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Title

Language learner relevant features of verbal aspect in movement verbs

Abstract

In this contribution, we present an analysis of exemplary verbs of movement (*steigen/klettern*, *salire/arrampicar(si)* and *rise/climb*) and their dictionary entries in the *Phrase-based Active Dictionary* with regard to the verbs' aspectual properties. In detail, we show how the concept of verbal aspect relates to the verbs' semantic and combinatorial properties and, consequently, which types of aspect-related information should be considered in the description of these verbs in dictionary entries aimed at advanced foreign language learners. Generally speaking, we consider verbal aspect a conceptual category that is language-specific (Dessi Schmid, 2014) and therefore relevant for language learners. It can be characterised as how speakers present the temporal structuring of events and situations in a language (Comrie, 1976, p. 3), i. e. "how events unfold over time" (Croft, 2012, p. 4). In our understanding, verbal aspect information is conveyed by the verb and its interaction with various linguistic devices, which means that the 'aspectual properties' of a verb concern a semantic as well as syntactic level and that each verb has its characteristic set of properties (Coll-Florit, 2009; Johanson, 2000, p. 66ff.). This entails that a verb may have different verb senses with different properties, as is the case with *climb*: As an example, *climb* can denote a person moving up and reaching the top of an object, e. g. a tower (OALD, s. v. *climb*), which is referred to as an accomplishment in literature on aspect (Vendler, 1957, p. 145f.), or a property of an itinerary in "*the path climbs steeply to the summit*" (OALD, s. v. *climb*), which is referred to as a state in aspectual terms (Vendler, 1957, p. 145f.).

This observation and the general view on verbal aspect correspond with the theoretical principles of the *Phrase-based Active Dictionary* (PAD), which is an electronic monolingual dictionary model for advanced foreign language learners that is currently being developed for German, English and Italian (DiMuccio-Failla & Giacomini, 2022). The dictionary model is phraseology-centred in that it implements Sinclair's claim that different senses of a word can be both detected and described by the occurrence of the word in a characteristic semantic-syntactic pattern determined by the word's (1) collocation, i. e. its occurrence with certain words, (2) colligation, i. e. its occurrence in a particular grammatical structure and (3) semantic preference, i. e. its occurrence with groups of words with shared semantic features (i. a. Sinclair, 2003). These sense patterns are the smallest units of the dictionary entries, whose microstructure is designed to highlight the cognitive relations between the word's senses and sub-senses (DiMuccio-Failla & Giacomini, 2017, 2022, pp. 481–485).

Verbal aspect can play a role both in the verbs' sense patterns and in the cognitive relations between verb senses and sub-senses. Literature on verbal aspect treats a wide range of semantic and syntactic issues around verbal aspect (for an overview, see Sasse, 2002; Filip, 2011; Dessi Schmid, 2014), however, aspectual properties of individual verbs and their senses have not yet been addressed in detail from a lexicographic perspective in the languages in question. In this contribution, we therefore analyse an exemplary group of semantically similar movement verbs (*steigen/klettern*, *salire/arrampicar(si)* and *rise/climb*) with regard to these properties: As a first step, we illustrate how verbal aspect influences the verbs' entry structure in the PAD with regard to word senses, sub-senses and their grouping into sense clusters. Based on this analysis, a comparison both intra- and interlingually between the verbs and additional corpus data, we then highlight parts of the entries and illustrate additional aspect-related information we consider beneficial to language learners,

concerning, for example, specific semantic features, sense relations or patterns likely to be confused.

The collection and systematisation of learner relevant features of verbal aspect is the basis to future work, which includes developing presentational devices for these features in the dictionary entries suitable for non-specialist dictionary users, for instance in the form of an appropriate terminology for definitions, a visual representation of aspect-semantic features or usage notes for certain phenomena.

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