Evaluation Internship

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1. Introduction
In this paper I will discuss and evaluate the different aspects of my internship, starting with how I ended up at this specific internship. When I first started thinking about my internship, I really had no idea what I wanted to do. Living in a different country seemed scary and it always felt like something that was not for me. That is why I was more focussed in the beginning on where I wanted to do my placement, namely in London, rather than what I was going to do during the placement. After a few meetings with dr. van Hout, I realised that my biggest interest lies in the combination of theoretical linguistics and experimental research. The most interesting studies to me are the ones that study very abstract theoretical concepts from for example syntax, by using a new and modern experimental method such as eye-tracking or EEG. When dr. van Hout mentioned the project in Greenwich, it really matched this interest. The project focuses on both tense and aspect, more specifically on temporal ordering ambiguities, but we are making use of eye-tracking and experimental methods to study this. In the end I can honestly say that this internship was a perfect match.

2. The placement organisation
My placement organisation was the University of Greenwich, located in London. The campus was absolutely stunning to see, the buildings are very old and it is located next to the river Thames.

2.1 Research environment
Although the university itself is beautiful, the old buildings are not very practical. The university has a severe lack of space for all its students and staff and nothing can be changed because of the heritage status of the buildings. This is why the department I worked in is not able to provide work spaces for their PhD students or interns. Luigi (PhD) and I worked at the University Library three or four days a week and worked from home the other days. The University Library was always extremely crowded, because everyone needs to work and study either in the library or at home. This causes many of the other PhD’s in the department rather working at home, to be in a quiet environment. Consequently, many of the PhD students from the same department have never met each other and they are not familiar with each other’s work. To me, this seemed to be one of the biggest differences between the University of Groningen and the University of Greenwich. In Groningen, a lot of PhD students know each other, they are familiar with each other’s work and can therefore support each other not only with their research, but also on a mental level. The PhD’s in Greenwich seemed to lack this kind of support from their peers. Luckily, dr. Arche is working really hard to change this, by organising reading groups and by creating a more multidisciplinary research community. In January I am still working together with Luigi to complete my internship. This month I am working from home in Groningen and Luigi and I are having frequent Skype meetings to discuss our progress.

2.2 Daily supervision
My daily supervisor at the University of Greenwich was dr. Arche, as she is supervising PhD Luigi Palumbo together with dr. van Hout. Dr. Arche was a great supervisor who clearly has a great passion for research and linguistics. Although she was very busy, she always managed to find time for me and Luigi. In addition, she also organised a reading group where we discussed and presented relevant literature.
Dr. Arche helped us with a lot of the literature and possible hypotheses and kept track of our progress. She has a lot of in depth knowledge of so many theoretical linguistic subjects and she taught me so much in this field. I was very impressed by her knowledge, kindness and incredible motivation to keep improving the linguistics department at the University of Greenwich. Dr. Arche also made me feel very welcome, for which I am very grateful.

I was also supervised by Luigi Palumbo, the PhD student who is supervised by both dr. Arche and dr. van Hout. He had been working on his PhD project since April 2018 and I got the opportunity to help him develop his experiments, background and hypotheses. We worked together almost every day of the week, either at the library or from home. Luigi and I turned out to be a very good team and we have really enjoyed working together. Not only has he taught me a lot in the field of psycholinguistics, he also taught me a lot about the development of experiments and gave me a great insight in how it is to be a PhD student. Luigi made me feel at home in Greenwich and we have become very good friends. I could not have hoped for a better person to work with and I am very happy that we will continue to work together for a while.

3. What did I do?

3.1 The study
The study I worked on during my internship is a PhD study proposed by dr. van Hout and dr. Arche. The study is focused on the second language acquisition of temporal relations. While we often feel like we have a good understanding of time and tense, locating situations in time is very often not that easy at all. This is because it requires understanding of how intervals are ordered with reference to other intervals. (Reichenbach, 1947; Stowell, 2007). In order to correctly interpret the sentence: “Mary said that she ate a sandwich”, one needs to understand how the interval “ate” is temporally located in relation to the interval “said”. This can already be very challenging in our first language, but it gets even harder when we need to do this in a second language. Since languages differ in the way they express temporal relations in their grammar, the ordering possibilities vary cross-linguistically.

In the study we are focused on the acquisition of temporal relation in a second language, more specifically we are investigating how native speakers of English and Dutch acquire the perfective and imperfective past tenses in Spanish L2. We will be using sentences containing temporal ordering ambiguities, which means that the intervals in these sentences allow for a reading where the intervals occur at the same time (simultaneous interpretation) and for a reading where one interval occurs before the other (past-shifted reading). An example of such a sentence is: “Mary said that she was sick”. It could be the case that Mary is still sick when saying this (simultaneous), but it could also be the case that Mary was no longer sick when she said she was (past-shifted). In this study we are looking at 1) the correlation between the type of grammatical phenomenon to be acquired and level of attainment, 2) the role of potential transfer from the L1 to the L2, and 3) the use of information at the internal and external interface level (Sorace & Filiaci, 2006). We are making use of three experiments: 1) a comprehension experiment, 2) a production experiment, and 3) an eye-tracking experiment. The current proposal for these experiments can be found in the appendix.
3.2 My tasks
During my internship, my main task was to help Luigi. Since he started his PhD in April 2018, he had mostly focussed on theory till I arrived and he had come up with a proposal for an experiment. In the first weeks of my internship, we mostly focused on the theory. I had never really worked on tense and aspect before, so I needed to catch up with the relevant theory. This meant reading papers suggested by both Luigi and dr. Arche and discussing these papers with Luigi to make sure that I understood the important parts. The reading groups organised by dr. Arche were very helpful to me in order to really grasp the theory. In these meetings, with a couple of the students she supervised, someone would present a paper which we would then discuss. Often it took us multiple meetings to discuss a paper, because we always had very in depth discussions about the material. I also presented a paper in one of the groups. In addition, we read papers about the visual world paradigm and papers about tense and aspect in Spanish and Dutch.

The second thing Luigi and I did was working on a complete proposal for his experiments. This means that we focussed on the method, design, stimuli, rationale and hypotheses. As indicated before, Luigi had started to create one experiment when I arrived. However, as soon as we started discussing this experiment, we realised that it was not testing what we wanted it to. We then started working on developing new experiments. This was a very long process that basically took us the whole period of my internship. We would come up with a new experiment, discuss it and work on it for a few days and then realise that the experiment did not work the way we wanted it to. We would then try to either fix what was wrong with the experiment, or start over and try to think of a new method and design. We have discussed numerous experiments, designs and methods, which was a very fun process. Although we have decided on three experiments for now, I am sure that in the next month we will still make changes to the design to improve the experiments.

The three experiments for now are a self-paced listening experiment, a production experiment and an eye-tracking experiment. We are currently only focussing on the self-paced listening experiment and the production experiment, since we want to conduct these experiments first. This month, we are working on the stimuli for these experiments and we are looking more at the cross-linguistic differences between Spanish, Dutch and English when it comes to tense and aspect. It is very important that we know exactly when a certain aspect can have a past-shifted interpretation, a simultaneous interpretation or when it allows both.

4. Evaluation
My internship at the University of Greenwich has been a great experience and it has taught me a lot. In the next sections I will discuss my theoretical development, my methodological development and the development of general skills. I will also discuss my language proficiency, what I think I have learned them and how well the research master matches with the tasks in my internship. In the end I will reflect on the learning outcomes, to see if I have achieved what I expected before my internship started.
4.1 Theoretical knowledge development

My theoretical knowledge about the topic has developed a lot during my internship. I had no more than a basic understanding of tense and aspect before I started, but it was necessary to get a better understanding of these topics for the project. A couple of the papers that we read and discussed extensively are: Stowell (2007), Demirdache & Uribe-Etxebarria (2000) and Boogaart (1999). It was very useful to critically evaluate research within the reading groups. It was also very good for my understanding of the papers that we had to present themselves. I presented a paper by Zhou, Crain & Zhan (2014), which revolved around an eye-tracking experiment with a very similar design as the one Luigi and I were working on. This kind of literature also gave me more theoretical knowledge about eye-tracking.

4.2 Methodological knowledge development

While working on the project, I got a better understanding of what it takes to design an experiment and the time it takes to create a method and a design that work perfectly. It was very interesting to me to experience these first months of a PhD and to see how a project develops. Since Luigi has a lot of experience with psycholinguistic methods, he taught me a lot of practical things that need to be taken into account when designing an experiment. He for example showed me how to perfectly balance stimuli in eye-tracking experiments and we met with another PhD student who did eye-tracking research to discuss practical matters such as sample rate, number of participants needed and the right method to analyze the data. In the beginning of my internship we also discussed the possibility of a self-paced reading task and worked on a design for this task. I had never worked on self-paced reading before and gained a lot of knowledge about this method, that I can now also use for the self-paced listening task.

4.3 General skill development

During my internship I also developed some general skills that can be very valuable while doing research, but also for my everyday life. The biggest difference between Luigi and me is that Luigi always wants to make everything perfect. He will doubt everything till the very last second and really takes the time to develop something to its full potential. I, on the other hand, often do not allow myself the time to really think about a project and to keep working on something till it is perfect. I never really understood the value of working on something for a very long time, but I can now see that an experiment needs a lot of time to reach its best form. I will definitely take this into account in future research projects.

I also really started to appreciate how valuable support from your peers can be. When Luigi and I met, he was very stuck in one idea and only when we started to discuss this idea we figured out that it did not work the way he wanted it to. During my internship we very often took the time to give each other feedback, to discuss what we were working on and to motivate each other. I very often noticed how helpful it was to discuss ideas, because others often come up with great insights that you personally never thought of.

Lastly, the experience of living in a different country has made me grow as a person. I have always been a very anxious person and I could never imagine myself living outside of the Netherlands. The whole experience however has been very positive and Greenwich really felt like home to me after a while.
Living in such a big and crowded city as London has really pushed me outside of my comfort zone and I am so happy it did. I am now more confident and less anxious, I know better what my strengths and weaknesses are and I could definitely see myself living outside of the Netherlands now.

4.4 Language proficiency
Before I left, I took the OLS language assessment provided by Erasmus, which includes grammar, listening, vocabulary and reading. According to the Common European Framework of Reference for Languages (CEFR), my level of English at the time was C1. I did not expect my English to really improve during my internship, but it turned out it did. When I completed my time in Greenwich, I took the same assessment again and my current level of English is C2.

4.5 What did I learn them
Not only did I learn a lot during my internship, I was also able to learn Luigi something. When I left Greenwich, we had an evaluation meeting together where we discussed what we had really learned from each other. Luigi told me that I showed him a different way of approaching research. When we started, he made a list of all the experiments he wanted to do based on the types of experiments existing and the kind of experiments that he liked. These experiments were not really linked to the theory he had read up till that point and he found it difficult to link the two together. When we started discussing his experiment, I took a more theory-based approach. We then started from the theory and tried to always base decisions on the theory and to come up with a good rationale for everything. This also helped us to come up with new designs, instead of the ones we were already familiar with. It was also very helpful for Luigi to work with someone who spoke Dutch, since we were studying Dutch, English and Spanish. Lastly, I think it was also valuable that we had experience with different kinds of research methods. I can help Luigi with E-prime, Adobe Audition and Praat and have worked more with audio and visual stimuli. Luigi on the other hand knows more about reading experiments and about what to pay attention to when creating experiments in general.

4.6 Research master and the internship
From my perspective, the research master and the internship were very well linked to each other. I could really apply the knowledge from my research master during my internship. In addition, the internship showed me what it is like to be a PhD student and what it is like to work on a project for a long time. Since the research master is training us for a life in academia, it was actually very useful to experience what it is like to do a PhD before deciding if a PhD is the right option for you. Luigi and I were also able to extend our collaboration, since I will conduct parts of the study as my research master thesis. This again links the internship and the master together very well.
4.7 Learning outcomes
I will now evaluate the learning outcomes that I thought I would achieve before I went to Greenwich, to see whether I have actually achieved them.

1. Knowledge and Understanding
1.2 Have a thorough knowledge of at least one theoretical and methodological approach within linguistics.
Before my internship I expected to gain more knowledge about eye-tracking and tense and aspect in Spanish, Dutch and English. During my internship I have definitely gained more theoretical knowledge about temporal relations, including temporal ordering ambiguities, in English, Dutch and Spanish. This knowledge was gained through reading papers, attending reading groups and presenting. I have also gained more knowledge about multiple kinds of psycholinguistic experiments, such as self-paced reading and eye-tracking. Although I have not brought this knowledge in practice because we have not conducted any experiments, I do have a good understanding of how to create these experiments and what a procedure would look like. I would still be interested to learn more about eye-tracking when the experiments is running and to learn how to exactly analyse the data.

2. Applying Knowledge and Understanding
2.1 Be able to formulate an academic problem independently, and in so doing, to select, apply and where necessary adapt and adequate theoretical framework and one or more relevant research methods.
Before my internship I expected to learn more about the development of eye-tracking experiments, but I have achieved much more than that in this domain. During my internship we tried to gain a lot of theoretical knowledge about the topic. We then used this knowledge to come up with an appropriate theoretical framework for the study, which we used when designing the experiments. I have learned a lot from dr. Arche about the relevant theory and how to apply this theory to create a theoretical framework and how to create solid hypotheses. When it comes to selecting relevant research methods, the best part was that Luigi and I got to start with nothing. This means we were able to discuss all kinds of experiments and hypotheses and that I have not only learned a lot about the development of the experiments we chose, but also about the experiments we ended up rejecting.

3. Making Judgements
3.1 To make use of the research results of others and evaluate these critically.
I expected to read a lot of papers in the begin stages of my internship, to create the theoretical framework for the eye-tracking experiment. In reality, we ended up with three different experiments, so we created a different theoretical framework than I originally expected. While reading and discussing papers, we evaluated the papers to decide if they were useful for our study. The reading groups organised by dr. Arche specifically helped with critically evaluating the theoretical studies and it was very helpful to discuss these papers with other PhD students. We then took all the relevant information and used it to create the theoretical framework for the experiments.
4. Communication

4.1 Be able to participate actively in a research group working on an academic project/ 4.2 Be able to work with other students and lecturers on an academic project.

I expected before my internship that I was only going to work with Luigi and dr. Arche, which would allow me to work on an academic project with other students and lecturers. I have worked mostly with Luigi and we worked together very well. It was very valuable to be able to discuss possible experiments, designs, stimuli and hypotheses with each other and to support each other when necessary. We have also worked with dr. Arche on the project, since we had meetings with her to discuss the progress of the project as we were both supervised by her. We also had a couple of Skype meetings with dr. Hollebrandse and dr. van Hout to discuss the project., who both also supervise the project and dr. van Hout also supervised my internship. The feedback from the supervisors was very useful and often led us to a lot of new insights. I also participated in a reading group with other PhD students who were supervised by dr. Arche. We often discussed relevant theory our project with these students, which was very useful to gain a thorough understanding of the theory. My internship had definitely shown that I am able to work with others on an academic project.

5. Learning Skills

5.1 Be able to keep abreast of the latest developments in linguistics and broaden and deepen their own knowledge and understanding.

Before my internship, I expected to broaden and deepen my knowledge on tense and aspect and on eye-tracking. During my internship I have read papers on more than just tense and aspect, specifically on the level of temporal relations. I have also gained more knowledge about temporal relations in Spanish, Dutch and English. In addition, we worked not only on eye-tracking but also on other experiments. This means I have not only broaden my knowledge about eye-tracking, but also about other experiments and designs.

5.2 Be able to reflect on the implications of one’s work for the development of linguistic theories.

I expected to have evaluated some results from a pilot study during my internship, to decide if the experiment was functioning the way we expected it to. However, we never reached the stage of piloting. This means that there are no implications of our study for the development of linguistic theories yet. I do think that this study will make a great contribution to both the theories on temporal relations and second language acquisition.

Additional learning outcomes

In addition to the learning outcomes discussed above that I had set for myself before my internship, I think I have also achieved parts of the following learning outcomes during my internship.

2.2 Be able to make an original contribution to knowledge in at least one subdiscipline in linguistics.

The project that I have worked on with Luigi is a very original project. Not only is it one of the few projects that is interested in studying temporal ordering ambiguities cross-linguistically and the acquisition of these temporal relations in a second language, it is also unique in the experiments that is uses to study this.
The combination of a very theoretical topic and the very experimental designs is quite unusual in this field. We have not been able to find any other studies that used eye-tracking to study the online processing of temporal relations and definitely not in a second language. I am convinced that this project will make a very original contribution to its field. However, since I have worked on this project only for a part of the time and have not worked on it on my own, I would only say that I have partially achieved this learning outcome.

4.3 Be able to participate in international academic debate in the chosen area of specialization and to present an academic problem convincingly in English, both orally and writing.
During my internship I have participated in the reading group of dr. Arche, where we discussed relevant theory. I also presented a paper in this group and Luigi and I have often presented our ideas to the supervisors. We have done this orally, but also in writing. Since these things were all in English, I think I am able to say that I have at least partially achieved this learning outcome. I probably will fully achieve this learning outcome later this year, when we can present the first results of the experiments.

5. What comes next?
As stated before, I will continue to work on this project for my internship during the month of January. After that, I will continue to work on this project and work with Luigi, because this project will also be part of my research master thesis. Although I have read many internship reports where students stated in their conclusion that they were fully convinced they wanted to pursue a career in academia, I cannot say the same. Although the experience has been great for me, I am not sure that academia would be the best career option for me at this point. This internship has shown me the amazing things that come with a PhD, such as working with very skilled colleagues, the process of developing new experiments and the fact that linguistics never ceases to amaze me. However, it has also shown me why a PhD could not be a great fit for me. I am not very good at working on my own since I often get ‘stuck’ in my on head and working on your own is mostly the case when it comes to doing a PhD. In addition, I really like working on multiple projects at the same time and I like a big variety in the things I work on. A PhD project takes many years and a lot of dedication and it does probably not offer me the variety I am looking for. These insights have been very valuable to me, since they will help me choose the right career. I do not think that I could have experienced the pros and cons of a PhD better in than with this internship and that is one of the many reasons why this internship has been of great value to me and why it is such an important part of the research master programme.

6. Conclusion
In this report I have evaluated my internship at the University of Greenwich. It is very clear that the internship has exceeded my expectations and that I have gained more from it than I initially thought I would. Working with a PhD student has provided me with a unique insight in the life of a PhD and it has shown me what doing research is really like. By working on this project, I have gained more theoretical and methodological knowledge, improved my level of English and I have gained more insight in my own strengths and weaknesses. The internship has been an amazing experience that I will cherish for the rest of my life.
I want to thank dr. van Hout, dr. Arche and Luigi Palumbo for the great supervision and I am looking forward to working on this project for another while.

References
Appendix A

Experiment 1 – Perception

● Research Questions

1. Can L2 learners detect temporal ordering ambiguity in those cases in which it arises?

2. In those cases in which ambiguity is correctly detected, do L2 learners show a preference over a certain interpretation (past-shifted vs. simultaneous)? Do native speakers (i.e. Spanish control group) show a preference as well and is this comparable to the learners’ preference?

3. How does detecting temporal ordering ambiguity in the L2 develop? (i.e. Are there any differences between intermediate and advanced learners?)

4. How does detecting temporal ordering ambiguity vary across groups of learners with different L1s, which deploy distinct grammatical tools (e.g. tense, aspect) to express a given temporal ordering? (i.e. Are there any differences between English L1 and Dutch L1 learners of Spanish?)

5. Are temporal orderings that deal with information at the level of the external interfaces, thus requiring the use of both morphosyntactic and pragmatic knowledge, more difficult to detect and interpret than temporal orderings that deal with information at the level of the internal interfaces (i.e. morphosyntax/semantics)?

● Experimental Sequence

Condition: PAST-SHIFTED interpretation + temporally AMBIGUOUS sentence

Mary said that she was eating spaghetti
Condition: SIMULTANEOUS interpretation + temporally AMBIGUOUS sentence

- **Design**

  **Dependent Variables:**
  
  a) Listening Times: time required to listen to the sentence in a self-paced fashion;
  
  b) Reaction Times: time required to accept or reject a given picture as representative or not of what is said
  
  c) Accuracy: accuracy relative to accepting or rejecting a given picture as representative or not of what is said

  **Independent Variables:**

  2 (Temporal Interpretation of the picture: past-shifted, simultaneous) x 3 (Temporal Congruence of the sentence: ambiguous, congruent, incongruent)

  **Conditions:**

  - **PAST-SHIFTED** Interpretation
    
    + **AMBIGUOUS** sentence: “Mary said that she was eating spaghetti” (P-S & Sim)
    
    + **CONGRUENT** sentence: “Mary said that she had eaten spaghetti” (P-S)
    
    + **INCONGRUENT** sentence: “Mary said that she is eating spaghetti” (Sim)

  - **SIMULTANEOUS** Interpretation
    
    + **AMBIGUOUS** sentence: “Mary said that she was eating spaghetti” (P-S & Sim)
    
    + **CONGRUENT** sentence: “Mary said that she is eating spaghetti” (Sim)
    
    + **INCONGRUENT** sentence: “Mary said that she had eaten spaghetti” (P-S)
Experiment 2 – Production

● Research Questions

6. In production, given the interpretation (either past-shifted or simultaneous), can L2 learners select the appropriate viewpoint aspect (imperfective vs. perfective) when building the relevant sentence? (Or do they use the wrong aspect because of a transfer from their L1?). Does their selection compare to native speakers’ (i.e. Spanish control group)?

7. How does the appropriate use of viewpoint aspect in the L2 develop? (i.e. Are there any differences between intermediate and advanced learners?)

8. How does the appropriate use of viewpoint aspect in the L2 change across groups of learners with different L1s (i.e. Are there any differences between English L1 and Dutch L1 learners of Spanish?)

9. Do perception and production of temporal relations in the L2 develop in relation to each other?

● Experimental Sequence

Condition: PAST-SHIFTED Interpretation

Mary said on Friday that she _____ on Tuesday.

a) eat spaghetti
b) eat pizza
c) drink wine
Mary said on Wednesday that she _____ on the same day.

a) eat spaghetti
b) eat pizza
c) drink wine
Experiment 3 – Eye Tracking

- **Research Questions**

10. **[Exploratory Study]** What happens during the online processing of sentences expressing different temporal orderings 1) in each group’s native language and 2) in the L2? (i.e. How do Spanish, English, and Dutch native speakers process temporal relations in their respective L1s? And how do English L1 and Dutch L1 learners process temporal relations in Spanish L2?)

   - When temporal ordering ambiguities arise [RT], do people in their L1 entertain a) more than one temporal interpretation on-a-par (i.e. both past-shifted and simultaneous arise at once), b) both interpretations, but one arises before the other, c) a single interpretation even when two are possible? Does this compare to L2 processing? [eye movements]
   - In the case (b) in which one interpretation arises before the other, which is the first one to be entertained? [eye movements]
   - When they need to choose only one interpretation, but entertain both on-a-par (a), what is the preferred option? [button presses, eye movements]
   - When they need to choose only one interpretation, but one arises after the other (b), is the interpretation that arises first also their preferred option or do they choose the second one? [button presses, eye movements]

11. To achieve the right temporal ordering interpretation online, can L2 learners make use of the information provided by viewpoint aspect morphology (i.e. at the level of the verbal suffixes), or do they require further pragmatic/contextual information (e.g. adverbials)? In broader terms, is the grammatical information (at the internal interfaces’ level) provided by viewpoint aspect sufficient for L2 learners to interpret different temporal orderings? Or does this information need to be complemented with the pragmatic information (at the external interfaces’ level) offered by context?

12. How does online processing develop in the L2? (i.e. Are there any differences between intermediate and advanced learners?)
Experimental Sequence

Mary said yesterday that she was eating spaghetti two days before

- Target A and Target B (and 2 distractors)
- Target A (and 3 distractors)
- Target B (and 3 distractors)

Design

Conditions:
AMBIGUOUS sentence
+ Target A and Target B (and 2 distractors)
+ Target A (and 3 distractors)
+ Target B (and 3 distractors)
Visual Stimuli

Critical item #1: Event with PAST-SHIFTED interpretation (timeline version)

Critical item #2: Event with SIMULTANEOUS interpretation (timeline version)
Critical item #3: State with PAST-SHIFTED interpretation (timeline version)

Critical item #4: State with SIMULTANEOUS interpretation (timeline version)
Critical item #5: Event with PAST-SHIFTED interpretation (calendar version)

Critical item #6: Event with SIMULTANEOUS interpretation (calendar version)
Critical item #7: State with PAST-SHIFTED interpretation (calendar version)

Critical item #8: State with SIMULTANEOUS interpretation (calendar version)
**Filler item #1:** Double event (timeline version)

![Diagram of a double event](image1)

**Filler item #2:** Single event (timeline version)

![Diagram of a single event](image2)
### Tables with Cross-linguistic Differences

#### Events

<table>
<thead>
<tr>
<th>Verb Type</th>
<th>English</th>
<th>Dutch</th>
<th>Spanish</th>
<th>Grammatical Aspect</th>
<th>Temporal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST Event (episodic)</td>
<td>has travelled had travelled</td>
<td>heeft gereisd had gereisd</td>
<td>ha viajado había viajado viajó</td>
<td>perfective</td>
<td>P-S</td>
</tr>
<tr>
<td></td>
<td>travelled</td>
<td>reisde</td>
<td>viajaba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAST Event (habitual)</td>
<td>travelled</td>
<td>reisde</td>
<td>viajaba</td>
<td>imperfective</td>
<td>P-S &amp; Sim</td>
</tr>
<tr>
<td></td>
<td>was travelling</td>
<td>reisde was aan het reizen</td>
<td>viajaba estaba viajando</td>
<td>imperfective</td>
<td>P-S &amp; Sim</td>
</tr>
</tbody>
</table>

#### States

<table>
<thead>
<tr>
<th>Verb Type</th>
<th>English</th>
<th>Dutch</th>
<th>Spanish</th>
<th>Grammatical Aspect</th>
<th>Temporal Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST State (episodic)</td>
<td>has been had been was</td>
<td>is geweest was geweest was</td>
<td>ha estado había estado estuvo</td>
<td>perfective</td>
<td>P-S</td>
</tr>
<tr>
<td>PAST State (habitual)</td>
<td>was</td>
<td>was</td>
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<td>P-S &amp; Sim</td>
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<td>was</td>
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