

LEXICAL AND GRAMMATICAL ASPECT IN PAST EVENTS: TEACHING APPROACHES FOR BILINGUAL ELEMENTARY STUDENTS

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ABSTRACT

The aim of this paper is to exploit the outcomes of previous studies on the development of grammatical and lexical aspect in past events (in Greek) in bilingual speakers, in order to suggest appropriate teaching approaches/interventions based on their needs. Previous studies have shown that bilingual elementary students do not face issues with the morphological marking of grammatical aspect in Greek (i.e., perfective and imperfective aspect). Nonetheless, their major difficulties occur when they use aspect, while matching the lexical with the grammatical categories and, also, when pragmatic information is involved. In addition, habitual feature has found to be challenging for many bilinguals. The proposed teaching approaches suggest activities for: (a) the four language skills (i.e., listening, speaking, reading, writing), (b) all the three features of grammatical aspect in Greek (i.e., habitual and continuous imperfective aspect and perfective aspect) combining with temporal adverbials/connectors/conjunctions and (c) different students' proficiency levels. The present approaches leverage two input-based methods; i.e. *Input Processing* and *Focus on Form*. The proposed scenario would be useful to language teachers of Greek, who work with bilingual elementary students and want to have a practical guide for the enhancement of their students' linguistic abilities in respect to grammatical and lexical aspect.

Keywords: Bilingual development, teaching approaches, grammatical and lexical aspect, Input Processing, Focus on Form.