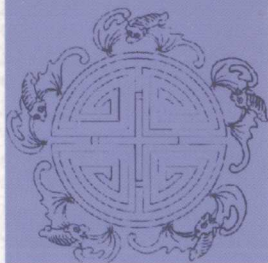


EARLY STAGES OF TEMPORAL DEVELOPMENT
IN CHINESE-ENGLISH INTERLANGUAGE



牛毓梅 \ 著

中国学生早期英语过渡语中 时体习得状况研究

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List of Abbreviations

ACC	Accomplishment
ACH	Achievement
ACT	Activity
AGR	Agreement
/d/	Past form with /d/ ending
DISAGR	Disagreement
DD	Dissertation Data
EFL	English as a foreign language
ESL	English as a second language
ET	Event Time; Event time system
EXCLD	Excluding
fv	Finite verb
/id/	Past form with /id/ ending
INT VWL	Past form with internal vowel change
L1	First language
L2	Second language
No.	Number
NON-SLBC	Non-syllabic
RPLCV	Replacive past form
RT	Reference Time; Reference time system
RTf	Free reference time system
RTi	Initial reference time system
SPLTV	Suppletive past form

ST	Speech Time; Speech time system
STA	Stative
SLBC	Syllabic
/t/	Past form with /t/ ending
VWL + SFX	Past form with internal vowel change plus suffix
YRS	Years of age

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CHAPTER ONE

INTRODUCTION

Temporality has been the focus of study in first and second language acquisition due to its importance in verbal communication and language study. Studies on temporal acquisition have revealed the problems in the learning process and helped seek for solutions to facilitate language acquisition. The present study is targeting at how the Chinese learners of English as a foreign language acquire the English tense-aspect system by looking at the two important linguistic constraints on the simple past marking and their developmental trends along with the rise of the learners' proficiency level.

1.1 Significance of the Study of Temporality

The expression of temporality is an essential feature of utterances in all languages, which is a fundamental category of human experience and cognition. Temporality is obligatory: each finite verb obligatorily includes temporal information (except in a very few languages such as Chinese, where verbs do not inflect for tense) (Klein, 1994). All human languages have developed a wide range of devices to express temporality. Individual languages differ with respect to (a) the specific temporal notions and relations expressed and (b) the ways in which they are expressed (e. g., whether by discourse-pragmatic strategies, word order principles, lexical and morphosyntactic devices or combinations thereof)