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## Perspectivation in narratives in Persian L2 English

### ABSTRACT

The present study aims to extend understanding of L1 influence on information organization in L2 English, focusing on temporal perspectivation in discourse production. It is hypothesized that this perspectivation is due to the grammaticalized temporal structure of the speaker's first language, which provides the specific means of temporal perspectivation in event/time representations which is different from English. This results in subtle pragmatic, though not grammatical, temporal structure differences in ultimate attainment. Such L1 interference has been objectively established in cross-linguistic analyses of verbalisation of perceptual input in Germanic, Romance, Semitic, and Slavic languages.

The current investigation replicates an analysis of retellings of film clips by von Stutterheim and Lambert (2005), using a new language, Persian, as L1. Progressivity is an outstanding feature of the temporal frame in English narratives but for Persian learners of English there is a difference between the grammaticalized means available as Persian does not grammaticalize the simple/progressive distinction in the present.

A qualitative analysis of the L2 data searches for features of L1 Persian dependence in temporal perspectivation in L2 English. The relative distances of the information organization in retellings of L1 Persian speakers and L1 English speakers from those of Persian advanced learners of L2 English establish to what extent the L2 learners have acquired the L2 principles at this level.

The study illustrates to what extent the learners have restructured their L1 knowledge, giving insights into the role of L1 text norms in L2 ultimate attainment and to what extent the differences in information organization in their performance correlate with grammatical differences.

Keywords: Cross-linguistic influence, L2 use, ultimate attainment

### References:

Stutterheim, C. von and M. Lambert, 2005. Cross-linguistic analysis of temporal perspectives in text production. In Henriette Hendriks (ed.). *The structure of learner varieties*. 203-231. Berlin: Mouton de Gruyter.