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Event theory: non eventive constructions in Japanese and Spanish and applications for the teaching of Imperfective in the L2 classroom

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## 論文内容の要旨

## Civit Contra, Roger

In this dissertation, I analyze the interactions between the grammatical systems that are involved in the expression of Aspect. These systems are: 1) lexical aspect, which is the aspectual information comprised in the verbal unit; 2) grammatical aspect, which is the aspectual information encoded through features in the inflectional component of the sentence, and 3) event quantification, which marks whether the predication refers to the subject as an individual (individual-level predication) or as defined instances bound to a point in time (stage-level predication).

I analyze the aspectual systems of modern Spanish and of Japanese (standard Japanese and Uwajima dialects). This study results in a new framework for the analysis of Aktionsart that takes into account not only the features and internal sub-structure of lexical aspect, but also the interaction of different lexical action types with the systems of grammatical aspect and event quantification. This framework, based on a comprehensive analysis of the predicative values of eventive and stative constructions, is a reliable tool to predict the impact that markers of imperfective and perfective grammatical aspect exert on the different action types and the transformations that they can experiment through the interaction with the quantificational event properties of the construction. This framework applies to Spanish and Japanese, but it can be extended to other languages.

Furthermore, this theoretical analysis can be applied to explain errors in the production of sentences in the past tense in Spanish by Japanese learners, which tend to become fossilized, such as:

- (1) "\* El domingo pasado estaba en casa todo el día"
- (1') "El domingo pasado estuve en casa todo el día"

Thus, the dissertation also offers pedagogical suggestions to deal with these issues and to teach aspectual markers in the L2 classroom.