**Germanic L1 Transfer in Aspectual Representations: the Spanish Interlanguage**

Since Andersen (1986), many studies have been written on the acquisition of temporality in a second language. Temporality is morphologically expressed on the verb in Spanish but not in many other languages, thus raising the question as to how second language (L2) learners acquire this distinction, from the beginning developmental stages up to the level of productive bilinguals/multilingual users. Numerous language combinations have been treated, however most research papers concentrate only on English L1 learners (Comajoan 2014). González (2003) shows evidence that Dutch learners, in order to choose between the available past tenses, they pay attention to phrasal aspectual information, and therefore not only to the verb semantics (Verkuyl 1993), something that had previously been claimed many times (Lexical Aspect Hypothesis, since Andersen and Shirai (1996)). Salaberry (2003, 2008) found a possible default marker of the past tense (Default Past Tense Hypothesis) but it depended, among other things, on the topic of the elicitation task, the proficiency level of the learner and their L1 (González and Salaberry 2022). Other studies show that some consideration should be paid to other aspectual features, such as dynamicity (Domínguez et al. 2013). The debate on this issue has developed to also focus on the role of the L1 transfer (Izquierdo & Collins 2008, Domínguez et al., 2013, McManus 2015, González and Diaubalick 2020), or the role of the elicitation tasks (Domínguez et al. 2013, González and Diaubalick 2019). Overall, significant results have been found on the influence of the L1 of the learner. In other words, one of the main factors that have been proven to play a role in the acquisition of temporal and aspectual representations in a second language is the L1 factor.

Even learners of very closely related languages, such as English, Dutch and German, have differences in their L2 Spanish that can only be explained when observing L1 properties (Domínguez, Arche and Myles 2017, González and Quintana 2018, González and Diaubalick 2020). The semantic differences between L1 and L2 can influence the way in that grammatical contrasts are acquired, and this has been studied by several scholars (Izquierdo and Collins (2008) studied L1 Spanish and English, L2 French; McManus (2015) studied L1 English and German, L2 French; González and Hernández Quintana (2018) studied L1 Dutch and English, L2 Spanish and González and Diaubalick (2020) studied L1 Dutch and German, L2 Spanish). In this talk I will zoom in these two last studies; and elaborate on their findings, where L1 properties that can influence L2 temporal representations are shown:

* English learners make more use of progressive forms and rely on dynamicity contrasts
* Dutch learners make more use of perfect forms and rely on terminativity contrast
* German learners focus on lexical and sentential information

In this context contrastive linguistics can provide acquisitional implications, as L2 learners often seem to identify linguistic forms from their L2 with linguistic uses in their L1 (‘interlingual identification’, ‘interference’, Weinreich (1953)). L2 learners seem to make several assumptions of ‘interlingual equivalence’ that give rise to non-target-like structures in their L2 (González, Mayans & Van Den Bergh, 2019). This talk will show data and elaborate on the results and their implication for theory building in SLA of Tense and Aspect.

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