**Figures, tables, and examples**

1. **The Cline of difficulty**



Figure 1 Cline of difficulty in functional feature acquisition in various learning situations (Cho & Slabakova, 2014: 166)

1. **Examples of Chinese and English grammatical aspects**

Chinese:

1. a. *Mama dui baba shuo: “erzi* ***shuijiao****-ne, ni xiaosheng yi dian.*  (progressive: bare)

 Mom to Dad say son sleep-particle you low voice one CL

 ‘Mom said to Dad: ‘(Our) son is sleeping, please be quieter.’’

 b*. Erzi* ***zai*** *shuijiao, ni xiaosheng yi dian.* (progressive: *zai*)

 son PROG sleep you low voice one CL

 ‘(Our) son is sleeping, please be quieter.’

 c.  *Jieke chi-le wufan-le.* (perfective: *le*)

 Jack eat-PERF lunch-SFP (sentence final particle)

 ‘Jack has had lunch.’

English:

 (2) a. John is reading a book. (progressive –*ing*)

 b. I saw John eat an apple. (perfective: bare verb)

1. **Sample test item**

Story

Tom is a very hard-working college student; I never see him outside the library. But I saw him on campus yesterday, when I was rushing to a class. He was crossing a street. I didn’t stop to talk to him because I was almost late to my class.

Target sentence Expected rating

I saw Tom crossing a street. 1 2 3 4 I don’t know

1. **Results**
2. AJT results



3.79

Figure 1. Mean acceptability ratings for –*ing* and bare form in progressive context

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Figure 2. Mean acceptability ratings for –*ing* and bare form in perfective context

Table 1. Acceptability contrasts (pairwise comparisons) in two contexts

|  |  |  |
| --- | --- | --- |
|  | **Progressive Context** | **Perfective Context** |
|  | *t* | *p* | *t* | *p* |
| English NS (n=53) | 21.17 | < 0.001\* | 19.08 | < 0.001\* |
| L1-Chinese learners (n=17) | 15.44 | < 0.001\* | 10.26 | < 0.001\* |