

**CONSTRUCTING FUTURITY:  
A CONTRASTIVE APPROACH  
TO L1 AND L2 DUTCH AND FRENCH**



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1

**Outline**

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1. Context
2. Objectives
3. Corpus
4. Framework
5. Descriptive typology
6. Conclusions

2

## Outline

1. Context
2. Objectives
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3

### 1. Context – relevance of future for cogling

- Conceptual relevance *TIME*      Grammatical *TENSE* unexplored
1. Cognition: projecting/planning the future is human capacity (Schacter & Addis 2007, Ferretti & Cosentino 2011, Klein 2013, Georgakopoulou 2001)
  2. Function: future orientation of social action (Martin & Wodak 2003, Bell & Olick 1989, Scollon & Scollon 2000)
  3. Semantics of future time is as complex as present/past time, modality and aspect (Dahl 2000, Fleischman 1982: 22, 153, Bybee et al. 1991, De Brabanter et al 2014)
  4. Typology: future(less) languages (Dahl 2000, Dahl & Vellupillai 2013)
  5. DA: ideological features (Dunmire 2011: 193)
  6. CL: diachronic development in ENG/GER (Fleischman 1982, Hilpert 2008)
  7. Romance languages and NL: future mainly taught as morphological marking (inflectional or periphrastic)

4

## Outline

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1. Context
- 2. Objectives: L2 FUT CxG**
3. Corpus
4. Framework
5. Descriptive typology
6. Conclusions

5

## 2. Objectives: Unravel semantics of futurity

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### 2.1 General objective: L2 FUT CxG

how improve use L2 language patterns of futurity  
based on corpus analysis of L2 and L1 authentic language use  
zooming in on constructional aspects  
using a conceptual template for the future



### 2.2 Specific objectives

analyze constructions  
which Dutch/French L2 cx for future talk?  
what relation between L2 and L1 Cx and vice versa?  
teach constructions better / differently  
guidelines improvement of L2 Cx teaching

6

## Outline

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1. Context
2. Objectives
- 3. Corpus: L2-L1 interviews**
4. Framework
5. Descriptive typology
6. Conclusions

7

### 3. Corpus *Future talk*

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previous work (Sambre)

on written L1 Italian corpora

on elicited spoken Italian L1 and L2

**Today:** exploratory study on **elicited spoken NL and FR**

**sample:** Belgian BA2 students

10 interviews: 5 students \* 2 NL-L2 and **FR-L1** (Liège)

10 interviews: 5 students \* 2 FR-L2 and **NL-L1** (Leuven)



**video recordings** with face-to-face questions

about 10' per interview/language

20 open **questions about** future

different conceptual entities for FUTure: V, N, Adj, Adv-satellite

**answers:** transcription and breakdown of

turns > intonation units > clauses > subclauses

8

### 3. Corpus *Future talk*

Q_N	Sentence_ENG
1	What profession would you like to exert later? Explain.
2	In what sector of the job market will you certainly have worked at the end of your career?
3	Will it be hard for you to find work after your studies? Explain.
4	Is the future going to bring you work that does not well connect up to your studies? Explain.
5	What would you expect from your job in 10 years?
6	In reality will you earn a lot a month at the start? Explain?
7	What would you give up for your job or not?
8	Are you uncertain to enter the job market in the short run?
9	If your employer would offer you a job abroad after 5 years, would you like the idea? Explain
10	Does your remote future look little attractive or not? Explain?
11	How rosy does your future look like in general?
12	What should your professional future not bring you in 5 years?
13	What could your professional future bring you ideally in 5 years?
14	Which tendencies in the future job market do frighten you?
15	In what job profile wouldn't you recognize yourself at all?
16	Will you be able to negotiate full benefits in your following job?
17	Which of your weaknesses would you like to improve the next years?
18	Will you meet some problems or obstacles in your job search ahead?
19	How are you preparing yourself in a positive way for the future?
20	How will you be able to convince your employers of your strengths?

9

### 3. Corpus *Future talk*

Q_N	Sentence_ENG	verb	tense	tense_distance	modality	N	Adj	satellite	ti	eval
1	What profession would you like to exert later? Explain.	y	cond	neutral	potentialis	n	n	y	y	
2	In what sector of the job market will you certainly have worked at the end of your career?	y	fut	remote	realis	n	n	y	y	
3	Will it be hard for you to find work after your studies? Explain.	y	fut	close	realis	n	n	y	y	
4	Is the future going to bring you work that does not well connect up to your studies? Explain.	y	fut	close	realis	y	n	n	y	
5	What would you expect from your job in 10 years?	y	cond	remote	potentialis	n	n	y	y	
6	In reality will you earn a lot a month at the start? Explain?	y	fut	close	realis	n	n	y	y	
7	What would you give up for your job or not?	y	cond	neutral	potentialis	n	n	n	y	
8	Are you uncertain to enter the job market in the short run?	y	pres	close	realis	n	n	y	y	
9	If your employer would offer you a job abroad after 5 years, would you like the idea? Explain	y	cond	remote	potentialis	n	n	y	y	
10	Does your remote future look little attractive or not? Explain?	y	pres	remote	realis	y	n	n	n	
11	How rosy does your future look like in general?	y	fut	neutral	realis	y	n	n	y	
12	What should your professional future not bring you in 5 years?	y	cond	remote	potentialis	y	n	y	y	
13	What could your professional future bring you ideally in 5 years?	y	cond	neutral	potentialis	n	y	n	y	
14	Which tendencies in the future job market do frighten you?	y	pres	neutral	realis	n	y	n	y	
15	In what job profile wouldn't you recognize yourself at all?	y	cond	neutral	potentialis	n	n	n	y	
16	Will you be able to negotiate full benefits in your following job?	y	pres	close	potentialis	n	y	y	y	
17	Which of your weaknesses would you like to improve the next years?	y	pres	neutral	realis	n	y	y	y	
18	Will you meet some problems or obstacles in your job search ahead?	y	fut	neutral	realis	n	y	y	y	
19	How are you preparing yourself in a positive way for the future?	y	pres	neutral	realis	y	n	n	y	
20	How will you be able to convince your employers of your strengths?	y	fut	neutral	realis	n	n	n	y	

10

### 3. Corpus *Future talk*

85% of FUT  
balanced for NL-FR

Count of Intonation Unit	L_recording	NL	FR	Grand Total	
FR			701	603	1304
NL		469		479	948
<b>Grand Total</b>		<b>1170</b>		<b>1082</b>	<b>2252</b>

Count of Intonation Unit	L_recording	NL	FR	Grand Total	
FR			630	519	1149
NL		359		405	764
<b>Grand Total</b>		<b>989</b>		<b>924</b>	<b>1913</b>

Count of Intonation Unit	L_recording	NL	FR	Grand Total	
FR			55%	45%	100%
NL		47%		53%	100%
<b>Grand Total</b>		<b>52%</b>		<b>48%</b>	<b>100%</b>

11

### Outline

1. Context: dynamics
2. Objectives
3. Corpus
4. **Framework:**  
  - conceptual epistemic CG model**
  - structural variation**
5. Descriptive typology
6. Conclusions

12

## 4. Framework: form-meaning pairings

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4.1 Meaning: Epistemic time model

4.2 Form: Structural variation in epistemic model

13

## 4.1 Meaning: epistemic time model

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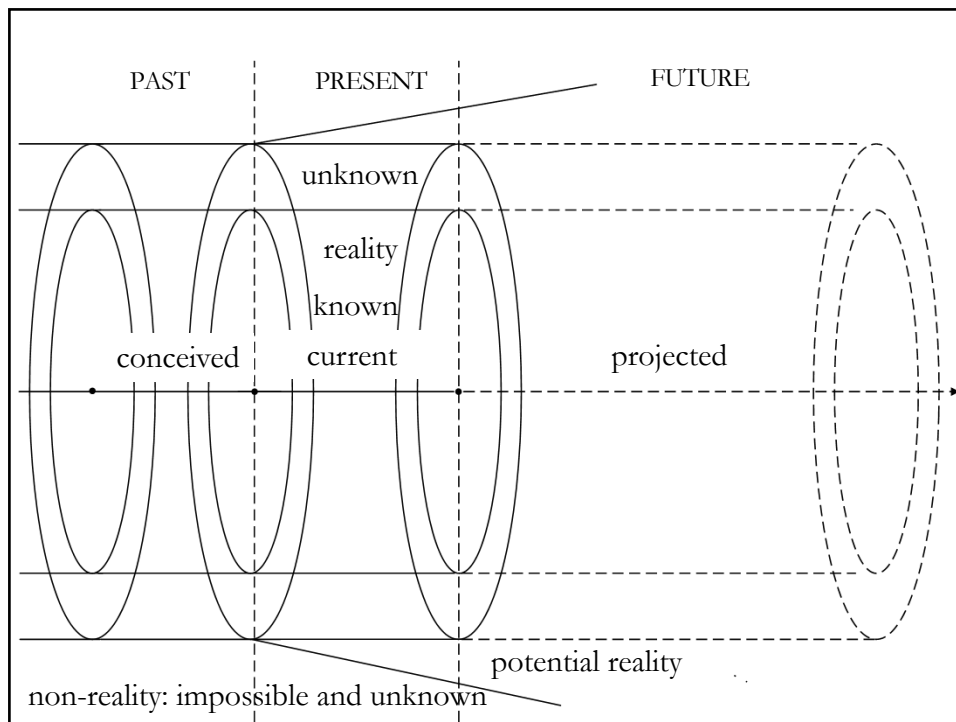


Metaphorically, we can picture reality as a “growing” cylinder, labeled **current** reality, it is the place where growth is occurring. Here matters are still in flux, whereas the **past** is fixed and the **future** is free to take whatever form it might. (Langacker 2008: 301)

CxG:  
connect conceptual apparatus  
with flexible  
structural patterns:



14

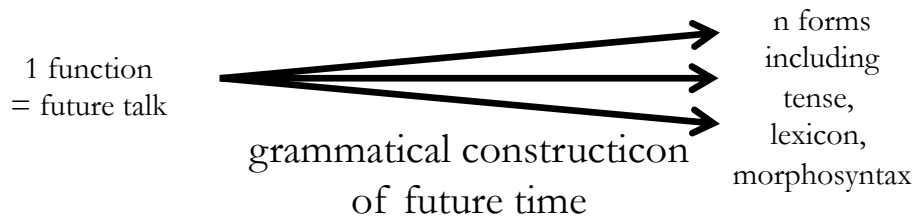


15

#### 4 from conceptual meaning to form in L2-CxG: towards operational analytical features

- (i) **Meaning is functional**, it integrates structural and semantic properties.
- (ii) **Constructions** (rather than 'rules') are the primary objects of description.
- (iii) **Constructions are form-meaning pairings** ('assemblies of symbolic structures').
- (iv) **Lexicon and grammar** are not distinct components, but form a **continuum** of constructions.
- (v) Linguistic knowledge comprises vast numbers of constructions, a large proportion of which are **'idiosyncratic'** in relation to 'normal', productive patterns.
- (vi) Little attention devoted to **structural variation** in the description of tense
- (vii) Limited attention to **discourse** in constructions

Sambre (2010: 3-4) following Langacker 2005, Lakoff 1987, Fillmore, Kay, O'Connor 1984: Harder 1996: 499)



17



## 4.2 Form: structural variation within 3D model

### 4.2.1 Epistemic aspects

Time (pres, fut, cond)

Modality (real, pot, irr)

close / neutral / remote

**Ben je onzeker om de arbeidsmarkt binnenkort te betreden of niet? Leg uit.**

### 4.2.2 Morphosyntax

✓

N (the future)

Adj (future)

Adv

**Are you uncertain to enter the job market in the short run?**

**Comment pourras-tu convaincre tes employeurs de tes atouts? Explique.**

### 4.2.3 Evaluation

neutral

pos

neg

**How will you be able to convince your employers of your strengths?**

18

## 4.2 Form: structural variation within 3D model

### 4.2.1 Epistemic aspects

Time

(tense: pres, fut, cond)

Modality (real, pot, irr)

close / neutral / remote

**Ben je onzeker om de arbeidsmarkt binnenkort te betreden of niet? Leg uit.**

**Are you uncertain to enter the job market in the short run?**

### 4.2.2 Morphosyntax

✓

N (il futuro)

Adj (futuro)

Adv

**Comment pourras-tu convaincre tes employeurs de tes atouts? Explique.**

**How will you be able to convince your employers of your strengths?**

19

## Outline

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1. Context
2. Objectives
3. Corpus
4. Framework
- 5. Descriptive typology of “future” Cx**
6. Conclusions

20

## 5. An exploratory classification of FUTURE Cx

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5.1 Time

5.2 Modality

Three steps

a. Global

b. L1<>L2

c. FR/NL-L2<>NL/FR-L1

21

## 5.1 FUTURE Cx - TIME

### 5.1.1 F time

### 5.1.2 V tenses

### 5.1.3 FUT subtypes

### 5.1.4 Tense combinations

### 5.1.4 FUT N, Adj, Adv

- Future tense relevant

But

- present much more salient
- Conditional part of future time
- NEW: Infinitive part of future

CALP3	y				
Respondent	(Multiple Items)				
A_FUT	y				
A_verb	y				
A_tense_pres	FR	NL	Grand Total		
y		668	603	1271	
A_tense_fut	FR	NL	Grand Total		
y		115	117	232	
A_tense_cond	FR	NL	Grand Total		
y		79	58	137	
A_tense_inf	FR	NL	Grand Total		
y		207	214	421	

22

## 5.1 FUTURE Cx - TIME

### 5.1.1 F time

### 5.1.2 V tenses

### 5.1.3 FUT subtypes

### 5.1.4 Tense combinations

### 5.1.4 FUT N, Adj, Adv

- Future tense relevant

- *At first sight* balance  
periphrastic (GO) – inflectional  
(je vais travailler – ik ga  
werken)

je travaillerai / ik zal werken)

- Cause: overuse of L1 Cx in L2  
NL2: inflectional

FR2: periphrastic

CALP3	y								
Respondent	(Multiple Items)								
A_FUT	y								
A_verb	y								
A_tense_fut	y								
Count of Intonation Unit	L_recording	L1orL2_recording							
	FR		FR Total	NL		NL Total	Grand Total		
A_tense_future_simple	L1	L2		L1	L2				
y		61,2%	31,3%	48,7%	31,1%	83,3%	55,7%	52,2%	
A_tense_future_go	L1	L2		L1	L2				
y		26,9%	68,8%	44,3%	55,7%	16,7%	37,4%	40,9%	
A_tense_future_compour	L1	L2		L1	L2				
y		11,9%	0,0%	7,0%	13,1%	0,0%	7,0%	7,0%	

23

## 5.1 FUTURE Cx - TIME

5.1.1 F time

5.1.2 V tenses

5.1.3 FUT subtypes

**5.1.4 Tense combinations**

5.1.4 FUT N, Adj, Adv

- Traditional teaching: FUT tense in isolation P000 = I will work
- We see frequent combinations
  - P00I = pres + Inf  
I hope (now) to work (then)
  - PF00 = present + fut  
I think that I will become x

Count of Intonation Unit		L_recordin		L1orL2_rec		FR Total		NL		NL Total		Grand Total	
A_verb	A_tense_combination_PFCI	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2
n	(blank)	85	57	142		59		84		143		285	
n Total		85	57	142		59		84		143		285	
y	P000	309	147	456		172		238		410		866	
	P00I	87	59	146		61		74		135		281	
	OF00	46	30	76		35		20		55		131	
	PF00	18	22	40		15		25		40		80	
	000I	24	5	29		26		25		51		80	
	00CO	14	4	18		16		22		38		56	
	00CI	15	23	38		9		4		13		51	
	Past	14	4	18				11		11		29	
	POCO	8	7	15				6		6		21	
	PFOI	3		3		4		6		10		13	
	OF0I	2		2		8		2		10		12	
	POCI	4	1	5				1		1		6	
	OF0C	1		1				1		1		2	
y Total		545	302	847		346		435		781		1628	
Grand Total		630	359	989		405		519		924		1913	

24

## 5.1 FUTURE Cx - TIME

5.1.1 F time

5.1.2 V tenses

5.1.3 FUT subtypes

5.1.4 Tense combinations

**5.1.4 FUT N, Adj, Adv**

- Combinations of tenses mentioned before more productive than
- Combinations of basic tense with non-verbal FUT marks
- To be explored...

CALP3	y				
Respondent	(Multiple Items)				
A_FUT	y				
Count of Intonation Unit					
A_N	L_recording	L1	L2	Grand To	
y	FR		0,5%	1,1%	0,8%
	NL		0,7%	0,6%	0,6%
y Total			1,2%	1,7%	1,4%
Count of Intonation Unit					
A_Adj	L_recording	L1	L2	Grand To	
y	FR		0,3%	0,0%	0,2%
	NL		0,1%	0,5%	0,3%
y Total			0,4%	0,5%	0,4%
Count of Intonation Unit					
A_Adv	L_recording	L1	L2	Grand To	
y	FR		0,29%	0,57%	0,42%
	NL		2,80%	0,00%	1,52%
y Total			3,09%	0,57%	1,93%

25

## 5.1 FUTURE C<sub>x</sub> - TIME

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What have we learned?

1. Future time is more than future tense
2. L2 overcompensates for NL1 periphrastic and FR1 inflectional
3. Combinations PRES+FUT PRES+INF interesting L2 pathway

27

## 5. An exploratory classification of FUTURE C<sub>x</sub>

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5.1 Time

5.2 Modality

Three steps

- a. Global
- b. L1<>L2
- c. FR/NL-L2<>NL/FR-L1

28

## 5.2 FUTURE C<sub>x</sub> - MODALITY

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- 5.2.1 epistemic
- 5.2.2 dynamic
- 5.2.3 deontic
  
- 5.2.4 combinations

29

## 5.2 FUTURE C<sub>x</sub> - MODALITY

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- 5.2.1 epistemic
  - **realis**
  - **potentialis**
  - **irrealis**
- 5.2.2 dynamic
- 5.2.3 deontic
  
- 5.2.4 combinations

Then I work / I'll work  
I could work  
I cannot imagine to do...

I hope to work  
I think people work

I should change attitude

I would like to work  
I should like to think I work as...

30

## 5.2 FUTURE Cx - MODALITY

5.2.1 epistemic

5.2.2 dynamic

5.2.3 deontic

5.2.4 combinations

Starting point:

Future time implies other modalities than realis

- What will be possible (potentialis)
- Future talk requires expressing ignorance, i.e. irrealis of present (e.g. don't know, can't tell you)
- Epistemics is where most grammars stop, and yet...

Count of Inton			L_recording	L1orL2_recor	FR Total	NL		NL Total	Grand Total
A_modality	A_mod_epistemic	A_mod_realis	L1	L2		L1	L2		
y	y	y	81%	65%	75%	86%	77%	81%	78%
y	y	A_mod_potentialis	L1	L2		L1	L2		
y	y	y	16%	16%	16%	11%	19%	15%	16%
y	y	A_mod_irrealis	L1	L2		L1	L2		
y	y	y	4%	20%	10%	5%	5%	5%	8%

31

## 5.2 FUTURE Cx - MODALITY

5.2.1 epistemic

5.2.2 **dynamic**

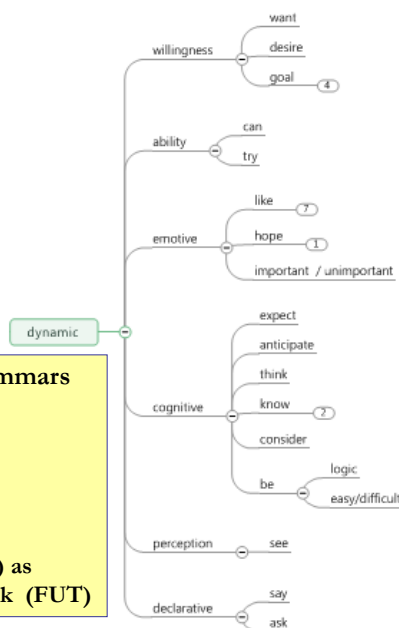
5.2.3 deontic

5.2.4 combinations

Epistemics is where most grammars stop, and yet...

Massive presence of dynamic modality in the corpus

e.g. I hope (PRES) to work (FUT) as  
e.g. I think (PRES) that I will work (FUT)



32

## 5.2 FUTURE Cx - MODALITY

5.2.1 epistemic

5.2.2 dynamic

At first sight dynamic modality seems due more to FR1 than to NL1  
But in fact is due to L2,  
independent of language:  
compensation strategy?

CALP3	y								
Respondent	(Multiple Items)								
A_FUT	y								
A_elliptic	n								

Count of Intonation Unit		L_recording		L1orL2_recording		FR Total		NL		NL Total		Grand Total
A_modality	A_mod_dynamic	L1	L2	FR	NL	L1	L2	L1	L2	L1	L2	
y	y	41,65%	49,34%	44,39%	21,39%	50,34%	37,52%					41,09%
	n	58,35%	50,66%	55,61%	78,61%	49,66%	62,48%					58,91%
<b>y Total</b>		<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>					<b>100,00%</b>
<b>Grand Total</b>		<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>					<b>100,00%</b>

CALP3	y								
Respondent	(Multiple Items)								
A_FUT	y								
A_elliptic	n								

Count of Intonation Unit		L1orL2_recording		L_recording		L2		Grand Total
A_modality	A_mod_dynamic	FR	NL	FR	NL	FR	NL	
y	y	41,65%	21,39%	49,34%	50,34%	41,09%		
	n	58,35%	78,61%	50,66%	49,66%	58,91%		
<b>y Total</b>		<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>		
<b>Grand Total</b>		<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>	<b>100,00%</b>		

33

## 5.2 FUTURE Cx - MODALITY

5.2.1 epistemic

5.2.2 dynamic subtypes

5.2.3 deontic

5.2.4 combinations

Semantics of dynamics depends on lexical subtypes in present such as

- Cognitive (I think that V FUT)
- Emotive (I hope that V FUT)
- Willingness (I want to INF FUT)

+ subordinate clause for FUT  
Cx = syntax + lexicon + morphology

L_recording		L1orL2_recording		FR Total		NL		NL Total		Grand Total
A_modality_dynamic	A_mod_dynamic	L1	L2	FR	NL	L1	L2	L1	L2	
A_modality_dynamic_willingness		30	22	52	2	49	51	103		15 %
A_modality_dynamic_ability		17	3	20	3	29	32	52		8 %
A_modality_dynamic_emotive		51	46	97	20	62	82	179		27 %
A_modality_dynamic_cognitive		118	75	193	46	92	138	331		49 %
A_modality_dynamic_perception		12	2	14	2	15	17	31		5 %
A_modality_dynamic_declarative		25	25	8	8	33				5 %

34



## 5.2 FUTURE Cx - MODALITY

5.2.1 epistemic

5.2.2 dynamic

5.2.3 **deontic**

5.2.4 combinations

5.2.5 modalities and time

Necessity, obligation  
Rather unfrequent, but...

Count of Intonation Unit		L_recording	L1orL2_recording		FR Total	NL		NL Total	Grand Total
A_modality	A_mod_deontic	L1	L2		L1	L2			
y	y	5%	3%	4%	7%	4%	5%	5%	
	n	95%	97%	96%	93%	96%	95%	95%	
<b>y Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Grand Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

35

## 5.2 FUTURE Cx - MODALITY

5.2.1 epistemic

5.2.2 dynamic

5.2.3 deontic

5.2.4 **combinations**

a. of modalities in that/to clauses

Three modalities do not only appear in isolation, but may be combined (45%)

Cx = (syntax +) lexicon + morphology  
e.g. j'aimerais faire qqch avec l'italien  
e.g. I would like to do sth with Italian  
Vconditional = epist potential *like* = dyn)  
+ INF Pres for FUT)

Count of Intonation Unit		L_recording	L1orL2_recording		FR Total	NL		NL Total	Grand Total
A_modality	A_modality_combination	L1	L2		L1	L2			
y	epistemic	53%	48%	51%	75%	46%	59%	55%	
	epistemic+dynamic	42%	49%	45%	18%	50%	36%	40%	
	epistemic+deontic	4%	3%	4%	5%	3%	3%	4%	
	epistemic+dynamic+deontic	0%	0%	0%	2%	2%	2%	1%	
<b>y Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Grand Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

36

## 5.2 FUTURE Cx - MODALITY

### 5.2.4 combinations

#### a. FUT in ARG subclause

VALENCY  
= [V PRES dynamic + ARG subclause FUT [to/that]]

I hope that I will find a nice job  
I hope to be a good teacher

#### b. FUT in main clause + ADJUNCT PRES subclause

V FUT + ADJUNCT PRES subclause (conditional, causal, ...) [FUT (goal)]

I will do an ERASMUS stay, since it is in line with my current studies  
[in order to become an interpreter]

37

## 5.2 FUTURE Cx - MODALITY

### 5.2.4 combinations

#### a. FUT in ARG subclause

#### b. FUT in main clause + ADJUNCT PRES subclause

Subclauses in samples are distributed evenly for a. and b.

Count of Intonation Unit			L_recording		L1orL2_recording		FR Total		NL		NL Total	Grand Tot
A_subordinate_clause	subordinate_valency	subordinate_clause_subtype	L1	L2	L1	L2	L1	L2				
n	(blank)	(blank)	49,9%	54,3%	51,5%	49,4%	56,1%	53,1%	52,3%			
n Total			49,9%	54,3%	51,5%	49,4%	56,1%	53,1%	52,3%			
y	argument	that	16,1%	23,5%	18,8%	21,7%	12,9%	16,8%	17,8%			
		indirect	1,3%	3,3%	2,0%	2,9%	1,8%	2,3%	2,1%			
		to	3,1%	0,0%	2,0%	2,3%	1,8%	2,0%	2,0%			
	adjunct	relative	12,7%	7,9%	11,0%	9,8%	9,4%	9,6%	10,3%			
		conditional	2,4%	5,0%	3,3%	8,7%	3,2%	5,6%	4,4%			
		causal	4,8%	2,6%	4,0%	2,6%	3,7%	3,2%	3,6%			
		temporal	1,5%	2,6%	1,9%	0,0%	0,9%	0,5%	1,2%			
		concessive	1,3%	0,0%	0,8%	0,6%	0,5%	0,5%	0,7%			
		comparative	0,4%	0,3%	0,4%	0,3%	0,0%	0,1%	0,2%			
		consequence	0,0%	0,0%	0,0%	0,6%	0,0%	0,3%	0,1%			
	(blank)	other	6,6%	0,3%	4,4%	1,2%	9,7%	5,9%	5,1%			
y Total			50,1%	45,7%	48,5%	50,6%	43,9%	46,9%	47,7%			
Grand Total			100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%			

38

## Outline

1. Context
2. Objectives
3. Corpus
4. Framework
5. Descriptive typology
- 6. Conclusions**

39

## 6. Conclusions: FUTURE C<sub>x</sub> = TIME + MODALITY

### 6.1 Time

1. Future time is more than future tense
2. L2 overcompensates for NL1 periphrastic and FR1 inflectional
3. Combinations PRES+FUT' PRES+INF: interesting L2 pathway

### 6.2 Modality: single and combined

1. Teaching FUT' implies teaching epistemic modality:
  1. Potential
  2. Irrealis for expressing ignorance
2. !! Integrate dynamic modality teaching C<sub>x</sub> for FUT'
  1. In valency and in adjuncts
  2. i.e. VALENCY  
[V PRES dynamic + ARG subclause FUT' [to/that]]  
+ ADJUNCT  
[PRES subclause (conditional, causal, ...) [FUT' (goal)]]

40

## 7. References (partim)

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41

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42