you studying German (instead of Spanish, Russian, Korean, etc.)?

20. Why are you taking 216? Please pick any that are accurate for you.

    a. I need to fulfill the language requirement.

    b. I need to take this class before taking more German classes: I plan on majoring or minoring in German.

    c. I just really want to know German.

    d. Other

21. Do you plan on getting a major or minor in German?

22. Do you plan on taking any German courses beyond 216?

    a. Yes

    b. No

    c. Maybe

23. Do you plan on using German after GERM 216 (for travel, for business, for study abroad, for communication with friends, etc.)? Please explain.

Appendix D: Sample learner blogs

WB3, FS08 (pre-intervention)

Heute, <u>wollte</u> ich ein Frau mit meinen Faeusten <u>sclagen</u>. Ja, heute. Ich <u>war</u> sehr, sehr boese. Ich <u>arbeite</u> an Envy, einen Klamottenladen auf Mass Straße. Wir <u>schließen</u> auf 5 Uhr und ich <u>habe</u> die Türen <u>verschlossen</u>. Aber, ein Kunde <u>war</u> in den Store. Normalerweise <u>wird</u> die Kunden <u>verlassen</u>, als wir nahe. Diese Frau <u>war einkaufen</u> und einkaufen und einkaufen. Ich <u>musste</u> nach Hause <u>fahren</u> um Hausaufgaben <u>machen</u> und zu Abend <u>essen</u> <u>können</u>, aber nein. Menschen <u>können</u> <u>sind</u> so dumm. Sie <u>fragte</u> mich, was Zeit der Store <u>schließt</u>, und ich <u>sagte</u> ihr 5 Uhr. Dann <u>wollte</u> sie <u>versuchen</u> auf Ihre Kleidung <u>gelangt</u>. Um 5.30 <u>wurde</u> ich sehr zornig. Diese Frau nicht <u>verstehen</u>. Ich <u>bin</u> nett und <u>warten</u> Sie auf die Kunden fertig <u>stellen</u>. Aber, das <u>möchte</u> ich wirklich, wirklich <u>wollten</u> sie mit meinen Fäusten. Es <u>war</u> ein langer Tag.

WB2, MS09 (pre-intervention)

Als ich vierzehn Jahre alt <u>war</u>, <u>reiste</u> ich nach Europa. Ich <u>besuchte</u> Paris, Rom, London und Deutschland mit meiner Mutter und meiner Tante und Cousine aus Australien. Ich <u>habe</u> Familie in Deutschland, so <u>wollten</u> wir sie <u>besuchen</u>. Sie <u>wohnen</u> in Paderborn, einer kleinen Stadt im Westen. Jedoch <u>sprach</u> ich nicht Deutsch. Meine Mutter und meine Tante und meine Cousin von Australien alle nicht Deutsch <u>gesprochen</u> - vielleicht ein bißchen, aber nicht genug. Natürlich <u>sprach</u> meine Familie in Deutschland Deutsch, so <u>halfen</u> sie uns viel. Wir <u>besuchten</u> Berlin, Frankfurt und Stuttgart. Diese Städte <u>waren</u> so schön und interessant. Es <u>war</u> schwer einige Deutsche Leute zu <u>verstehen</u>, aber meistens Englisch <u>konnten</u> sprechen. Die meisten <u>waren</u> nett wenn wir <u>gesagt</u>, dass wir <u>könnten</u>

nicht viel Deutsch sprechen. Wenn wir in einem Restaurant waren, zeigten wir manchmal was wir wollten. Diese würde auch in das Kaufhaus arbeiten. Obwohl es schwer manchmal zu kommunizieren war, machte viel Spaß in Deutschland. Meine Reise nach Deutschland inspirierte mich. Jetzt weiß ich viel Deutsch!

WB6, MS09 (post-intervention)

In meiner Vergangenheit war ich eine Zeit wie der Tourist. Als ich dreizen war, hatte ich einen "Limonadestand" in meinem Vorgarten. Es war ziemlich klein, aber viele Menschen kamen durch. Ich verkaufte Limonade fuer fuenfundzwanzig Cent. Weil es so billig war, kamen die Leute zurueck. Dann sagte meine Mutter zu mir, "Du sollst sie fuer fuenfzig Cent verkaufen." Ich machte meinen Stand schoener so wie meine Zeichen. Mehr Leute kamen! Es war wie ein kleines Unternehmen. Weil es so heiss im Sommer war, kauften die Leute noch die Lemonade, obwohl es teurer war. Schliesslich halfen meine Freunde, und wir erhoehten den Preis zu einem Dollar. Dennoch kamen mehr Leute, und wir machten etwa sechzehn bis achtzen Dollar pro Tag.

OB3, FS08 (pre-intervention)

Ich habe Angst fast jeden Tag. Kleiner Dingen gibt mir Angst, aber letzte Nachte war sehr, sehr erschreckend. Ich werde anfang zu Beginn. Ich habe eine Katze. Er heißt Rudi und er ist ein schwarz Katze. Er ist drei Monaten alt und sehr lustig. Aber Rudi hat viel, viel Energie. Er liebt Schuhbändeln, Pappkartons, Rubber Balls, Thunfisch und Milch. Auf jeden Fall, Rudi lauft alles die Zeit. Ich wohne in eine Wohnung mit meiner Bruder und Rudi die Katzen. Die Wohnung ist sehr klein, aber groß für zwei Leute. Letzte

Nacht, die ersten Tag von, auf Oktober, meine Bruder Duncan <u>war</u> in die Küche. Er <u>war</u> Holloween Cookie <u>backen</u> mit dem Ofen. Ich <u>war</u> in mein Schlafzimmer <u>studieren</u> und <u>saubermachen</u>. Dann ich <u>höre</u> ein laut Krach und Duncan <u>schrie</u>. Oh mein Gott! Ich <u>dachte</u>, Duncan <u>brannte</u> sich. Ich <u>fuhr</u> zu die Küche und <u>sah</u> Duncan. Er <u>fragte</u>, „was passiert?" Ich <u>sagte</u>, „keine Ahnung. Bist du ok?" Duncan <u>war</u> sehr ok, aber Rudi <u>war</u> nicht da. Wir <u>sind</u> <u>searchen</u> und searchen und am Ende wir <u>verstehen</u>, da Rudi <u>hatte</u> der Krach <u>machte</u>. Rudi <u>hatte</u> <u>fuhr</u> ins ein Tür. Er <u>war</u> ok, aber wir <u>hatten</u> sehr Angst. Und (...) Rudi ein groß (...). Und das <u>ist</u> das Ende.

FS08, OB5 (post-intervention)

Im Gymnasium <u>hatte</u> ich viele Freunden. Ich <u>spielte</u> Softball, <u>sang</u> in der Chor und ich (...) in Theater. In meinem letzten Jahre <u>waren</u> wir ein Stück <u>machen</u>. Es <u>war</u> „zwölf ärgerlich Geschworenen," „Twelve Angry Jurors." Wir <u>hatten</u> eine neue Studentin in der Choir und sie <u>war</u> in der Stück auch. Diese Studentin <u>kam</u> auf Deutschland und jetzt sie <u>ist</u> mein Lieblingfreundin. Aber dann sie <u>war</u> nicht mein Liebling. Ich <u>dachte</u>, die Studentin, oder Bettina, <u>war</u> seltsam und störend. Aber wir <u>waren</u> in das Stück zusammen. Und wir <u>redeten</u>. Ich <u>fand</u>, Bonita <u>war</u> sehr cool und nett. Wir <u>hatten</u> Freundin <u>werden</u>. Letzten Sommer <u>reiste</u> ich von Deutschland und ich <u>sah</u> Bonita. Es <u>ist</u> sehr lustig, zu <u>erinnerte</u> das Zeit. Bettina <u>werde</u> niemals <u>vergessen</u>. Und ich <u>wurde</u> nicht auch. Jetzt wir <u>haben</u> viel Spaß und sie <u>ist</u> am besten. Und, das Ende.

Appendix E: Intervention materials

Hausaufgaben
1. Read the story "Häute dich heute" by R.L. Stine.
2. Complete the table by finding 5 verbs that fit into each category. ***Do not use verbs that appear inside quotes.*** For each verb, identify its function in the story as one of the following:
   (a) background information
   (b) main storyline
   (c) description

Example:

Simple Past: *trat,* pg.91:   (b) main storyline

Tense	Verb & page#	Function
Present		
Simple Past	*trat, pg.91*	*(b) main storyline*
Present Perfect		
Past Perfect		

Übersicht der Zeitformen

Indicative mood (direct speech)

Präsens	Präteritum/Imperfekt (Simple Past)	Perfekt (Present Perfect)	Plusquamperfekt (Past Perfect)
ich gehe	ich ging	ich bin gegangen	ich war gegangen
ich bin	ich war	ich bin gewesen	ich war gewesen
ich habe	ich hatte	ich habe gehabt	ich hatte gehabt
ich kaufe	ich kaufte	ich habe gekauft	ich hatte gekauft
ich diskutiere	ich diskutierte	ich habe diskutiert	ich hatte diskutiert
ich rufe an	ich rief an	ich habe angerufen	ich hatte angerufen
ich kann	ich konnte	ich habe gekonnt	ich hatte gekonnt

Subjunctive mood (indirect speech)

Konjunktiv II der Gegenwart	Konjunktiv II der Vergangenheit	Konjunktiv I der Gegenwart	Konjunktiv I der Vergangenheit
ich wäre	ich wäre gewesen	er/sie/es sei gewesen	er/sie/es wäre gewesen
ich hätte	ich hätte gehabt	er/sie/es habe gehabt	er/sie/es hätten gehabt

General remarks for the use of Subjunctive I and II:

- subjunctive I is commonly used with an introductory sentence such as he said, he claims… (Beispiel: **Präsens**: Er behauptet, er habe den Radfahrer nicht gesehen. **Präteritum**: Er behauptet, er hätte den Radfahrer nicht gesehen.) – it is used in police reports and in the news
- subjunctive II occurs with if-clauses (If I were you, I would… = Wenn ich du wäre, würde ich…)

Appendix F: Interview questions

1. Take a minute to look over your blogs. Which did you enjoy writing the most and why?

2. Which was the hardest to write and why?

3. When you wanted to express a complicated or difficult idea, but you weren't quite sure how to say it in German, what strategy did you use to make yourself understood?

4. Choose one blog and retell it in English in your own words (not a word for word translation).

5. Please retell Blog #__ in your own words.

6. Please translate Blog #__ into English.

7. Look at Blog #__. Can you clarify what you meant in this passage?

8. Did you prepare the same way for the written and oral blogs? How did you prepare for each?

9. Did you ever write out the text of your oral blogs before recording?

10. Did you ever write out your written blogs in English before writing them in German?

11. Which did you prefer to write—written or oral? Why? Was one easier or more difficult?

12. Were you present for the lesson on October 4th when I (the researcher) visited the class?

13. Can you remember the main point of the lesson?

14. What, if anything, sticks in your mind from that lesson? Any rules or guidelines for blog writing?

15. Did you ever refer back to the handout when writing or recording your blogs?

16. Do you think your writing improved because of the lesson? In what way(s)?

17. Can you think of any way(s) in which the lesson could have been improved so that you would have benefitted more from it?

18. Do you think your writing improved over the course of the semester? Why/in what way(s)?

19. Did you ever read/listen to your classmates' blogs?

20. Did you enjoy completing the blogging assignments this semester? Do you think there was too much/too little required of you?

21. Do you have any other comments you'd like to share about the blogging process or the lesson from October 4th?

22. For the blogs you wrote/recorded in English, which two topics did you choose? How/why did you choose those topics?

Appendix G: Vendler's 4-way classification system

Adapted from Bardovi-Harlig (1998) and Shirai & Nishi (2003)

1. states = STA
    a. Persist over time without change
    b. Not interruptible
    c. Continues to exist unless some outside situation makes it change
    d. If a state ceases to obtain, then a new state begins

2. activities = ACT
    a. Have inherent duration, in that they involve a span of time (example: sleep, snow)
    b. Have no specific endpoint (example: I studied all week)
    c. Has an arbitrary endpoint, i.e., it can be terminated at any time

3. accomplishments = ACC
    a. Have an endpoint (like ACH)
    b. Has a natural endpoint after which the particular action cannot continue
    c. Have inherent duration (like ACT)

4. achievements = ACH
    a. Capture the beginning or the end of an action (example: The race began; The game ended)
    b. Can be thought of as reduced to a point
    c. Describe an instantaneous and punctual situation, i.e., one that can be reduced to a point on a time axis

```
State             _____
Activity          ~~~~~~~~~~~~~~~~
Accomplishment    ~~~~~~~~~~~~~~~X
Achievement                     X
```

	states (STA)	activities (ACT)	accomplishments (ACC)	achievements (ACH)
punctual	-	-	-	+
telic	-	-	+	+
dynamic	-	+	+	+

Examples

STA	ACT	ACC	ACH
be (be tall, be green, be surprised, be in trouble), contain, continue, have, hear, indicate, keep, know, live, love, need, remain, remember, see, seem, think that, want	hang, play, rain, ride, run, sit, sleep, snow, stand, study, talk, think about, walk	build a house, make a chair, paint a painting, walk to school	arrive, begin, die, drop, end, fall asleep, leave, notice, recognize, tell, win the race

Appendix H: Linguistic tests used to classify verbs for lexical aspect

(Shirai & Andersen, 1995)

Step 1: State or non-state?

Does it have a habitual interpretation in simple present tense?
    If no → State (e.g., *I love you*)
    If yes → Non-state (e.g., *I eat bread*) → Go to Step 2

Step 2: Activity or non-activity?

Does 'X is Ving' entail 'X has Ved' without an iterative/habitual meaning?
In other words, if you stop in the middle Ving, have you done the act of V?
    If yes → Activity (e.g., *run*)
    If no → Non-activity (e.g., *run a mile*) → Go to Step 3

Step 3: Accomplishment or Achievement?

[If test (a) does not work, apply test (b), and possibly (c).]

a) If 'X Ved in Y time (e.g., 10 minutes)', then 'X was Ving during that time'
    If yes → Accomplishment (e.g., *He painted a picture*)
    If no → Achievement (e.g., *He noticed a picture*)

b) Is there ambiguity with 'almost'?
    If yes → Accomplishment (e.g., *He almost painted a picture* has two readings;
        i.e., he almost started to paint a picture, and he almost finished painting a
        picture)
    If no → Achievement (e.g., *He almost noticed a picture* has only one reading)

c) 'X will VP in Y time (e.g., 10 minutes)' = 'X will VP after Y time'
    If no → Accomplishment (e.g., *He will paint in a picture in an hour* is different
        from *He will paint a picture after an hour*, because the former can mean
        that he will spend an hour painting a picture, but the latter does not)
    If yes → Achievement (e.g., *He will start singing in two minutes* can have only
        one reading, which is the same as in *he will start singing after two
        minutes*, with no other reading possible)

Appendix I: Narrative Grounding

AUTHOR	FOREGROUND	BACKGROUND
Hopper & Thompson (1980), p. 280	The material which supplies the main points of the discourse.	That part of a discourse which does not immediately and crucially contribute to the speaker's goal, but which merely assists, amplifies, or comments on it.
Dry (1983), p. 46	Composed of sentences which refer to sequenced points on a timeline.	Composed of those events that either do not refer to a single point (imperfectives, habituals, iteratives), or refer to a point that is not presented in *fabula* sequence (e.g. sentences w/ pluperfect tense).
Reinhart (1984), p. 789	"Narrative skeleton." A (report of a) sequence of events ordered on a time axis.	The physical conditions of the FG events, their motivations, the preceding circumstances or events that led to them, the mental state of their agents, etc. Enables us to perceive or understand the FG events.
Hopper (1979)	The actual story line.	The supportive material.
	Defining property of FG is sequentiality, that is, iconicity between the order in which events took place in the real, non-linguistic world and the way they are narrated.	Often out of sequence w/ respect to FG and to other BG events.
	Other properties of FG can be derived from sequentiality (e.g., focus structure, punctual verbs, contingency, & narrativity).	Does not itself narrate main events, but provides supportive material which elaborates on or evaluates the events in the FG

The central characteristics of the FOREGROUND can be summarized by the following temporal criteria (Reinhart, 1984, p. 801, quoted in Bardovi-Harlig, 2000, p. 280):

1. Narrativity or temporal continuity: Only narrative units, i.e., textual units whose order matches the order of the events they report, can serve as FG.
2. Punctuality: Units reporting punctual events can serve more easily as FG than units reporting durative, repetitive, or habitual events.
3. Completeness: A report of a completed event can serve more easily as FG than a report of an ongoing event.

Example functions of BACKGROUND events (Bardovi-Harlig, 2000, pp. 282-283):

1. Reveal a prior event (located before the narrated event on the time line)
2. Make a prediction about the outcome of an event (located after the event on the time line)
3. Refer to a simultaneous event (located at same point or interval on time line)
4. Evaluate an action reported in the foreground (not located on the time line)
5. Provide orientation, or scene setting
6. Provide evaluation
7. Provide explanation/identification

Characteristics of foreground and background (Givón, 1984, p. 288, quoted in Salaberry & Comajoan, 2013, p. 317)

FEATURE	FOREGROUND	BACKGROUND
Tense	past	present, future, habitual
Sequentiality	in-sequence	out-of-sequence, anterior, perfect
Durativity	compact/punctual	durative/continuous
Perfectivity	perfective/completive	imperfective/incompletive
Modality	realis	irrealis
(activeness)	(action/event)	(state)
(syntax)	(main clauses)	(subordinate clauses)

Appendix J: Coding Instructions for Second Rater

I am conducting a study investigating the ways in which learners of German express temporal events in narration. For this study, students in the fourth semester German class produced six oral blogs and six written blogs in German over the course of the semester, as well as one oral blog and one written blog in English. They were asked to tell stories about their own lives in response to prompts related to the course readings. You will be asked to code a random sample of these blogs for the following features:

1. Lexical aspect
2. Grounding (foreground/background)
3. Grammatical tense and aspect

In Part 1 below, I have provided the coding taxonomies for each of these features. Following this in Part 2 is a sample passage from one of the written blogs with step-by-step instructions for how to code for each of the three features above. Part 3 provides a longer coded passage as an example.

Part 1: Coding taxonomies

A. Coding taxonomy for lexical aspect

This taxonomy is used to determine the inherent lexical aspect of a verb. There are four types of lexical aspect that will be used in this study: **state, activity, accomplishment,** and **achievement**. When determining the lexical aspect of a verb, you should consider the inherent properties of the main verb. For example, if the verb phrase used by a participant is "has seen," the main verb would be "to see." The four categories are as follows:

Code	Category	Properties	Examples
STA	state	-Persists over time without change. -Not interruptible. -Continues to exist unless some outside situation makes it change. -If a state ceases to exist, then a new state begins.	be (be tall, be green, be surprised, be in trouble), contain, continue, have, hear, indicate, keep, know, live, love, need, remain, remember, see, seem, think that, want
ACT	activity	-Has inherent duration, in that it involves a span of time. -Has no specific endpoint. -Has an arbitrary endpoint. (Can be	hang, play, rain, ride, run, sit, sleep, snow, stand, study, talk, think about, walk

		terminated at any time.)	
ACC	accomplishment	-Has an endpoint (like ACH). -Has a natural endpoint after which the particular action cannot continue. -Has inherent duration (like ACT).	build a house, make a chair, paint a painting, walk to school
ACH	achievement	-Captures the beginning or the end of an action. -Can be thought of as reduced to a point. -Describes an instantaneous and punctual situation (i.e. one that can be reduced to a point on a time axis).	arrive, begin, die, drop, end, fall asleep, leave, notice, recognize, tell, win the race

When in doubt about the lexical aspectual category to assign to a verb, the following tests can be implemented:

Step 1: State or non-state?

Does it have a habitual interpretation in simple present tense?
> If no → State (e.g., *I love you*)
> If yes → Non-state (e.g., *I eat bread*) → Go to Step 2

Step 2: Activity or non-activity?

Does 'X is Ving' entail 'X has Ved' without an iterative/habitual meaning?
In other words, if you stop in the middle Ving, have you done the act of V?
> If yes → Activity (e.g., *run*)
> If no → Non-activity (e.g., *run a mile*) → Go to Step 3

Step 3: Accomplishment or Achievement?

[If test (a) does not work, apply test (b), and possibly (c).]

a) If 'X Ved in Y time (e.g., 10 minutes)', then 'X was Ving during that time'
> If yes → Accomplishment (e.g., *He painted a picture*)
> If no → Achievement (e.g., *He noticed a picture*)

b) Is there ambiguity with 'almost'?
> If yes → Accomplishment (e.g., *He almost painted a picture* has two readings;
>> i.e., he almost started to paint a picture, and he almost finished painting a picture)

If no → Achievement (e.g., *He almost noticed a picture* has only one reading)

c) 'X will VP in Y time (e.g., 10 minutes)' = 'X will VP after Y time'
    If no → Accomplishment (e.g., *He will paint in a picture in an hour* is different
        from *He will paint a picture after an hour*, because the former can mean
        that he will spend an hour painting a picture, but the latter does not)
    If yes → Achievement (e.g., *He will start singing in two minutes* can have only
        one reading, which is the same as in *he will start singing after two
        minutes*, with no other reading possible)

B. Coding taxonomy for narrative grounding

This taxonomy is used to determine whether a passage of text or speech belongs to the
foreground or **background** of the narrative. 1 is used to indicate foreground, while 0 is
used to indicate background.

Grounding	Description
1-Foreground	-Narrates story events sequentially. -Consists of main storyline. -Usually presents new information rather than given. -Answers the question: What happened?

0-Background	-Provides supporting material to foreground events.
	
	-May do any of the following:
	
	  --Evaluates foreground events
	
	  --Sets the scene (physically or temporally)
	
	  --Tells the audience about events that happened in the past, before the narrative
	
	  --Predicts outcomes of foreground events
	
	-In general, anything that does not belong to the main storyline is considered background material.

C. Coding taxonomy for tense and aspect

This taxonomy is used to indicate the tense and grammatical aspect that is present in each
verb or verb phrase. For each of these categories, a 1 is used to indicate the presence of
the feature, while a 0 is used to indicate the absence of the feature.

Tense/aspect category	Forms belonging to each category (Mark 1 for this category if one of these forms is present.)
Past tense	Simple and past perfect forms
Perfect aspect	Present perfect and past perfect forms
Progressive aspect	Present progressive and past progressive forms
Infinitive	Infinitives
Copula	Copulas (*sein, to be*)

Part 2: Sample coded passage

You will see several blogs, containing passages similar to the one below. In each student-produced blog, each verb or verb phrase that you will need to code has been underlined and entered on a separate line. You will also have an Excel sheet, in which each of the verbs (or verb phrases) has been entered on a separate line with the corresponding number. You will enter your annotations on this spreadsheet, but you should refer to the Word document to see the larger context for each verb.

Sample passage for coding

The passage below was taken from a student-produced blog. The table represents the section of the Excel spreadsheet that corresponds to that passage. The first three columns will already be filled in for you, as shown in the table here.

1. Ich wurde elf jahre alt in Jungen Pfadfinder.
2. Ich wusst nicht warum.
3. Aber, meinem Freund und ich bekämpfte in einem Zug.
4. Ich habe ein Bruder welche funf Jahre alter dann mich,
5. so fühlte ich sehr sicher an.
6. Mein Bruder war einen Ringer
7. und lernte ich viele Trick.

Nr	Verb form	Lexeme	Lex asp	Fore-ground	Past tense	Perf asp	Prog asp	Infin	Copula

1	wurde	werden								
2	wusst	wissen								
3	bekämpfte	bekämpfen								
4	habe	haben								
5	fühlte…an	anfühlen								
6	war	sein								
7	lernte	lernen								

A. Coding for lexical aspect

Lexical aspect can be determined by using the tests given above. When determining the lexical aspect of a verb, you should consider the inherent properties of the main verb. For example, if the verb phrase used by a participant is "has seen," the main verb would be "to see." Since these tests were developed for English, I found it most straightforward to consider the English equivalent of the verb in question. As an example, we will consider the first four verbs in the passage above.

Step 1: State or non-state?: Does it have a habitual interpretation in the simple present tense?

1. werden → to become → He becomes older (each year). → YES (habitual): non-state

2. wissen → to know → I know how to drive. → NO (not habitual): state

3. bekämpfen → to battle → Superman battles crime. → YES (habitual): non-state

4. haben → to have → She has five siblings. → NO (not habitual): state

We have determined that #2 and #4 are states. Now we need to go on to Step 2 for #1 and #3.

Step 2: Activity or non-activity?: If you stop in the middle of Ving, have you done the act of V?

1. werden → to become → If a caterpillar stops in the middle of becoming a butterfly, has it done the act of becoming a butterfly? → NO: non-activity

3. bekämpfen → to battle → If I stop in the middle of battling, have I done the act of battling? → YES: activity

We now know that #3 is an activity. We need to go on to Step 3 for #1.

Step 3: Accomplishment or achievement?

a) If 'X Ved in Y time (e.g., 10 minutes)', then 'X was Ving during that time'

> werden → to become → If the caterpillar became a butterfly in three months, then the caterpillar was becoming a butterfly during that time. → YES: accomplishment

So the first part of the spreadsheet will be completed in this way:

Nr	Verb	Lexeme	Lexical	Fore-ground	Past	Per-fect	Pro-gressive	Infin-itive	Copula
1	wurde	werden	**ACC**						
2	wusst	wissen	**STA**						
3	bekämpfte	bekämpfen	**ACT**						
4	habe	haben	**STA**						

B. Coding for grounding

Next, we need to determine which clauses belong to the foreground and which belong to the background. For this task, it is necessary to consider larger passages of text together, so that we can see how they interact, and can determine which clauses make up the main storyline (foreground), and which clauses provide supporting information (background).

1. Ich <u>wurde</u> elf jahre alt in Jungen Pfadfinder.
2. Ich <u>wusst</u> nicht warum.
3. Aber, meinem Freund und ich <u>bekämpfte</u> in einem Zug.
4. Ich <u>habe</u> ein Bruder welche funf Jahre alter dann mich,
5. so <u>fühlte</u> ich sehr sicher <u>an</u>.
6. Mein Bruder <u>war</u> einen Ringer
7. und <u>lernte</u> ich viele Trick.

Analysis:

In this passage, the main storyline tells about how the narrator fought with a friend on a train when he was a boy scout.

Lines 1, 2, 3: Foreground → Provides punctual information that moves the story forward.

Line 4: Background → Provides supporting information, informing the reader that the narrator has a brother.

Line 5: Background → Provides the reader with supporting information about how the narrator felt at the time of the incident.

Lines 6, 7: Background → The narrator is telling the audience about how he had previously learned wrestling tricks from his brother, which is not part of the main storyline.

So, the next column of the table would be completed as follows:

Nr	Verb form	Lexeme	Lex asp	Fore-ground	Past tense	Perf asp	Progr asp	Infin	Copula
1	wurde	werden	ACC	1					
2	wusst	wissen	STA	1					
3	bekämpfte	bekämpfen	ACT	1					
4	habe	haben	STA	0					
5	fühlte…an	anfühlen	STA	0					
6	war	sein	STA	0					
7	lernte	lernen	ACT	0					

C. Coding for tense and aspect

The final feature that will be coded is tense and aspect. For each of the remaining 5 columns, you will enter a 1 in the spreadsheet to indicate that the verb falls into that category, and a 0 to indicate that it does not. For example, the first verb "wurde" would be coded with a 1 for Past tense, and a 0 for all other categories. The completed spreadsheet should look like this:

Nr	Verb form	Lexeme	Lex asp	Fore-ground	Past tense	Perf asp	Progr asp	Infin	Copula
1	wurde	werden	ACC	1	1	0	0	0	0
2	wusst	wissen	STA	1	1	0	0	0	0
3	bekämpfte	bekämpfen	ACT	1	1	0	0	0	0
4	habe	haben	STA	0	0	0	0	0	0
5	fühlte…an	anfühlen	STA	0	1	0	0	0	0
6	war	sein	STA	0	1	0	0	0	1
7	lernte	lernen	ACT	0	1	0	0	0	0

Part 3: Additional examples

Below is one complete written blog, followed by a table indicating how I annotated that blog. To make the foreground/background distinction more clear, all foreground passages appear in **bold type**, while all background passages appear in *italics*. The direct speech in Line 20 is not included in the analysis.

1. **Ich <u>hatte</u> viele Erfahrungen mit Vorurteile,**
2. **aber <u>waren</u> die Menschen sehr bedauernd danach.**
3. *Ich <u>habe</u> eine Behinderung*
4. *und <u>versteht</u> ihre Einwirkung.*
5. *Typisch <u>ist</u> eine Einwirkung von befremden und Kuriosum.*
6. **Manchmal <u>haben</u> ihre nicht auf den ersten Blick <u>wissen</u>.**
7. **Dann <u>gebt</u> unsere Hand ihre Einwirkung sehr komisch.**
8. **Sie <u>blicken</u> hinunter auf meinen Hand**
9. **und dann meiner bedauernd <u>erkannte</u>.**
10. **Manchmal <u>sind</u> ihre aufschreken.**
11. *Diese Menschen <u>war</u> ein schlechtes Einfluss auf meiner Selbstbewusstsein.*
12. *Weile <u>habe</u> ich eine starke außerhalb,*
13. *dass <u>ist</u> nur eine außerhalb.*
14. *Typisch <u>ist</u> dieses Erfahrungen*
15. *und <u>lehrte</u> mich einen starke Außenhaut.*
16. *Auch <u>geben</u> die Erfahrungen mich einen Verständigung mit anderenMenschen mit einer bedauernd.*
17. *Ein Erfahrung mit Vorurteile <u>war</u> neun Jahre vorher.*
18. **Ich <u>war</u> in ein See <u>geschwommen</u>**
19. **und <u>habe</u> ein kind <u>gefragt</u>.**
20. **Ich <u>sagte</u>** 'ein Fisch <u>hat</u> meinen Fingern <u>gegessen</u>! Ich <u>war</u> in einen See so eins und ein großer Fisch <u>beißt ab</u>.'
21. **Und dann, die Kind <u>schreit</u>**
22. **und meinem Freund und ich <u>lachen</u> ihn <u>aus</u>.**

Nr	Verb	Lexeme	Lex-ical	Fore-ground	Past	Perfect	Progres-sive	Infin-itive	Copula
1	hatte	haben	STA	1	1	0	0	0	0
2	waren	sein	STA	1	1	0	0	0	1
3	habe	haben	STA	0	0	0	0	0	0
4	versteht	verstehen	STA	0	0	0	0	0	0
5	ist	sein	STA	0	0	0	0	0	1
6	haben wissen	wissen	STA	1	0	1	0	0	0

7	gebt	geben	ACH	1	0	0	0	0	0
8	blicken	blicken	ACT	1	0	0	0	0	0
9	erkannte	erkennen	ACH	1	1	0	0	0	0
10	sind	sein	STA	1	0	0	0	0	1
11	war	sein	STA	0	1	0	0	0	1
12	habe	haben	STA	0	0	0	0	0	0
13	ist	sein	STA	0	0	0	0	0	1
14	ist	sein	STA	0	0	0	0	0	1
15	lehrte	lehren	ACT	0	1	0	0	0	0
16	geben	geben	ACH	0	0	0	0	0	0
17	war	sein	STA	0	1	0	0	0	1
18	war geschwommen	schwimmen	ACT	1	1	1	0	0	0
19	habe gefragt	fragen	ACH	1	0	1	0	0	0
20	sagte	sagen	ACH	1	1	0	0	0	0
21	schreit	schreien	ACT	1	0	0	0	0	0
22	lachen aus	auslachen	ACT	1	0	0	0	0	0

Appendix K: List of annotated verbs by lexical aspect category

* Indicates verb has more than one use.
<u>German Verbs</u>

States		
achten	hoffen	schmerzen
behaupten	kommen (aus)*	sehen
bleiben	können	stehen
dauern	leben	stimmen
dürfen	lieben	sollen
erforschen	lohnen	verstehen
fehlen	machen (Spaß)*	verzeihen
finden* (as an opinion)	mögen	weh tun/ leid tun
fühlen	müssen	wohnen
gefallen	nennen	wollen
heißen	schmecken	

Activities		
abhängen	feiern	schreien
abspannen	fliegen	sprechen
ansehen	gehen	stecken
ansprechen	halten* (hold)	teilen
arbeiten	helfen	trinken
aufpassen	interagieren	tun
begegnen	klappen	s. unterhalten
behandeln	kommen*	versuchen
benutzen	lernen*	verteidigen
besuchen	lügen	verwenden
deuten	machen*	wandern
duschen	mitteilen	warten
eat	reisen*	werfen
einkaufen	richten	zahlen
erleben	rufen	zeigen
entspannen	sagen	zelebrieren
fahren	schlagen	zittern

Accomplishments		
adressieren	holen	übernachten
anziehen	kennen lernen	umziehen
angehen	laden/	verdienen
aufmachen	lehren	verkaufen
aufmarschieren (to s.w.)	lösen	verpacken
bringen	packen	werden (to become)
ersetzen	planen	zerstören
erzählen	reisen (nach Peru)*	zurückholen
gebären	schneiden*	zurückkommen
großziehen	schreiben (a test)	

Achievements		
abschneiden*	danken/bedanken	legen
angreifen	einladen	nehmen
anrufen	erhalten ?	passieren
entschuldigen	erschrecken	realisieren
auftauchen	erwähnen	schenken
ausgehen	erwischen	schicken
ausleihen	fragen	schockieren
bekommen	freimachen	verlassen
bemerken	geben	verletzen
bestellen	(es gibt)	verschwinden
bezahlen	halten* (stop)	wählen
bieten	heiraten	weglaufen
brechen	kaufen	wegwerfen
brennen	klauen	zurückkehren

English Verbs

States		
accept	hear	refuse
agree	hold	remain
await	imagine	remember
be	indicate	represent
believe	involve	see
contain	keep (doing sthg)*	seem
continue	know	sit*
control	live	stick out
define	look/appear	stick with ?
expect	love	think that*
forget	manage	will
get* (to do something)	mean	wish
guess	need	work (to function)
hate	oppose	
have	refer	

Activities		
camp	let	snow
defend	listen	soak
divert	look	stand
do*	pay attention *	study
dry	play	take in
enjoy	push	talk
follow	rain	think about*
/go	ride	use
hang	run	walk
head	search	watch
head down	serve	
insist	sleep	

Accomplishments		
accomplish	load	pump out
approach	learn	put on
open	line up	put up
assemble	make a chair	ruin
build a house	make it (to dinner)	save ?
catch up *	overcome	say (a speech)*
cause (a problem)	paint a painting	settle
cover	pan out	shut down
develop	park	spend
do*	power through	suffer
establish	prepare	take (a test)*
explain (something)	present	tell (a story)
form (a thought)	produce	tuck
get (ready)*	prove	walk to school

Achievements		
achieve	finish	notice
aim	force	order
annoy	freak out	pay
answer	get (away w/ something)*	pull
appear/show up	get (done)*	put
apologize/	get (involved)	reach
arrive	get (to a place)*	recognize
begin	get* (receive)	replace
catch (off guard)*	give up	shoot
close	inspire	sit down*
come out/in *	interrupt	smash
complete	introduce	start
confront	land	surprise
decide	launch	tarnish
deprive	leave	take*
die	lift	tell
drop	make happy*	touch
end / end up	make mad*	transfer
enroll	make s.o. do sthg	turn around
exchange	meet	unite/reunite
fall	mention	wake (up)
fall asleep	miss (a quiz)	win the race
fill		
find* (a house)		