

MARKING OF ENGLISH VERBS FOR PAST TENSE:
A STUDY OF AFGHAN LEARNERS' PRODUCTION

by

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A THESIS

submitted in partial fulfillment of the requirements for the degree

MASTER OF ARTS

Department of Modern Languages
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KANSAS STATE UNIVERSITY
Manhattan, Kansas

2009

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Abstract

The formation of English past tense by EFL (or ESL) learners has been the object of much second language acquisition research. This study investigates the production and marking of English past tense verbs by 55 adult Afghan EFL learners who use Pashto or Dari as their first language. The participants were first required to produce the past tense while responding to a questionnaire about their daily activities, and then completed a correction task in which sentences with verb errors appeared. The collected data was analyzed based on verb regularity (Pinker & Ullman 2002, Jaeger et al. 1996, Hoeffner 2000, Housen 2000) and the sequential inflection of events or non-events based on inherent lexical aspect (Vendler 1967, Salaberry 2000, Bardovi-Harlig & Reynolds 1995, Tickoo 2001, 2005).

Results show that the participants were more accurate in marking and producing regular verbs than irregular verbs for the past tense in both experimental tasks. When examining the role of regularity of the verb in the sequential marking of lexical aspect, it was discovered that past tense production of irregular verbs was influenced by the lexical aspectual verb type as non-events exhibited lower accuracy rates for past tense inflection.

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Acknowledgements

I am grateful to Dr. Mary T. Copple, my thesis advisor, for assisting me in the coding and analysis of the data, patiently reading drafts of individual chapters and giving insightful comments and suggestions. Dr. Copple's continuous support, gentle encouragement and sense of humor have been tremendous help, and I can claim that her invaluable advice and support in writing this paper resulted in the successful completion of it. I am equally grateful to Dr. Robert Corum and Dr. Emma Betz, my thesis committee members for reading the first draft of the paper and giving productive suggestions, and for their continuous support throughout the research process. Guidance from all of these professors has helped and put me on the right track to being a mature and independent scholar.

My special thanks are also due to Professor Mohammad Hanif Hamid who assisted in collection of the data from the Embassy of the United States of America in Kabul, Afghanistan and made this research study possible. I also would like to thank all EFL learners who eagerly and voluntarily agreed to participate in this study.

I wish to thank my good friends; Mr. Habiburahman Ahmadi and Mr. Marty Courtois who helped with the formatting of the thesis.

Last, but not least, I am so very grateful to my family whose support and patience enabled me to pursue and complete my graduate studies at Kansas State University.

Dedication

To my brother: Mohammad Ajan who supported me in my academic life from primary school until the completion of this degree.

CHAPTER 1 - Introduction

1.1. My personal experience as an EFL instructor

From my experience of more than nine years as an EFL instructor, I have realized that Afghan adult EFL learners find some grammatical features of English difficult even if they are compared with those of their first language. This may be due to their not being well educated in the basic grammar of their first language (Pashto or Dari). The root of such problems may lie with first language grammatical rules not taught in the Afghan school system. English itself is only taught as a subject for two academic hours per week.

Due to the high demand for English in Afghanistan, many private English language courses have been established. But, some private English courses are unable to offer effective and appropriate English lessons because most EFL instructors in such institutions are not trained in learner-centered methodology. Therefore, English is taught using traditional, teacher-centered methodologies in which students do not have opportunities to practice or use English in or outside the classroom.

Most of these problems are rooted in the three decade war which caused social, economic and cultural problems for many of Afghanistan's citizens. In particular, it destroyed the culture of extra-curricular study, or the reading of books other than textbooks. As a result of all these factors, most Afghans have years-long gaps in their education. These factors have kept people away from the culture of studying and reading and, therefore, the general knowledge of most students in Afghanistan is very low.

When I was teaching English to Afghan state officials in 2003 and the local employees in the Embassy of the United States of America in Kabul in 2006, I observed that adult Afghan EFL

learners found the learning of English as a foreign language difficult, especially structural features such as tense. As a result, some of them discontinued learning English, claiming that it was difficult for them to learn English at that stage of their lives. In this situation, no EFL instructors, including myself, knew how to deal with such problems, nor how to find effective solutions to help such students in the learning process because very few Afghan EFL instructors are aware of the research conducted in this area.

From a linguistic point of view, the syntax or sentence construction of Pashto and Dari is different from that of English. For instance, the word order of Pashto and Dari is Subject + Object + Verb (SOV), while the word order in English is Subject + Verb + Object (SVO). In addition, verb inflection in Pashto, Dari and English is very different (see Section 1.3 for a discussion of Pashto and Dari verb inflection for past tense). These differences may interfere with Afghan EFL learners' acquisition of English.

After completing my Master's coursework in TEFL/TESL, I am hopeful that I have learned how English L2 adult learners can better learn English. This study also furthered the development of my personal linguistic knowledge in terms of second language acquisition (SLA). I realize that having knowledge of SLA helps an instructor to better teach their students and find solutions for problems that exist or will exist. More importantly, as a result of this research, I believe that I will be able to recognize students' problems in the acquisition of EFL and to find better solutions for the removal of any barriers in this area. I am confident that after completing this research study, I will be able to conduct similar original research and find solutions for many problems that Afghan EFL learners are faced with and which still remain unsolved.

1.2. Purpose of the present study

The present research, though small in scale, undertakes a study of English past tense verb inflection by adult Afghan EFL learners. The study explores their written production of the past tense. The present study is not a comprehensive study of English past marking, but it does explore different facets of past tense English verbs as studied by Tickoo (2005), Salaberry (2000), and other researchers who have conducted similar studies with English L2 learners coming from different backgrounds and speaking different languages. The research questions include:

1. How do learners begin to produce the past tense?
2. What factors influence correct production of past tense verbs?
3. As EFL or ESL teachers, how might this knowledge allow us to minimize students' problems in acquiring and producing the past tense?

This study examines the production of past tense English verbs by adult Afghan EFL learners whose native languages (Pashto or Dari) do not have similar rules of inflection. Due to these differences, these learners sometimes find it difficult to inflect English verbs for past tense. The goal of this research is to evaluate the off-line productive abilities of the participants in order to better understand some of the obstacles that these learners face when learning English.

The distinction between regular and irregular verbs and their marking for past tense has been generally found to be problematic for L2 learners of English. In the analysis of a series of studies on the development of temporality in different languages such as English, German, French and Swedish by the European Science Foundation Project, it was discovered that past

tense formation and acquisition of regular verbs was simpler than that of irregular verbs (Klein et al., 1995, p.271).

Considering such findings, this research study will focus on the production of English past tense marking and look at regular and irregular verbs separately. The data will be analyzed to determine if two proposed hypotheses are supported:

- 1) Students will produce irregular verbs more accurately than regular verbs in task 1 (an interactive task containing past tense 'did' questions).
- 2) Learners will recognize irregular verbs and produce irregular verbs more accurately than regular verbs in task 2 (a grammatical task containing declarative sentences with incorrect verb forms).

This thesis is organized in five chapters, each of which discusses a different aspect of the project. The remainder of this chapter provides information on past tense construction in Pashto and Dari. Chapter two discusses the distinct features of English verb acquisition: their marking for past tense and their production by L2 English learners. Since the literature in respect to past tense in Pashto and Dari is limited, utmost effort has been made to gather information relevant to this study from other sources.

Chapter 3 details the methodology employed in this study for the collection of the data and its analysis. Chapter 4 presents the results of that analysis, discussing the factors that affected the acquisition and marking of English verbs for past tense, and barriers in this area.

Chapter 5 summarizes important implications of this study, and offers some suggestions for further research in this area.

1.3. English past tense

Most natural languages have some way of expressing the concept of time, with many languages doing so through verbal morphology or other grammatical forms or words adjacent to the verb (Fan, 2005, p.5). English is an obvious case of a grammaticalized way of indicating time, mainly indicated by the verb, the context and temporal adverbials, such as ‘last night’, ‘last week’, and ‘yesterday’.

For learners of English as a foreign or second language, it is very important to learn how to inflect English verbs for past tense. It is also necessary that EFL instructors strive to help EFL learners acquire and mark English verbs for past tense and to make connections between morphological forms and the communicative function of expressing past tense. English past tense is formed through the inflection of verbs due to two different categories of verbs (i.e. regular and irregular). English L2 learners would, therefore, need to understand and recognize whether a verb is regular or irregular and then mark it for past tense. The addition of a past tense morpheme also follows specific rules. Azar (2006) has specified some common orthographic rules for the use of past tense marker *-ed* with regular verbs:

<u>verb structure</u>	<u>spelling</u>
1. If a verb ends in <u>e</u> , only – d is added	receive – received
2. If a verb ends in a consonant after a vowel, the consonant is doubled and – ed is added.	stop – stopped
3. If a verb ends in <u>y</u> after a vowel,- ed is added	play - played
4. If a verb ends in y after a consonant, the y is changed to i and –ed is added	study - studied

In a similar way, Larsen-Freeman (2006) outlines some patterns for irregular verb past tense formation, classifying irregular verbs into three different groups:

- 1) suppletive: verbs which take different past forms than their roots such as ‘be’>‘was’ and ‘were’, ‘go’>‘went’,
- 2) zero: verbs whose roots and past forms are the same. as ‘put’, ‘hit’, ‘beat’, ‘read’,
- 3) alternation: verbs which are marked by the change of the stem vowel, for example, ‘hang’>‘hung’, ‘drink’>‘drank’, ‘sing’>‘sang’, ‘swim’>‘swam’.

This classification of irregular verbs suggests that EFL instructors would need to teach their students that the learning and marking of irregular verbs for past tense follows certain patterns. Wilson and Tyler (1998) point out that a L2 learner may not recognize a verb category in the early stages of L2 learning. They further state that if a learner recognizes a verb as regular, then he would need to consider the spelling rules of adding the past tense maker *-ed*. But, if that learner believes a verb to be irregular, he would then need to know its past tense form because irregular forms are not phonologically predictable (p.434). Based on this observation, one can understand that each irregular form is learned as a separate lexeme (Pinker & Ulman 2002).

1.4. Official Afghan Languages

Pashto and Dari are the official languages in Afghanistan. Pashto is the language of the majority ethnic group, the Pashtoons. Dari, a variant of Farsi or Persian, is spoken by the second majority ethnic group, the Tajiks. Both Pashto and Dari are Indo-European languages and primarily use the Arabic alphabet, but they (e.g. Pashto and Dari) also have unique characters. Pashto and Dari are pro-drop languages, that is, the use of a subject pronoun is not obligatory. As stated earlier, both languages have SOV word order, but they are very different from each other in terms of vocabulary and other grammatical structures.

1.4.1. *Dari Past Tense*

The past tense of Dari is formed using the same endings, regardless of a verb's transitivity. As indicated below, one forms Dari past tense first by removing the infinitive marker (-an) (Mace, 2003, p.82) and then inflecting the verb with a suffix to mark past tense and person as shown in (1.1) where the past tense forms of the infinitive *amadan* 'to come' appear.

(1.1)	<u>Person</u>	<u>Ending</u>	<u>Example</u>	
1s -I		[-əm]	I came.	[amadə m]
1p -we		[-im]	We came.	[amad im]
2s -you		[-I]	You came.	[amad i]
2p- you		[-ed]	You came.	[amad ed]
3sM & 3sF - he/she		[-∅] ¹	He/she came.	[amad]
3pM & 3pF - they		[-ənd]	They came.	[amadə nd]

To make the formation and use of Dari past tense clearer and not to rely only on the above illustration for the verb *amadan* 'to come', (1.2)-(1.7) show a more detailed gloss of the past tense stem of the verb *raftan* 'to go'. Here, these subject-specific bound past tense endings attach to *raft*.

1.2. (man) raftə**m**
(1s) went[1s.past]
I went.

1.5. (shumā) raft**ed**
(2p) went [2p.past]
You went.

1.3. (mā) raft**im**
(1p) went[1p.past]
We went.

1.6. (ow) raft
(3s fem. & mas) went [3s.past]
He/she went.

1.4. (tu) raft**i**
(2s) went [2s. past]
You went.

1.7. (ānhā) raft**ənd**
(3p fem & mas) went [3p. past]
They went.

¹ "The third person singular form of the tense (e.g. he, she & it) has no personal ending. So, the past tense form is identical to the stem itself" (Mace, 2003, p.83).

1.4.2 Pashto Past Tense

Pashto is also a fusional language (Bergmann, A., Hall, K., Ross, S. (eds.), 2007, p.165). The verb morphology indicates person, number and the gender of the noun or pronoun used as the subject of an intransitive verb or the object of a transitive verb. In English or Dari, the verb agrees with the subject in person and number and this is also the case for past tense intransitive verbs in Pashto. However, in Pashto transitive past tense, the verb agrees with its object in number and gender.

Pashto past tense is formed by adding *wa-* before the past continuous form of the verb and an obligatory or bound personal ending (Zyar, 2003, p.97). The endings for intransitive and transitive past tenses are different. The intransitive verb endings refer to the subject because the verb agrees with the subject in number, person and gender, but the transitive verb endings refer to the object because the verb agrees with its object in number and gender. The bound endings that are attached to *gaded-* (the past continuous form of the verb ‘dance’) are as follows in example (1.8):

(1.8)	<u>Person</u>	<u>Ending</u>	<u>Example</u>	<u>Form</u>
	1s -I	[-əm]	I was dancing.	[gadedə m]
	1p -we	[-u]	we were dancing.	[gaded u]
	2s -you	[-e]	You were dancing.	[gaded e]
	2p- you	[-əy]	You-all were dancing.	[gadedə y]
	3sM -he	[-ə]	He was dancing.	[gadedə]
	3sF -she	[-ā]	She was dancing.	[gaded ā]
	3pM-they	[-ə]	They (m) were dancing.	[gaded e]
	3pF-they	[-e]	They (f) were dancing.	[gaded e]

(Robson & Tegey, 1996, p. 91)

These endings are used only with intransitive verbs, as these verbs agree with the subject of the sentence. However, the endings in transitive past tense are different because they

refer to the object and agree with the object in number and gender. In examples (1.9)-(1.16), the past continuous form for *garzeg-* ‘walk’ is created through the use of verbal morphology.

- | | |
|---|---|
| <p>1.9. (za) garzidəm
(1s) walk[1s]
I was walking.</p> | <p>1.13. (dā) garzidə́
(3s) walk(3s.fem)
She was walking.</p> |
| <p>1.10. (mun) garzidu
(1p) walk[1p]
We were walking.</p> | <p>1.14. (dai) garzidā
(3s) walk(3s.mas)
He was walking.</p> |
| <p>1.11. (tə) garzide
(2s) walk [2s]
You were walking.</p> | <p>1.15. (doy) garzde
(3p.fem) walk(3p.fem)
They were walking.</p> |
| <p>1.12. (tāso) garziday
(2p) walk [2p]
You were walking.</p> | <p>1.16. (doy) garzidə́
(3p.mas) walk (3p.mas)
They were walking.</p> |

Once the past continuous (imperfective) is constructed, simple past (perfective) is achieved simply by using *wa-* before the continuous form of the verb as indicated in the examples (1.17)-(1.24) below.

- | | |
|---|---|
| <p>1.17. (za) wa garzidəm
(1s) [past] walk[1s]
I walked.</p> | <p>1.21. (dā) wa garzidə́
(3s) [past] walk(3s.fem)
She walked.</p> |
| <p>1.18. (mun) wa garzidu
(1p) [past] walk[1p]
We walked.</p> | <p>1.22. (dai) wa garzidā
(3s) [past] walk(3s.mas)
He walked.</p> |
| <p>1.19. (tə) wa garzide
(2s) [past] walk [2s]
You walked.</p> | <p>1.23. (doy) wa garzde
(3p.fem) [past] walk(3p.fem)
They walked.</p> |
| <p>1.20. (tāso) wa garziday
(2p) [past] walk [2p]
You walked.</p> | <p>1.24. (doy) wa garzidə́
(3p.mas) [past] walk (3p.mas)
They walked.</p> |

As stated earlier, in Pashto transitive past tense, the verb agrees with its object in number and gender. Such object-verb agreement is indicated in the examples (1.25)-(1.28) below in

which the stem *tar* ‘close’ is first inflected for past continuous aspect, and then for perfective aspect while appearing with objects of differing number and gender.

Feminine objects with perfective (simple) past

- 1.25. mā darwazə wa tarāḷ
 1s door[fem.sing.obj.] [past] close [fem.sing.obj.]
 I **closed** the door.

- 1.26. Ahmad darwaze wa tarāḷe
 3s doors [fem.pl.obj.] [past] close [fem.pl.obj.]
 Ahmad **closed** the doors.

Masculine objects with perfective (simple) past

- 1.27. mā dookān wa tāra
 1s shop[mas.sing.obj.] [past] close [mas.sing.obj.]
 I **closed** the shop.

- 1.28. Ahmad dookānona wa tāral
 3s shops [mas.pl.obj.] [past] close [mas.pl.obj.]
 Ahmad **closed** the shops.

In example (1.25), the singular feminine object [darwazə-door] is paired with a singular feminine verb [wa tarāḷ-closed] in order to show grammatical agreement. Similarly, in example (1.26), the plural feminine object [darwaze-doors] is paired with a plural feminine verb [wa tarāḷe-closed] to show grammatical agreement. The case with masculine objects is similar. That is, in (1.27), the singular masculine object [dookān-shop] takes a singular masculine verb [wa tāra-closed], whereas in (1.28), the plural masculine object [dookānona-shops] takes a plural masculine verb [wa tāral- closed].

The objective of discussing the past tense of Pashto and Dari in this paper is to observe whether the learners’ L1 facilitates the learning of English as a foreign language or not. This

factor is discussed based on the notion of the Markedness Differential Hypothesis (MDH) which explains that certain features of a second language may be easier or harder to learn if they are marked or unmarked. A language's feature is unmarked if it is more basic, structurally and perceptually not more complex, whereas a language's feature is marked if it is not more basic, natural and frequent than other features (Saville-Troike, 2006).

The Markedness Differential Hypothesis predicts that features in L1 are more likely to transfer to the L2 if they are similar in markedness, while marked features in the L2 will be more difficult for L2 learners to acquire if those features are unmarked in their L1. Areas of difficulty that a language learner might experience may be predicted on the basis of a systematic comparison of the grammars of the L1 and L2 and the markedness relations of the grammars (Eckman, 1985). If a feature of the learner's L1 is marked and the same feature in the L2 is unmarked, then the L2 feature will be easy to learn. On the other hand, if a feature of the learner's L1 is unmarked and the same feature in the L2 marked, then the learning of the L2 is more difficult and there exists the possibility of incorrect L1 transfer (cf. Eckman 1985), as summarized in Table 1.1.

Markedness Differential Predictions for SLA		
Feature in L1	Feature in L2	Prediction
Marked	Unmarked	L2 feature will be easy to learn
		L1 feature will not transfer to L2
Unmarked	Marked	L1 feature will transfer to L2

Table 1.1: Markedness differential hypothesis (adapted from Saville -Troike 2006, p. 56)

Based on the discussion above, English past tense formation is unmarked feature for a Dari or Pashto native speaker because Pashto and Dari verb inflection is very different (much more marked) than that of English past tense, which uses the same past tense form of the verb for all persons, regardless of their number and gender. In contrast, the features of an intransitive

Pashto past tense verb, which shows agreement with the subject in person, number, and gender, do not exist in English; therefore, English past tense should be a more easily acquired feature as it is less marked.

Other syntactic features of a language may be categorized as marked or unmarked, including word order, subject-verb agreement, object-verb agreement, and noun-adjective agreement. Among the three languages in this study (i.e. English, Pashto and Dari), English has SVO word order, whereas both Pashto and Dari have SOV word order. Saville-Troike (2006) states that SVO word order is unmarked as it is the most common among world languages while SOV word order is marked.

In Chapter 2, other factors that may affect the acquisition of past tense marking are reviewed.

CHAPTER 2 - Literature Review

2.1. Acquisition of verbal morphology

Second language learning (SLL) research has suggested that the acquisition and storage of regular and irregular verbs in English differ due to their morphological and phonological forms. In general, researchers acknowledge that irregular verbs are acquired and stored like other lexemes while regular verbs are not because they follow certain patterns. Pinker & Ullman (2002), Jaeger et al. (1996), Hoeffner (2000) and Housen (2000) explain that the acquisition of English regular verbs needs more attention as they are rule-based, whereas irregular verbs are learned and stored in the mind like other lexemes.

Past time reference is the other feature that can help English L2 learners acquire English past tense. According to Peterson (1998), there are several strategies that a learner may adopt when referring to past time. In the earliest stages of acquisition, a learner may also express temporality pragmatically, this is, he or she may rely upon time frames already established in/by the preceding discourse. In so doing, the learner may repeat past tense forms of verb or past temporal adverbials already provided in the previous discourse. Alternatively, a learner may use the present tense form of a verb without any indication of past time reference, a situation which Peterson (1998) has called the 'nil frame' (p.33).

A learner may establish past time reference syntactically via morphological marking or past tense verb inflection like 'I went to the park'. A learner may choose to use lexical temporal reference, as with the use of deictic temporal adverbials (e.g. 'yesterday', 'last week', etc.) and calendaric reference ('on Saturday', 'on Monday') for expressing past time reference, as in 'I go

to the park yesterday' or 'I go to the park on Sunday'. Peterson (1998) states that the use of present tense morphology in connection with past time adverbials is common among lower-level learners because these learners specifically rely on context rather than the meaning of morphology. However, he states that calendaric reference, as in 'on Sunday' is ambiguous because it can refer to the past (last Sunday) or the future (next Sunday). Ultimately, morphological marking is essential for clearly establishing past time reference in English; the use of temporal adverbials is optional and may be an inaccurate strategy for indicating past time reference.

Lee et al. (1997) also state that learners, in early stages of acquisition, mark time through lexical items (e.g. 'last night', 'tomorrow', 'yesterday', etc.) and in later stages, they will start adding past tense verb markings (p.5). This means that learners in the early stage will first recognize and form past tense by referring to temporal adverbials, or they will perceive temporal adverbials more saliently than the inflected verb.

Saville-Troike (2006) explains this issue as the process of grammaticalization in which a learner gradually progresses to conveying past time reference through syntactic means: 1) he first expresses past time through shared extralinguistic knowledge or the inference of the context-based discourse, 2) he establishes past time reference through a lexical item (e.g. 'last night'), and 3) he marks past time through grammatical/morphological marking (e.g. -ed). For example, if a beginner is asked about what he did the night before, he may reply 'I watch TV' (pragmatic as the question sets the temporal context), an intermediate learner may reply 'I watch TV last night' (the lexical strategy), and an advanced student might reply 'I watched TV' (the syntactic strategy) (p.57). Studies investigating perception/processing of past time reference support the importance of saliency and the notion of stages of grammaticalization for past tense reference.

Lee et al. (1997), for example, found that a group of learners (university students) who listened to a narrative containing both verbal morphology and temporal adverbials did better (i.e. reconstructed more temporal references) than those learners who listened to a narrative containing verbal morphology only (p.12).

In the present study, different past temporal adverbials (e.g. ‘last week’, ‘last year’, ‘last night’, ‘yesterday’, ‘the day before yesterday’, and ‘last Friday’) were provided in both tasks (task 1 contained 32 questions with ‘did’ and task 2 contained 10 declarative sentences with incorrect forms of the verbs) and at the end of each sentence as a type of past time reference input for the participant allowing for the participant to respond using any of the three strategies mentioned above.

2.2 Frequency

In general, it is acknowledged that there are some frequent and perceptually more salient features in every language. Words entered in the lexicon have varying degrees of lexical strength, due to their token frequency. Thus, words with high lexical strength (i.e. of highly frequent use) are easier to access, and serve as the bases of morphological relations (Bybee, 1995, p.428).

According to Ellis (2002), the concept of frequency may either indicate how often certain words appear in the form of input (token frequency) or how often a particular pattern or construction occurs in input (type frequency). For example, the regular past tense marker-*ed* has a high type frequency as it is used with a large number of English verbs, while vowel changes, as in ‘speak’>‘spoke’ or ‘write’>‘wrote’, have lower token frequency as they occur in only certain verbs (p.166).

Peterson (1998) mentions that irregular verbs are more frequent in casual conversation than regular verbs. His data also support that regular past tense forms are acquired later than irregular forms (p.36). Applying this to teaching, Juffs (1998) explains that “the lexical environment for learning could be made richer through a higher frequency of selected verb classes and their syntax” (p.119). The instructor would need to make materials “richer” with words that are highly frequent so that learners can acquire them easily and quickly. In different ESL textbook series, such as New Intercom (1984), True Colors (1997), Headway (2007), and New Interchange (1997), irregular verbs are taught first and regular verbs later. Though, intuitively, it would seem that rule-based features should precede irregular ones, it is now clear that such text organization is based on frequency of use and learning processes.

Hoeffner (2000), Salaberry (2000) and Tickoo (2005) all concur that the acquisition of verb inflection will usually start with irregular verbs as they are perceptually more salient than regular verbs. Salaberry (2000), in a classroom setting, used two excerpts of a silent film and asked the students to write and orally narrate the story of the film. As result, he found that subjects of his study marked 40% of irregular verbs and 22 % of regular verbs in oral narratives, and 56 % of irregular verbs and 26% of regular verbs in written narratives (p.139). Similarly, Tickoo (2005) used written classroom assignments of the participants for her study. She found that learners marked irregular past tense verbs more accurately than regular verbs.

2.3 Lexical aspect

The lexical aspect hypothesis predicts that, when producing past tense, first and second language learners will primarily be influenced by the inherent lexical aspect of verbs (Mitchell & Myles, 2004). English verbs may be classified into four classes: statives, activities, accomplishments, and achievements. Vendler (1967) distinguishes these classes on the basis of

three properties: dynamism, telicity, and punctuality. Statives (e.g. 'like', 'feel', 'live') describe a state or unchanged condition (non-dynamic and atelic). Activities (e.g. 'walk', 'drink') describe ongoing actions that have no determined endpoint (atelic, but dynamic). Accomplishments (e.g. 'build a new house', 'paint the kitchen', 'write a novel') describe a completed event of some duration (i.e. dynamic and telic), and achievements (e.g. 'get', 'see', 'die') describe completed events that are telic and punctual (have no duration).

The lexical aspect hypothesis predicts that inflection of the aforementioned classes of verbs will take place in sequential order, with the most event-like being marked first: a phenomenon that has been discovered and discussed in several studies (Bardovi-Harlig & Reynolds 1995, Salaberry 2000, Tickoo 2001, 2005). It is predicted that the first verbs inflected for past tense will be telic events (e.g. achievements and accomplishments); activities that do not have an inherent end point will be inflected next, and states will be the last type of verbs inflected for the past as they are least event-like (Salaberry, 2000, p.137; cf. Tickoo 2001, 2005). Bardovi-Harlig and Reynolds (1995) posit a similar sequential acquisition and inflection of aspectual verb classes, although they suggest that states will be inflected before activities.

2.4 Goals of the Study

There is much research on the acquisition and inflection of English past tense by L2 speakers, but such research has not been conducted with Afghan EFL learners for some of whom, especially adults, learning English has been difficult. The collected data are here analyzed taking into consideration the regularity of the verb and the lexical aspect of the verb in order to determine if the following hypotheses are supported:

1. Students will produce irregular verbs more accurately than regular verbs when answering the questions in Task1 in which the students are asked to answer the past tense questions (with 'did') morphologically.
2. Students will recognize irregular verbs more easily and will inflect them more accurately when rewriting and correcting the sentences in Task 2 in which the students are asked to find out the incorrect forms of the verbs, and marked them correctly for the past tense.

The experimental design for both of the mentioned tasks, as well as additional information about the participants, is the topic of Chapter 3.

CHAPTER 3 - Methodology

3.1. Participants in study

The participants in this study (N=55) are adult learners of English from different parts of Afghanistan who work in the United States Embassy in Kabul, Afghanistan. Most of the participants are males (N=51/55), and are between 18 and 45 years old (N=55/55). Their jobs and duties in the US Embassy vary: some are drivers, administrative assistants or guards, while others work at manual tasks as painters, mechanics, plumbers, technicians, gardeners, carpenters and cleaners. They speak either Pashto or Dari as their native language. Due to the three decades of war, some of them were unable to complete their education and some have gaps of years in their education. All of the participants have basic literacy in their first language as all have some level of education varying from secondary and high school to university graduates. Some had English lessons in the secondary and high school system and some also attended private English courses available in many parts of Afghanistan. But, they rarely have had access to interaction and communication with the native-English-speaking community.

In 2006, the Embassy designed an English language program for these employees so that they are better able to communicate with their American employers and fulfill their duties. All of the participants in this study are students in this program; some of them previously were my students when I taught in the program. The participants were placed in classes according to the results of a non-standardized placement test. Thirty-one of these participants are students in the elementary class while 24 are in the intermediate class. They are learning English in an EFL

classroom setting with the same series of course books. Based on the language background survey, on average, most of the students (N=33/55) have had 7-12 months of English instruction.

3.2. Experimental design

The participants were given two tasks and a language background survey. Task 1 contained 32 questions, including regular (N=16) and irregular (N=16) verbs. All of the questions were phrased so as to employ a bare infinitive form and the auxiliary verb 'did'. An attempt was made to phrase the questions in such a way as to achieve an affirmative response, so that the auxiliary 'did' would not appear in the answer, but instead the participant would employ an inflected past form. As examples (3.1)–(3.3) show, Task 1 can be said to be interactive, asking questions about the participants' lives. The subject of each sentence is 'you' and the questions have been designed to directly address issues related to the daily lives of the participants:

- 3.1. Did you go to Qargha last Friday?
- 3.2. Did you pray in the mosque yesterday afternoon?
- 3.3. Did you read the news in the newspaper the day before yesterday?

Among the irregular verbs (N=16), verbs employing different morphological processes to form the past tense were included. These processes include alternation (N=10), verbs inflected for past tense by the change of a vowel such as 'write>wrote' and 'speak>spoke'; suppletion (N=4), verbs that experience a complete change of form, such as 'go>went' or 'buy>bought'; and zero (N=2), verbs for which the present and past forms are identical as in 'read/read' or 'put/put'. This design allowed for determination of whether the production of irregular verbs is easier than that of regular verbs for Afghan adult EFL learners.

After answering the first questionnaire, the participants were given Task 2, which contained 10 declarative sentences with incorrect verb forms. In contrast to Task 1, which is

more interactive, Task 2 is more obviously focused on grammatical knowledge, explicitly past tense production. Task 2 contains sentences in which both regular and irregular verbs are used incorrectly. The subjects were asked to rewrite the sentence correctly. Since the objective of this task was to have participants completely focus on the production of past tense verbs, no distractor items were included in the task. As shown in example (3.4), the irregular verbs appear with regular past tense marker *-ed* and in examples (3.5) and (3.6), the regular verbs are given in the present tense form.

3.4. She *eated* an apple last night.

3.5. Last night, the father *advise* his son not to smoke.

3.6. Ahmad's friends *dance* in his wedding party last week.

Sentences in both questionnaires contained temporal adverbial phrases such as 'yesterday' or 'last month', so that subjects could more readily recognize the past temporal reference. The aim here was to observe how subjects inflect verbs for past tense and whether or not they clearly express past time reference by either inflecting the verb or using a temporal adverb (e.g. I go to the mosque yesterday). Lastly, the participants completed a language background survey from which basic information from each participant was gathered, including age, gender, native language, language spoken at home, education level, self-reported level of English, length of English study, and current job.

3.3. Data collection procedure

It was essential to gain approval to work with human subjects from the Institutional Review Board at Kansas State University before data collection could begin. The IRB application, along with all task-related documents, was submitted to the IRB office in November, 2008. Approval for the study and authorization for the unaffiliated investigator, a colleague at the U.S. Embassy, to administer the two tasks was obtained on December 8, 2008. All research protocol for human subjects was followed in the design and application of this experiment. Participation was voluntary and the learners were given the option to withdraw from the study. They were given Pashto and Dari translations of the informed consent form so that they could understand the purpose of the project and their rights as participants. They were also informed that their information would remain confidential and would not be disclosed to anyone without their permission.

It was also considered that the participants should provide answers for the two tasks under the same controlled conditions. Thus, the data of Tasks 1 and 2 were collected at the same time, and the length of time for completing the tasks was not limited. That is, the participants were allowed to spend as much time as they needed to complete the tasks.

3.4. Coding of the data

The collected data was coded based on several factors, including the regularity of the verb (regular vs. suppletive, alternation or zero), inherent lexical aspect (stative, activity, accomplishment, achievement), the type of past time reference employed by the participant, and accuracy of response. Each of these concepts is explained below in greater detail.

3.4.1. *Regularity of verb*

One factor according to which the data were coded is the regularity of the verb. As regular verbs (i.e. ‘walk’, ‘talk’, ‘study’, and ‘attend’) are of only one type and follow the same rule (i.e. the attachment of the bound morpheme –ed), they are coded as one group. In contrast, irregular verbs do not follow a specific rule of inflection and instead are inflected through different processes such as alternation or suppletion, or are not marked for past tense (i.e. zero). So irregular verbs were coded according to the following three categories:

- a. Alternation: verbs inflected for past tense form by the change of a vowel, such as ‘write’ > ‘wrote’, ‘speak’ > ‘spoke’, ‘win’ > ‘won’.
- b. Suppletion: verbs marked by taking a different form than their roots such as ‘go’ > ‘went’, ‘be’ > ‘was’, ‘were’.
- c. Zero: verbs inflected for past tense without any change that maintain the form of their root. Examples of these verbs include ‘cut’, ‘put’, ‘hit’, and ‘read’.

3.4.2. *Lexical aspect of verb*

Another factor group considered in the coding of the data was lexical aspect. Each verb was classified as belonging to one of the four Vendlerian (1967) classes: statives, activities, accomplishments, or achievements.

3.4.3. *Past time reference: strategies*

The notion of past time reference is analyzed according to the framework of Peterson (1998) who suggested a number of strategies that a L2 learner may adopt when referring to past time in English. In this study, the strategies the participants adopted for this purpose included: the use of the auxiliary verb ‘did’, the use of the main verb of the sentence with morphological marking, the use of other words or verbs other than the verb of the given sentence, the use of

temporal adverbs, double reference, overgeneralization and no reference at all. For the purpose of coding, these strategies were further categorized as accurate or inaccurate. The strategies of using the main verb with morphological marking, the use of auxiliary ‘did’ and the use of other words were considered accurate if grammatically correct. The strategies of using temporal adverbials with no morphological marking, overgeneralization, and the use of double reference or no past time reference at all were considered inaccurate.

The use of the past tense form of the main verb with morphological marking was the focus of this research. Examples (3.7) and (3.8) illustrate this strategy.

- | | | |
|------|--|----------|
| 3.7. | Yes, I prayed in the mosque. | Part. 34 |
| 3.8. | Yes, I saw my boss in the office this morning. | Part. 49 |

Past time reference with ‘did’ was expressed in three different ways: the pragmatic use of ‘did’ (example 3.9), negation with ‘did’ (example 3.10), short affirmative answers (example 3.11) and short negative answers (example 3.12).

- | | | |
|--------|--|----------|
| 3. 9. | Yes, I did pray in the mosque yesterday. | Part. 6 |
| 3. 10. | No, I did not go to Qargha last Friday. | Part. 20 |
| 3. 11. | Did live you in Kabul in the 1990s?
Yes, I did. | Part. 24 |
| 3. 12. | Did you feel cold last night?
No, I did not. | Part. 14 |

The use of other words other than the main verb is another strategy that some learners adopted when referring to past time reference as indicated in (3.13), (3.14) and (3.15) below:

- | | | |
|--------|--|----------|
| 3. 13. | Did you get your salary last night?
No, the bank was closed. | Part. 54 |
| 3. 14. | Did you pray in the mosque yesterday afternoon?
Yes, I was in the mosque yesterday afternoon. | Part. 12 |

3. 15. Did you walk to the mosque yesterday afternoon?
Yes, I went to the mosque yesterday afternoon. Part. 1

There is also a strategy that some learners adopted in which no past time reference is expressed at all. The use of a present tense verb with no indication of past time, as shown in (3.16) and (3.17) is considered 'no past time reference'.

- 3.16. Did you speak at the staff meeting last week?
Yes, I speak at the staff meeting. Part. 17

- 3.17. Did you clean your bedroom yesterday?
Yes, I clean my bedroom. Part. 9

Past time reference with adverbials means that some learners used the present tense of the verb along with the past tense temporal adverbials as indicated in (3.18) and (3.19).

- 3.18. Yes, I get my salary last month. Part. 30

3. 19. Yes, I write a letter to my brother last week. Part. 7

The other strategy that some learners chose for indicating the past tense was the overgeneralization or regularization of irregular verbs as in (3.20) and (3.21).

- 3.20. Yes, I feeled cold last night. Part.35

- 3.21. Yes, I spoked English at the staff meeting last week. Part. 2

Double past time reference or the use of did before the past tense form of the main verb is another strategy that some learners adopted as shown in (3.22) and (3.23).

- 3.22. Yes, I did wrote a letter to my brother last week Part. 23

3. 23. No, I did not bought a textbook for my English course. Part. 53

3.4.4. Grammatical Accuracy

Another factor group for which the data was coded was the grammatical accuracy of the response. Verbs inflected for past tense (e.g. 'I walked to the mosque'), verbs used appropriately with the auxiliary 'did' (e.g. 'I did pray in the mosque') and short answers ('yes I did' or 'no I

did not') were considered accurate. However, present tense verbs used with past temporal adverbials (e.g. 'I go to Qargha last Friday'), double reference (the use of auxiliary 'did' with the past tense form of the verb: 'I didn't missed the exam') and overgeneralization of irregular verbs (e.g. 'she eated an apple last night', 'Ahmad builded a new house last year') were considered inaccurate.

Results of the analysis based on the above coding system are discussed in detail in the next chapter.

CHAPTER 4 - Discussion of Results

4.0 Introduction

The data of this study were analyzed based on previous studies and the results discussed within this context. This chapter will review how the participants in this study formed English past tense with regular and irregular verbs in the two tasks. It will look at strategies employed to accurately indicate past tense, and some strategies that were not considered accurate. Then the results will be analyzed by considering the lexical aspect of the English verbs used in Task one.

4.1. Overall Accuracy

Accuracy refers to the ability of language learners to produce grammatically correct features of a language. According to Thornbury (1999), accuracy reflects L2 learners' current level of L2 knowledge; in order to be accurate in the production of the L2, they may need to focus their attention on form (p.92). The present study measured accuracy for two levels of L2 English learners in inflecting verbs for past tense on two different tasks, and the strategies they employed.

Learners' accuracy in each task was determined according to the aims of each task. Task 1, which contained thirty-two past tense questions with the auxiliary 'did' and a bare infinitive, was a more interactive task as it expected participants to answer based on their lives. By contrast, Task 2, which contained 10 declarative sentences with incorrect verb forms, was designed to more directly evaluate subjects' judgments of grammaticality and their ability to produce verb forms.

Both elementary and intermediate participants of the study expressed past time reference through the different strategies discussed in the previous chapter. The accurate strategies they used to express past time reference include: 1) using morphological marking (verb inflection), 2) using the auxiliary ‘did’, and 3) responding with words other than the given verb. It is assumed that the accuracy of Task 1 is influenced to some extent by the auxiliary ‘did’ already provided in the task (see Section 4.2.1).

The data was first analyzed according to the class level (elementary and intermediate) of the learners, and then by their length of study of English. An attempt was also made to analyze the data considering the learner’s native language (Pashto or Dari), but this was not possible due to very small numbers (N=10/55) of Pashto speakers among the participants. Thus, this issue remains for future research.

4.1.1 Overall Accuracy for Task 1

Task 1 data were first analyzed based on the proficiency level (elementary and intermediate) of the participants. The overall results for production of regular and irregular verbs in Task 1 show that both the elementary and intermediate learners were quite accurate. In the case of the elementary learners (see Table 1), the result indicates that they inflected 87% (N=433/496) of regular verbs and 87% (N=430/496) of irregular verbs appropriately.

Verb type	Accuracy		Inaccuracy		Total	
	N	%	N	%	N	%
Regular	433	87	63	13	496	100
Irregular	430	87	66	13	496	100
Total	863	87	129	13	992	100

Table 1 : Accuracy with regular and irregular verbs (Task 1: Elementary)

However, the analysis of Task 1 in regards to the inflection of regular and irregular verbs by the intermediate learners provides slightly different results. Table 2 below indicates that intermediate learners marked 87% (N=334/384) of regular verbs and 82% (N=314/384) of irregular verbs accurately.

Verb type	Accuracy		Inaccuracy		Total	
	N	%	N	%	N	%
Regular	334	87	50	13	384	100
Irregular	314	82	70	18	384	100
Total	648	85	120	15	768	100

Table 2: Accuracy with regular and irregular verbs (Task 1: Intermediate)

This distribution between regular and irregular overall accuracy was significant ($p=.05$, Chi Square=3.951). The accuracy results for the individual types of irregular verbs (suppletive, zero, and alternation) were also submitted to a Chi Square test in order to determine if a particular type of irregular verb caused this significant result, but the distribution for irregular verb types was not significant ($p=.90$).

These results show that for both elementary and intermediate learners, accuracy rates for regular verbs equal or surpass those for irregular verbs. This does not support the findings of Pinker and Ullman (2002), Jaeger et al. (1996), Hoeffner (2000) and Peterson (1998) who found irregular verbs to be more accurately produced than regular verbs. They argue that regular verbs are morphologically more complex since they are rule governed and irregular verbs are easier as they are learned like other lexemes. Based on this complexity of form, the L2 researchers accept that regular forms are generally acquired later than irregular forms. For example, Salaberry (2000) found that subjects in his study of learner narratives inflected irregular verbs more

accurately than regular verbs: 40% of irregular and 22% of regular verbs in oral narratives, 56% of irregular and 26% of regular verbs in the written narratives.

These results also suggest that these learners were not placed in their course levels appropriately as the elementary learners outperformed the intermediate learners. This may be due to the unreliability of the placement test used to identify the proficiency levels of these learners. The placement test used for this purpose is not a standardized test and contains 100 multiple choice questions on grammar (see Appendix F). Because of the accuracy results by learners' class level and the knowledge that the placement test is not a standardized test, all learners were re-examined based on the length of English study, information collected from the language background survey. These results are displayed in Table 3. The accuracy rate for Task 1 by learners who had studied English for a period of one year or more was 90% (N=635/1527) while it was 84% (N=892/1527) for the learners who had studied English for less than one year.

Length of study	Accuracy		Inaccuracy		Total	
	N	%	N	%	N	%
One year or more	635	90	69	10	704	100
Less than one year	892	84	164	16	1056	100
Total	1527	87	233	13	1760	100

Table 3: Accuracy with regular and irregular verbs (Task 1: length of study)

These results show that learners who have studied English for a longer period of time are more accurate in their production of the past tense than those who studied English for a shorter period of time. The results were submitted to a Chi-square test and found significant ($p=0.0005$, Chi-square: 12.071).

Since these results support increased accuracy based on length of study, the data were then analyzed for the accuracy of each group of learners based on the regularity of the verb. The

results showed that both types of learners (those who had studied English for one year or more and those who had studied English for less than one year) inflected both regular and irregular verbs at a high rate of accuracy, with regular leading in both groups. Learners with more than one year length of study correctly inflected 93% (N=326/352) of regular verbs and 88% (N=309/352) of irregular verbs, while learners with less than one year of study inflected 86% (N=453/528) of regular verbs and 83% (N=439/528) of irregular verbs accurately (see Table 4).

Length of English study	Regular				Irregular				Total	
	Accuracy		Inaccuracy		Accuracy		Inaccuracy			
	N	%	N	%	N	%	N	%	N	%
One year or more	326	93	26	7	309	88	43	12	704	100
Less than one year	453	86	75	14	439	83	89	17	1056	100
Total	779	89	101	11	748	85	132	15	1760	100

Table 4: Accuracy with regular and irregular verbs by length of English study (Task 1)

The overall distribution for regular (89%, N=779/880) and irregular accuracy (85%, N=748/880) for the two groups of learners was submitted to a Chi Square test and the distribution was found significant ($p=.03$, Chi Square=4.754). Upon closer examination, this result is due to the distribution for learners with one year or more of study ($p=.03$, Chi Square=4.644) because the result for learners with less than one year ($p=.21$) was not significant. This result indicates that length of study helped in the marking of verbs in this study. That is, learners who studied English for more than one year were more accurate in the inflection of both regular and irregular verbs than those learners who had studied English for less than on year.

Although research has shown that irregular verbs should be inflected more accurately by L2 learners because they are more frequent, perceptually more salient and are learned like other lexical elements, this study provides different results. That is, participants, in general and by

length of English study, inflected and produced regular verbs more accurately than irregular verbs. One assumed factor that might have facilitated the more accurate inflection of regular verbs is the pedagogical orientation in language classrooms in Afghanistan. Most EFL instructors teach language features and grammatical structures such as verb forms via explanation of grammatical rules based on the assumption that students learn better this way. Such instruction might aid in the acquisition and production of regular verbs since they are rule-governed. But, irregular forms are not taught in any specific way to indicate that they also follow certain patterns based on three classes: alternation, suppletion and zeros. Rather, EFL instructors tell learners that irregular verbs are to be learned via memorization. The results of the present study also suggest that the higher frequency of irregular verbs found in normal conversation may not be present in the classroom input that these learners receive (as instruction is centered on learning the regular pattern). Thus these learners may not have acquired the irregular lexemes first as they have not had the same level of exposure to irregular verbs either inside or outside the classroom that one would encounter in normal interaction with native speakers.

Jager et al. (1996) report similar findings in which regular verbs were marked more accurately for the past tense than irregular verbs. Jager et al. (1996) gave a list of regular and irregular verbs to participants and asked them to read aloud, speak or use those verbs in the past tense forms. As result of completing this very grammar-oriented task, Jager et al. (1996) found that subjects of their study produced the past tense forms of regular verbs faster and more accurately than that of irregular verbs (p.488). The tasks used in the current study are more similar in design to those of Jager et al. (1996) than the free narratives used by Salaberry (2000).

4.2. Strategies for expressing past time reference

Learners used diverse strategies for establishing past time reference with varying degrees of grammatical accuracy. First, those strategies that resulted in accurate expression of past time will be discussed, then those judged grammatically inaccurate.

4.2.1. Accurate strategies used for expressing past time reference

As indicated in Table 3, the overall accuracy rate of past time reference was 87% (N=1527/1760). To accurately express past time reference, learners of both lengths of English study used different strategies. These included: 1) verbal morphology or verb inflection, 2) words or verbs other than the main verb in the question, and 3) the auxiliary 'did'.

Strategies	Accuracy	
	N	%
Verb morphology	866	57
Auxiliary 'did'	628	41
Other words	33	2
Total	1527	100

Table 5: Accurate strategies for expressing past time reference (Task1)

As shown in Table 5, 57% (N= 866/1527) of the accurate past time references was accomplished with morphological marking of the verbs, while 41% (N=628/1527) was established by the use of 'did', and 2% (N= 33/1527) expressed by words or verbs other than the verbs of the questions provided in the task.

4.2.1.1. Past time reference established with morphological marking

According to Peterson (1998), verbal morphology is the first and standard means that learners need to refer to a past time in English. In this case, as shown in the examples below, whether learners used temporal adverbials as in (4.1) and (4.2), or did not as in (4.3) and (4.4), their answers were considered accurate since the verb marking is correct.

- | | | |
|-------|---|----------|
| 4. 1. | Yes, I went to Qargha last Friday. | Part. 5 |
| 4. 2. | Yes, I came to the class on time yesterday. | Part. 37 |
| 4.3. | Yes, I prayed in the mosque. | Part. 34 |
| 4. 4. | Yes, I got my salary. | Part. 18 |

4.2.1.2. Past time reference with the auxiliary 'did'

Learners used 'did' as an indicator of past time reference in 41% (N= 628/1527) of the accurate cases. The use of 'did' for expressing past time reference occurred with 289 regular verb tokens and 339 irregular verb tokens. The uses of 'did' seem to fall into three categories: (1) pragmatic use of 'did', (2) complete negative answers with 'did', and (3) short affirmative or negative answers with 'did'. The design of the task hoped to elicit affirmative responses, but some negative responses did occur.

First, some of the learners used 'did' pragmatically in affirmative sentences, along with the main verb of the sentence (i.e. did + bare infinitive), as shown in examples (4.5)-(4.8). These basically mimic the form used in the question (without the inverted order) and account for 14% (N=87/628) of the 'did' past time references.

- | | | |
|-------|--|----------|
| 4.5. | Yes, I did answer the phone yesterday. | Part. 37 |
| 4.6. | Yes, I did drive to school or work last Saturday. | Part. 29 |
| 4.7. | Yes, I did read the news in the newspaper ... yesterday. | Part. 34 |
| 4. 8. | Yes, I did speak English at the staff meeting last week. | Part. 1 |

Grammatically, 'did', in such structures, may be used for emphatic purposes as when someone wants to confirm and give a stronger answer, he may use the auxiliary 'did' in the past tense (Yorkey,1984). According to Thornbury (1999), language expresses two meanings or roles.

The first role of language is its representational function: It represents things we experience in the world. The second role of language is its interpersonal function: It expresses how things happen in one's relationship with other people (p.5). Thus, the learners have expressed how something happened in respect to themselves.

Second, past time reference with 'did' appeared in complete negative answers (i.e. 'did'+ 'not' + simple form of the main verb), as shown in examples (4.9)-(4.12). Negation accounted for 81% (N=509/628) of the 'did' tokens. This is not unexpected as it is the standard construction used to express negation in the past.

4. 9.	No, I did not feel cold last night.	Part. 17
4.10.	No, I did not go to Qargha last Friday.	Part. 9
4.11.	No, I did not cut down any trees last month.	Part. 30
4. 12.	No, I did not check my e-mail this morning.	Part. 15

Lastly, learners used the auxiliary 'did' in past time reference by answering the questions with short affirmative or negative responses such as 'Yes, I did' or 'No, I did not'. Similar to examples (4.13)-(4.16) below, 5 % (N = 32/628) of the 'did' past time reference were like these cases.

	<u>Question</u>	<u>Answer</u>	<u>Part. #</u>
4.13.	Did live you in Kabul in the 1990s?	Yes, I did.	24
4.14.	Did you feel cold last night?	No, I did not.	14
4.15.	Did you go to Qargha last Friday?	No, I did not.	55
4. 16.	Did you cut down any trees last night?	No, I did not.	7

The individuals' questionnaires were examined to determine if these short answers were given by a particular individual in order to skip the task or appeared at the end of the questionnaire in order to finish it sooner, but no such evidence was observed. That is, the short answers were neither given at the beginning nor at the end of the questionnaire and were distributed across participants. It is possible that learners who gave such answers might lack the morphological knowledge of specific verbs, but there was no discernible pattern (irregular vs. regular, etc.), so conclusions cannot be drawn, except that most of such answers (N=26/32) were used by learners who had studied English for less than one year.

4.2.1.3. Past time reference established by other words

The last strategy that learners used to express past time reference was using words or verbs other than those provided in the task (2%, N=33/1527). Consider examples (4.17)-(4.20) below:

- | | | |
|-------|--|----------|
| 4.17. | Did you get your salary last night?
No, the bank was closed. | Part. 54 |
| 4.18. | Did you listen to the news on radio last night?
No, I did not have time. | Part. 14 |
| 4.19. | Did you go to Qargha last Friday?
No, I couldn't I want to study. | Part. 24 |
| 4.20. | Did you pray in the mosque yesterday afternoon?
Yes, I was in the mosque yesterday. | Part. 12 |

With this strategy, some possible influences from L1 constructions or direct translation from the L1 were observed. As shown in examples (4.21)-(4.22) below, these L1-influenced constructions occurred with the English verbs 'agree' and 'get'. The use of the verb 'took' instead of the verb 'got' is another common example of Pashto and Dari construction or direct translation (participant 1 below) shown in (4.21). In this situation, in both of these languages the

use of an equivalent of the English verb ‘take’ is more common than the equivalent of English verb ‘get’ which can be used in more formal writing and speaking. Similarly, the verb ‘agree’ is not used in Pashto and Dari in the same way as it is used in English. In Pashto and Dari, the equivalent of the English verb ‘agree’ is an adjective *muafiq* and is used with the verb ‘be’ as participant 15 did in (4.22) with ‘agreed’ in English.

- | | | |
|-------|--|----------|
| 4.21. | Did you get your salary last month?
Yes, I took my salary last month. | Part. 1 |
| 4.22. | Did you agree to participate in this research project.....?
Yes, I was agree to participate in this research project. | Part. 15 |

In short, the use of these types of structures indicates that these learners, instead of focusing on grammar, have shown interactive interest and shared factual information related to their past lives.

4.2.2. Inaccurate strategies used for expressing past time reference

Considering the accuracy rates for past time reference, learners were quite accurate in establishing past time reference, but did employ some inaccurate strategies 13% (N=233/1760) of the time. These tokens may be classified as indicated in Table 6 into five strategies: 1) temporal adverbial expressions, 2) overgeneralization, 3) double past time reference, 4) use of other words, and 5) no use of past time reference. Each of these inaccurate strategies is discussed in the following subsections.

Strategies	Inaccuracy	
	N	%
Temporal adverbial expressions	82	35
Overgeneralization	39	17
Double past time reference	85	37
Other words	8	3
No past time reference	19	8
Total	233	100

Table 6: Inaccurate strategies used for expressing past time reference (Task1)

4.2.2.1. *Temporal adverbial expressions*

Some learners used temporal adverbials to express past time. In this case, 35% (N=82/233) of the inaccurate past time reference were cases of temporal adverbials appearing with a main verb that was unmarked. This type of situation can occur when temporal adverbials are already provided, and learners rely on the temporal adverbials and leave the verbs unmarked (Peterson 1998). In these circumstances, the use of non-past verbs co-occurring with past temporal adverbs provides evidence that these learners perceived the temporal adverbial phrase more saliently than the syntactically expressed past form of ‘did’ + verb in the question. By so doing, they associate temporality with a specific form that does not completely express temporality in the target language (Bardovi-Harlig & Reynolds, 1995).

Past time expressed with temporal adverbs is considered inaccurate because, in English, the marking of a verb is obligatory and the use of adverbials redundant. Examples (4.23)-(4.26) show past time reference with temporal adverbial expressions.

- 4.23. Yes, I drink tea after dinner last night. Part. 7
- 4.24. Yes, I leave home before 7:00am this morning. Part. 18
- 4.25. Yes, I pray in the mosque yesterday afternoon. Part. 26

4.26. Yes, I get my salary last month.

Part. 30

Lee et al. (1997) found that learners who used such structures lack knowledge of verb morphology and are in the early stages of language learning. Such learners mark time through lexical items (e.g. ‘last night’, ‘tomorrow’, ‘yesterday’, etc.) and, in later stages, will start adding past tense morphology to verbs (p.5). This observation acknowledges that these learners have general recognition of temporality and the need to mark past time. As they progress, they will form past tense accurately by morphological marking rather than relying on temporal adverbs. That is, they will connect the communicative function of past tense marking more strongly with the morphological marking of verbs.

4.2.2.2. Overgeneralization

Overgeneralizing or applying the regular rule (past tense maker *-ed*) to irregular verbs is another inaccurate strategy that some learners used (17% of inaccurate responses, N=39/233) to define past time frames. The overgeneralization of regular endings to irregular verbs supports the ‘type frequency’ effect. ‘Type frequency’ indicates how many lexical items use a certain pattern or construction, and past tense marker *-ed* is an example of such a pattern since it is used with a very large number of verbs (Ellis, 2002, p.166). Therefore, overgeneralization in this task may be influenced by the high use of *-ed* in everyday English and in the classroom input that these learners received. The regular rule *-ed* was applied to 39 irregular verbs as shown in (4.27)-(4.30).

4.27. Yes, I feeled cold last night.

Part.35

4.28. Yes, I taked my children to school yesterday morning.

Part. 28

4.29. Yes, I leaved home before 7:00am this morning.

Part. 26

4.30. Yes, I cuted down trees last month.

Part. 45

In addition to overgeneralization, two examples of analogical extension by elementary learners (one of them had studied English for more than a year and one for less than a year) were also observed. It seems that these two participants found the regular verb ‘live’ deceiving because they produced it as if it were similar to the past tense form of the irregular verb ‘leave’ as shown in examples (4.31) and (4.32):

- | | | |
|-------|---|----------|
| 4.31. | Yes, I lift [left] in Kabul in the 1990s. | Part. 1 |
| 4.32. | Yes, I left in Kabul in the 1990s. | Part. 20 |

4.2.2.3. Double marking of past tense

Indicating past time reference with ‘did’ + past tense form of the verb is another inaccurate strategy that some learners employed. In this case, the learners may not have realized that the non-inflected form of the verb must be used after the auxiliary ‘did’. These tokens account for 37% (N= 85/233) of the inaccurate past time reference. Perhaps for these learners, the auxiliary ‘did’ is more salient than the main verb. As indicated in the examples (4.33)-(4.36) below, this strategy occurred with both regular (N=38) and irregular verbs (N=47).

- | | | |
|-------|--|----------|
| 4.33. | Yes, I did wrote a letter to my brother last week | Part. 23 |
| 4.34. | Yes, I did prayed in the mosque yesterday afternoon. | Part. 39 |
| 4.35. | No, I did not walked to the mosque. | Part. 35 |
| 4.36. | No, I did not bought a textbook for my English course. | Part. 53 |

4.2.2.4. Use of other words

In addition to the other inaccurate strategies, learners also used other words to express past time occasionally (3%, N=8/233), but the words used do not indicate past time reference. The examples (4.37) and (4.38) below will clarify the types of tokens included in this category.

4.37. Did you agree to participate in this research project when you were asked?

Yes, I am ready to participate in this research project. Part. 1

4.38. Did you agree to participate in this research project when you were asked?

Yes, I am agree to participate in this research project. Part.4

As indicted in Section 4.2.1.3, the structure used with the verb ‘agree’ is a clear influence of an L1 construction in terms of using the verb ‘be’ with the verb ‘agree’. Similar examples presented previously were discussed separately because they were used with the past tense of the verb ‘be’, but here they are considered inaccurate because both ‘be’ and ‘agree’ are in the present tense without any indication of past temporal reference.

4.2.2.5. *No past time reference*

Lack of past time reference can make meaning ambiguous. Peterson (1998) states that when learners do not have complete access to tense morphology, they may not set a past time reference at all, a situation which he calls the ‘nil’ frame or reference (p.33). In this study, just 8% (N=19/233) of the inaccurate tokens are ‘nil’ frame situations. This low number is most likely due to the structure of the questionnaire instrument itself; learners were provided past temporal adverbs and the auxiliary ‘did’ in the questions. Thus, if Peterson’s observations are true, these learners do not have knowledge of the past tense forms of these specific verbs nor are they able to indicate past time reference with ‘did’ or adverbs. Some examples (4.39)-(4.41) from the learners’ questionnaires clarify this use.

4.39. Yes, I speak at the staff meeting. Part. 17

4.40. Yes, I clean my bedroom. Part. 9

4.41. Yes, I agree to participate in this research project. Part. 52

Clearly, past tense reference is not conveyed due to the present tense form of the verbs.

4.3. Lexical aspect

Second language researchers have formulated the lexical aspect hypothesis, discussed in Section 2.3, and believe it plays a key role in past tense verb inflection. In order to investigate lexical aspect influence here, aspectual types of verbs were categorized in two groups: events (achievements and accomplishments) and non-events (activities and states).

4.3.1. *Lexical aspect and past time reference*

With regard to the event-like quality of the verb, the data of Task 1 exhibited similar rates of accuracy for non-event and event verbs: 87% (N=769/880) for events and 89% (N=758/880) for non-events. The data were then analyzed for accuracy examining rates for regular and irregular verbs used to express events and non-events (see Table 7). For events, both regular and irregular verbs were inflected with the same rate of accuracy (87%, N=336/385 regular, and 87%, N=333/395 irregular). However, for non-events, the accuracy rate with regular verbs (89%, N= 443/495) is higher than that of irregular verbs (82%, N= 315/385). This result suggests that irregular non-event verbs are more difficult to produce than event-like verbs or regular non-events. Separate Chi Square tests were performed to determine if the distribution was significant in each case. The distribution for regular verbs in event versus non-event verbs was not significant ($p=.31$). However, for irregular verbs, lexical aspect does appear to affect accuracy as the distribution was deemed significant ($p=.05$, Chi Square=5.392).

Next, length of study was added to determine if the length of exposure to English affected the participants' accuracy in producing accurate irregular verbs that are non-events. Based on such analysis, accuracy rates for events and non-events for learners with more than a year of study were higher than those for learners with less than a year of study (see Table 7). That is, for non-events, learners with more than one year of study correctly inflected 95% (N=188/198) of

regular and 84% (130/154) of the irregular verbs, while learners with less than one year study exhibited accuracy rates of 86% (255/297) for regular verbs and 80% (185/231) for irregular verbs.

Aspectual type of verb & length of English study	Regular				Irregular				Total			
	Accuracy		Inaccuracy		Accuracy		Inaccuracy		Accuracy		Inaccuracy	
	N	%	N	%	N	%	N	%	N	%	N	%
Events (achievements & accomplishments)	336	87	49	13	433	87	62	13	769	87	111	13
One year or more	138	90	16	10	179	90	19	10	317	90	35	10
Less than on year	198	86	33	14	254	86	43	14	452	86	76	14
Non events (activities & states)	443	89	52	11	315	82	70	18	758	86	122	14
One year or more	188	95	10	5	130	84	24	16	318	90	34	10
Less than one year	255	86	42	14	185	80	46	20	440	83	88	17

Table 7: Accuracy with lexical aspect and length of English study (Task1)

Bardovi-Harlig and Reynolds (1995) found that lexical aspect influences past tense acquisition: events are inflected first and non-events are inflected second. This same sequence is confirmed by Tickoo (2001, 2005) and Salaberry (2000). But, none of these researchers observed the role of regular and irregular verbs in the encoding of events and non-events, so the results of the present study suggest that the interaction of lexical aspect and regularity of verb merits more in-depth research.

4.4. Overall Accuracy for Task 2

In contrast to Task 1, which is a more interactive activity, Task 2 is more grammatical, focusing simply on the production of forms. Task 2 contained 10 declarative sentences with past temporal adverbs, but with inaccurate verb forms. The participants were asked to read each sentence carefully and to determine if it was grammatically correct or incorrect. The task contained both regular and irregular verbs. In contrast to Task 1, in which the learners overall

were equally accurate with both regular and irregular verbs, results for this task indicate that they were more accurate in the recognition and correction of regular verbs than with irregular verbs (see Table 8) as the learners accurately corrected 87% (N=191/220) of regular verbs, but only 76% (N=252/330) of irregular verbs.

This result may be based learners' perception of these verbs and, again, on the framework they have used in the acquisition and inflection of regular and irregular verbs. Based on the higher type frequency of regular verbs, it is believed that regular verbs can be more salient, or perhaps they were simply more salient in the input to which these learners have been exposed (as classroom instruction is focused on the regular pattern). Thus, the high frequency of the past tense marker *-ed* might have inspired the higher accuracy rate found here for regular verb inflection.

Verb type	Accuracy		Inaccuracy		Total	
	100	%	N	%	N	%
Regular	191	87	29	13	220	100
Irregular	252	76	78	24	330	100
Total	443	81	107	19	550	100

Table 8: Accuracy with regular and irregular verbs (Task 2)

The data were then analyzed for length of study (as shown in Table 9); learners who have studied English for one year or more marked 94% (N=83/88) of the regular verbs and 83% (N=110/132) of the irregular verbs accurately. Learners who studied English for less than one year exhibited lower rates of accuracy, marking 82% (N=108/132) of the regular verbs and 72% (N=142/198) of the irregular verbs accurately. So, all of the learners, regardless of length of study, recognized and produced regular verbs more accurately than irregular verbs.

Length of study	Regular				Irregular				Total	
	Accuracy		Inaccuracy		Accuracy		Inaccuracy			
	N	%	N	%	N	%	N	%	N	%
One year or more	83	94	5	6	110	83	22	17	220	100
Less than one year	108	82	24	18	142	72	56	28	330	100
Total	191	87	29	13	252	76	78	24	550	100

Table 9: Accuracy with regular and irregular verbs by length of English study (Task 2)

These results underscore that the participants of the present study found the production of irregular verbs more difficult than that of regular verbs, further supporting the hypothesis already advanced that instruction in the classroom may have facilitated higher accuracy with regular verbs.

4.4.1. *Inaccuracy of regular and irregular verbs*

With respect to inaccuracy in Task 2, several tendencies emerge. Some learners marked sentences as ‘correct’ although all sentences were incorrect (as shown in 4.42 and 4.43). Some learners recognized irregular verbs (like ‘eat’ in example (4.44) by participant 23) that were overgeneralized in the task, and they removed the past tense marker *-ed*, but they were unable to mark them for past tense. There were also some examples of overgeneralization, like in example (4.45), in which learners regularized irregular verbs by adding the past tense regular marker *-ed*.

4.42. Ahmad build a new house last year. (provided sentence)
It is grammatically correct. Part. 3

4.43. She eated an apple last night. (provided sentence)
It is grammatically correct. Part. 2

4.44. She eated an apple last night. (provided sentence)
She eat an apple last night. Part. 23

4.45. Ahmad build a new house last year. (provided sentence)
Ahmad builded a new house last year. Part. 5

In addition, another factor that caused inaccuracy in this task is an inability to recognize the main verb of the sentence. For example, in the sentence ‘The dry weather cause several diseases last year’, four learners perceived the adjective ‘dry’ as a verb and inflected it as ‘dried’ or ‘dried’ and they left the verb ‘cause’ unmarked as indicated in example (4.46.).

4.46. The dried weather cause several diseases last year. Part.4

Also some influence of L1 constructions or direct translation was observed in this task. As shown in excerpts (4.47), the verb ‘film’ in ‘Ajmal film the conference last week’ is used as a noun with the verb ‘take’.

4.47. Ajmal took film the conference last week. Part. 1

The use of the verb phrase ‘take film’ in the above structure is a direct translation from Pashto and Dari in which the verb ‘film’ is commonly used as a noun with the verb ‘take’ as a verb phrase.

Task 2 was not analyzed for lexical aspect effects as lexical aspect was not controlled for in the design of the task. Therefore, the different lexical aspect classes were not represented in a proportional manner in Task 2.

4. 5. Summary of results

This chapter has reported various results regarding the past tense inflection of regular and irregular verbs in the two tasks employed in this study. In the first task (a more interactive task with 32 past tense ‘did’ questions), the results did not support the hypothesis that the token frequency of irregular verbs found in normal speech would assist in learners’ success with this task. It was found that both regular and irregular verbs were inflected at approximately equal rates of accuracy, with regulars at slightly higher rates. Task 2 (a grammatical or form-focused

task that containing declarative sentences with incorrect verb forms) showed similar results, but regular verbs once again led irregular verbs in accuracy. Thus, the present study indicates that the token frequency of irregular verbs found in everyday speech did not have the expected influence on the participants' formation of past tense verb forms. However, this may be affected by the classroom input to which these participants have been exposed.

With respect to lexical aspect, the results of Task 1 showed that participants did not inflect events and non-events similarly as learners found irregular non-event verbs more difficult to produce than event-like verbs or regular non-events.

CHAPTER 5 - Conclusions

5.1. Summary of findings

This study investigated how adult Afghan EFL learners form English past tense in accord with the regularity and lexical aspect of verbs. It aimed at determining how these learners marked past time (in Task 1), and how they recognized and then corrected regular and irregular verbs (in Task 2) in written production. The data were first analyzed according to the class level (elementary and intermediate) of the learners, and then by their length of study of English. These results supported increased accuracy in production of past tense forms based on length of study. The data were then analyzed for accuracy based on the regularity of the verb by each group of learners.

Then Task 1 data showed that both groups of learners (those who had studied English for one year or more and those who had studied English for less than one year) inflected both regular and irregular verbs at a high rate of accuracy, with regular leading in both groups. Learners with more than one year length of study correctly inflected 93% of regular verbs and 88% of irregular verbs, while learners with less than one year of study inflected 86% of regular verbs and 83% of irregular verbs accurately.

Results for Task 2 were similar as they indicated that learners were more accurate in the recognition and correction of regular verbs than irregular verbs as learners who studied English for one year or more marked 94% of regular verbs, but only 83% of irregular verbs accurately, while learners who studied English for less than one year marked 82% of the regular verbs and 72% of the irregular verbs accurately. Thus, the findings of the present study indicate that all

learners, regardless of length of study and class level, recognized and produced regular verbs more accurately than irregular verbs.

It was put forward as a hypothesis that instruction in the classroom may have facilitated higher accuracy with regular verbs. The results may also be based on how learners perceive these verbs and what framework they have used in the acquisition and inflection of regular and irregular verbs. Based on the higher type frequency of regular verbs, it is believed that regular verbs were more salient for these learners. Thus, the high frequency of the past tense marker *-ed* in the classroom instruction might have helped the higher accuracy rate of regular verbs' inflection and recognition.

With regards to the lexical aspectual qualities of the verbs (events and non-events) in Task 1, the data initially reflected rates of accuracy for non-event and event verbs similar to the overall accuracy rates: (87%) for events and (86%) for non-events. However, the data were then analyzed for accuracy with regular and irregular verbs used to express events and non-events. In the case of events, the results show that both regular and irregular verbs were inflected with the same rate of accuracy: (87%). However, in the case of non-event verbs, the accuracy rate with regular verbs (89%) was higher than that for irregular verbs (82%). This result suggests that participants found irregular non-event verbs more difficult to produce than event-like verbs or regular non-events.

Based on the above study which involved only the analysis of past tense formation, no morphological influence of either L1 was observed. However, the influence of L1 constructions or direct translation of L1 was observed in the responses of several participants.

5.2. Analysis of methodology

As a first academic and original research project in the area of second language acquisition, the present study has brought a revolution in my professional or academic life. After this study, I believe that a second language teacher should have knowledge of L2 acquisition theories. Having such knowledge, the teacher is able to teach better, recognize and find solutions for the barriers the students face in the process of learning. In my case, the present research has had a great and positive influence on my professional and academic development, as result of which, I consider myself capable of doing similar research studies in the future. Additionally, I will be able to better supervise and advise my students on how to carry out research and write their monographs as a requirement for the degree of BA in the English department at Kabul University.

If I were to conduct similar research in the future, attempts would be made to improve the current experimental design which did not control for lexical aspect or the type of irregularity of the verb. Task 1 did control for regularity (regular vs. irregular) of the verb, but neither task (Task 1 and Task 2) controlled for lexical aspect or for the type of irregularity (i.e. suppletion, alternation and zero). Thus, in the future, experimental tasks would better control for these factors so that clearer results in regards to the acquisition of past tense inflection are obtained. In a similar vein, it would be important to control the stimulæ for frequency of use of the verbs so that it could be discovered whether frequency of use influences inflection or not.

This same type of research could also be expanded to focus on the recognition and production of other linguistic features (e.g. inflection of verbs for present tense or different aspects, inflection of plurality, inflection of adjectives and adverbs for comparison, subject-verb agreement and etc.).

5.3. Possibility of further research

As the study's main focus was the analysis of learners' production of past tense verbs, some aspects related to past tense production have not been covered. This is mainly due to the small scope of the thesis, but points to the need for more studies to be conducted in this area. It is hoped that future studies in the area of past tense formation include analysis of 'did', the role of irregularity and lexical aspect in the production of past tense, and the role of the learners' first language.

First, the use of the auxiliary 'did' in the past tense merits further research. For example, participants in the present study answered the past tense 'did' questions by using 'did' again in various ways. These included pragmatic use of 'did' (e.g. 'Yes, I did watch TV'), negation with did (e.g. 'I did not go to the park'), and affirmative and negative short answers with did (e.g. 'Yes, I did' and 'No, I did not'). It remains to be discovered in what situations learners employ such structures with 'did' (as in this case they did so despite the fact that they were instructed to answer the questions using the main verb without the auxiliary 'did').

Lastly, a similar study with equivalent numbers of Pashto and Dari speakers would provide some insight as the influence of the Afghans' L1 on English past tense production. When the data of the present study were analyzed on this basis, it was found that Pashto speakers were more accurate, but it was not possible to draw definitive conclusions as few speakers of Pashto (N=10) were among the participants. A follow-up study based on the same numbers of Pashto and Dari speakers would provide more reliable results and could determine the extent to which the L1 affects accuracy or rate of acquisition of past tense morphology for these two language groups.

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Appendix A - Informed Consent Form

Foreign Language Use and Production

APPROVAL DATE OF PROJECT:

EXPIRATION DATE OF PROJECT:

You are invited to participate in a project that looks at how people learn English as a foreign language. My name is XXX, the English Language Coordinator for the Embassy of the United States of America. You were selected as a possible participant in this study because you are currently learning or have learned in the past English as a second language.

If you decide to participate in this study, I will give you two questionnaires which contain 42 questions. You will be asked to provide written answers for those questions. Answering the questions will take less than one hour if you decide to participate in this study.

Any **risks** (i.e. physical, psychological, social, or legal) involved in this study are minimal and are comparable to risks in everyday life.

There is **no cost** to you for participating **nor** will you receive **any payment** for your participation in this study. However, this project hopes to provide you with an indirect benefit by contributing to our knowledge of how second languages are used and what instructional techniques are perceived as useful.

Please note that **any information obtained by this study and that can be identified with you will remain confidential and will be disclosed only with your permission**. More specifically, all written as well as computer files will be coded so that no personally identifying information is on the label or the file name. Any analysis of the written documents will use code names and numbers. No personally identifying information will be included in the analysis of your answers, thus your anonymity will be ensured. All materials will be kept in a secure place such as a locked file cabinet; all data files will be stored on a computer that requires password access. All written answers of yours in this research project and photocopies of data collected and analyzed will be used for research and data analysis purposes only. The data files will not be released to anyone, including other researchers, without your written permission (you can give your consent to this below).

Following analysis, **the answers will be kept in a secure place for possible further research purposes**. In the future, very brief excerpts of the answers and analysis might be used for research publications if you give your consent to this below. All data used for these purposes will be coded to ensure the protection of your identity.

Your decision whether or not to participate will not affect your future relations with me or Kansas State University. **You are under no obligation to participate in this study.** You are free to (a) discontinue participation in the study at any time, (b) request that already written answers be destroyed and thus excluded from the study.

Your signature below indicates that you have read and understood the information provided above and willingly agree to participate in this study under the terms described. You understand that this project is for research. You also understand that you are free to withdraw your consent at any time and stop participating at any time after signing this form without explanation and without consequences (without penalty, or loss of benefits, or academic standing to which you may otherwise be entitled). Your signature below also acknowledges that you have received a signed and dated copy of this consent form.

If you have any **questions about this study** now, please ask me. If you need additional information later, please do not hesitate to contact **Yar Mohammad Bahrami**, or **Mary T. Copple**, his thesis advisor .You can reach Yar Mohammad at (001) 785 317 8280, e-mail: yarmb@ksu.edu, and Dr. Copple at: (001)785-532-1924, E-mail: mcopple@ksu.edu. Should you have any **questions regarding your rights as a research subject**, you can contact: Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224 *or* Jerry Jaax, Associate Vice Provost for Research Compliance and University Veterinarian, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

You may keep a copy of this same form.

Name of Participant

Signature of Participant

Date

Signature of Investigator/Outside Collaborator

Date

Please answer the following questions by checking a response and by signing your initials:

I grant the investigator permission to **share with students (researchers in training)** in the field excerpts of the data in the classroom.

☐ yes ☐ no _____

Initials

I grant the investigator permission to **share with other researchers** in the field excerpts of the transcribed data.

☐ yes ☐ no _____

Initials

I grant the investigators permission to use the written excerpts at professional meetings and in professional publications. Any name or place references will be changed.

☐ yes ☐ no _____

Pashto Translation of informed consent form

د بهرنۍ ژبې استعمال او یا استفاده

د پروژې د منظوري نېټه: د پروژې د پای نېټه:

تاسو ته په دې څيړنيزه پروژه کې د ګډون کولو بلنه درکول کېږي . دا تحقيقاتي او يا څيړنيزه پروژه هغه
 وضعیت څيړي چې خلک څنگه د انگليسي ژبه د بهرنۍ ژبې په توګه انگليسي زده کوي . زه XXX په کابل
 کې د امريکا د متحده ايالاتو په سفارت کې د انگليسي ژبې د پروګرامونو مسؤل یم . تاسو په دې څيړنيزه پروژه
 کې د ګډون کوونکي په توګه غوره شوي ياست ځکه چې تاسې د انگليسي ژبې (د يوې بهرنۍ ژبې په توګه) پر
 زده کړه بوخت يۍ او يا موډا ژبه پخوا زده کړې ده .

که چیرې تاسو موافق یاستی. چې په دې څپړنه او مطالعه کې ونډه واخلي ، نو تاسې به ته دوه پوښتنلیکونه درکړل شي چې ۴۲ پوښتنې لري او له تاسو نه به و غوښتل شي چې نوموړو پوښتنو ته په لیکلي ډول ځوابونه ورکړئ چې له یوه ساعت څخه کم وخت به مو ونیسی.

په دې تحقیق یا خبرنه کې د هر ډول خطر (فزیکي، رواني، ټولنیز یا حقوقي) کچه ډیره ټیټه ده او کیدای شي دا کچه له هغو خطراتو سره برابره وي چې یو انسان ورسره په ورځنۍ ژوند کې مخ دی .

په دې څېړنه کې د ګډون په بدل کې نه تاسو ته مالي امتياز درکول کېږي او نه هم له تاسو څخه کوم مالي لګښت غوښتل کېږي. اما هيله ده چې له دې پروژې څخه د خپلې پوهې په برخه کې په نامستقیمه توګه ګټه پورته کړي او هغه دا چې تاسو وکولای شي په دې پوه شي چې بهرنۍ ژبه څنګه زده کېږي ، کومې لارښوونې او مهارتونه په دې لار کې ګټور دي.

لطفآ په ياد ولرئ چې ټول هغه معلومات چې له تاسو نه ترلاسه کيږي محرم او پټ ساتل کيږي او يواځې ستاسو په اجازه او خوښه به له نورو کسانو سره شريک کړل شي . ټول ليکل شوي او په کمپيوټر کې شته معلومات او اسناد به د کوډونو له مخې علامه گذاري کړل شي . يعنې هيڅ سند او معلومات د شخص په نوم نه بلکه د يوه محرم کوډ له ليارې په نښه کيږي ترڅو هيڅوک پوه نه شي چې کوم اسناد کوم کس پورې تړاو لري . د تحليل او ارزونې په وخت به هم ليکل شوي اسناد د کوډ د شميرې له مخې وکتل شي او په دې ډول به د هيڅ کوم کس

شخصي معلومات ستاسو د ځوابونو په تحليل او ارزونه کې شامل نه کړل شي او له دې ليارې به ستاسو د اسنادو محرمانيت و ساتل شي. د پروژې ټول اسناد به په يو خوندي ځای يعني په يوې بنده الماري کې ساتل کيږي. همدارنگه په کمپيوټر کې به ټول اسناد او معلومات د پاسورډ په لرلو سره خوندي ساتل کيږي.

ستاسو له ليکلي ځوابونو او نورو معلوماتو څخه به يواځې په دې څيړنيزه پروژه کې د تحليل، څيړنې او ارزونې په توگه کار اخستل کيږي. د تحقيق کونکو په گډون به نوموړي معلومات به ستاسو له ليکلي اجازې نه پرته هيچاته ور نه کړل شي. (تاسو کولای شې په دې اړه خپل موافقه په لاندې توگه بيان کړي).

د تحقيق او ارزونې نه وروسته به هم ستاسو معلومات د نورو ورته څيړنو په موخه په خوندي ځای کې ساتل کيږي. کيدای شي ستاسو د ځوابونو لنډيز او د هغو ارزونه په ځينو تحقيقاتي خپرونو کې نشر کړل شي ولې په هغه صورت کې چې تاسو په لاندې ډول خپل رضایت څرگند کړي. د يادونې وړ ده چې چې ټول هغه معلومات چې په دې برخه کې ورڅخه کار اخستل کيږي د کوډ په ورکولو سره خوندي ساتل کيږي ترڅو ستاسو هويت خوندي و ساتل شي.

ستاسې پريکړه چې آيا په دې پروسه کې گډون کوئ او کنه، له ما او يا د کنډاس له ايالتي پوهنتون سره ستاسو په راتلونکو اړيکو باندې کومه منفي اغيزه نه لري. تاسو ملکف نه يې چې هرو مرو بايد په دې څيړنه کې گډون وکړئ. تاسو کولای شې او اختيار لرئ چې: (الف) هروخت چې و غواړئ په دې تحقيق کې له گډون څخه ډډه وکړئ، (ب) د مخه ليکلي ځوابونو د له منځه وړلو او په دې څيړنه د هغو د نه استفادې غوښتنه وکړئ.

ستاسې لاندې لاسليک په دې معنی دی چې تاسو پورته يادشوي معلومات لوستلي، پرې پوهيدلي ياست او د پورته يادو شويو شرايطو مطابق په دې څيړنه کې په خپله خوښه ونډه اخلي او له دې کار سره موافقه لري. تاسو همدارنگه پوه شوي ياست چې دغه پروژه د څيړنې په موخه ترتيب شوی ده. تاسو په دې هم پوه شوي چې کولای شې د دې سند له لاسليک نه وروسته هم پرته له دې چې له تاسو نه د توضيحاتو او نورو عواقبو لکه جريمې، گټې او نور امتيازاتو غوښتنه و شي، خپل توافق پای ته ورسوي او په دې پروسه کې له گډون کولو څخه ډډه وکړي. ستاسو لاندې لاسليک همدارنگه تصدیقوي چې د دې سند يوه لاسليک شوې کاپي تاسو هم ترلاسه کړې ده.

که چیرې اوس مهال د خپرې په اړه کومه پوښتنه لرئ ، نو مهرباني وکړې له ما څخه و پوښتنې . ولې له نن نه وروسته او د نورو زیاتو معلوماتو د ترلاسه کولو په موخه له یارمحمد بهرامی او یا د نوموړي د تیزس له لارښود استاد ماري کاپل سره د لاندې پتو له ليارې په تماس کې شي :

د تېلفون شمېره بریښنا لیک

yarmb@ksu.edu

0017853178280

یارمحمد بهرامی

mcopple@ksu.edu

0017855321924

ډاکټر کاپل

که چیرې د خپرې د ګډون کوونکي په توګه د خپلو حقوقو په هکله کوم پوښتنه لرئ ، نو کولای شئ چې له ریک سکویت، د تحقیق د کمیټې له رئیس او له جيري جاس ، د بشري موضوعاتو په برخه کې ددغې کمیټې له مرستیال سره په لاندې پته تماس ونیسئ : فیرچایلد هال 203، د کنزاس ایالتي پوهنتون، د منهانق ښار، د کنزاس ایالت 66506، د امریکې متحده ایالات ، د تېلفون شمېره: 011 785 532 3224

تاسو کولای شئ چې د دې سند یوه کاپي له ځان سره وساتئ.

د ګډون کوونکي نوم

نېټه

د ګډون کوونکي لاسلیک

نېټه

د پلټوونکي / تحقیق کوونکي یا دهغه د بهرني همکار لاسلیک

مهرباني وکړئ لاندې پوښتنو ته د " هو " او یا " نه " ځواب په انتخاب سره ځواب ورکړئ او په وړاندې یې لاسلیک وکړئ:

زه پلټوونکي ته اجازه ورکوم چې د معلوماتو خلاصه له نورو ورته تحقیق کوونکو / زده کوونکو سره چې په دې څېړنه کې شامل نه دي شریک کړي.

[] هو [] نه

لاسلیک

زه پلټوونکي ته اجازه ورکوم چې د دې معلوماتو یوه برخه له نورو خپروونکو سره چې په دې څپرکه کې شامل نه دي شریکه کړي.

[] هو [] نه

لاسلیک

زه پلټوونکو ته اجازه ورکوم چې د لیکل شوو معلوماتو څخه په مسلکي مجالسو استفاده وکړي او په پوهنیزو خپرونو کې یې نشر کړي. (په ځوابونو کې ستاسو لخوا استعمال شوی نوم او ځای ته به تغیر ورکړل شي)

[] هو [] نه

لاسلیک

Dari Translation of informed consent form

موافقت نامه

استفاده و محصول لسان خارجی

تاریخ منظوری پروژه:

تاریخ ختم پروژه:

از شما دعوت می‌گردد تا در پروژه تحت عنوان "مردم چگونه لسان انگلیسی را منحنیث لسان خارجی می‌آموزند" اشتراک نمائید. اینجانب XXX هماهنگ کننده لسان انگلیسی در سفارت ایالات متحده امریکا به اطلاع شما میرسانم که شما به دلیل اینکه قبلاً لسان انگلیسی را منحنیث لسان دوم آموخته و یا فعلاً در حال آموزش لسان انگلیسی استید، به عنوان از اشتراک کننده این برنامه تحقیقی انتخاب شده اید.

42 در صورتیکه شما تصمیم به اشتراک در این برنامه را داشته باشید، به شما دو سوالنامه داده میشود که حاوی سوال میباشد. از شما خواسته میشود تا به سوالات مذکور پاسخ تحریری ارائه نمائید که بیشتر از یک ساعت وقت شما را نخواهد گرفت.

هر نوع خطری (فیزیکی، روانی، اجتماعی و یا حقوقی) که ممکن در این برنامه متوجه باشد به حد اقل بود و میتواند معادل خطرات باشد که افراد بصورت یومیه با آن روبرو است.

در صورت اشتراک، نه شما کدام مصرف را متقبل میشوید و نه هم برای شما کدام امتیاز مادی داده میشود. اما توقع میرود که بالاثرتطبیق این پروژه شما از نفع غیر مستقیم که رشد دانش علمی در مورد اینکه لسان دوم چگونه استفاده میشود و کدام مهارت ها و هدایات مفید خواننده شده است، مستفید خواهید شد.

بخاطر باید داشت هر معلومات را که شما طی این پروژه فراهم مینمائید، محرم حفظ گردیده و صرف به اجازه خود شما با سایرین در میان گذاشته خواهد شد. مشخصاً باید یادآور شد که تمام اسناد و مدارک تحریری و کمپیوتری به شکل کد مشخص خواهند گردید تا معلومات فراهم شده به نام شخصی اطلاق نگردد. هر تحلیل که در مورد معلومات اجرا میگردد با استفاده از کد و شماره صورت میگردد. هیچ معلومات خصوصی در تحلیل جوابات ارایه شده شامل نمی گردد و از همین رو حریمیت اسم شما کاملاً تضمین میگردد. تمام مواد برنامه در محل امن یعنی در یک الماری قفل شده حفظ میگردد. تمام معلومات کمپیوتری در فایل های که باز کردن آن به

رمز نیاز دارد، حفظ خواهد گردید. تمام جوابات کتبی شما طی این برنامه تحقیقی و فوتوکاپی مواد بدست آمده از شما صرف بمنظور تحقیق و تحلیل معلومات مورد استفاده قرار میگیرد. معلومات مذکور به هیچ فردی به شمول تحقیق کننده گان، بدون اجازه کتبی شما داده نمیشود. (شما میتوانید رضایت خویش را کتباً در اوراق ذیل اظهار دارید)

بعد از ختم تحقیق و تحلیل، جوابات شما بخاطر استفاده در تحقیق های بعدی در محل امن حفظ میگردد. در آینده خلاصه از جوابات شما و تحلیل آن ممکن در بعضی از نشریه های تحقیقی به نشر برسد که آنهم در صورتیکه شما رضایت خویش را در ذیل اظهار دارید. باز هم باید گفت که تمام معلومات جمع آوری شده به این هدف، کد داده خواهد شد تا شناسائی شما محفوظ باشد.

تصمیم مثبت و یا منفی شما جهت اشتراک در این برنامه تحقیقی بالای ارتباط شما با من و یا پوهنتون کنزاس کدام اثر منفی نخواهد گذاشت. اشتراک شما در برنامه تحقیقی هذا الزامی نیست. شما اختیار دارید که: الف) هر زمانی بخواهید ادامه برنامه را توقف دهید. ب) تقاضا نمائید تا جوابات قبلاً ارایه شده توسط شما از بین برده شود و شامل برنامه تحقیقی نگردد.

امضای شما در ذیل نمایانگر آنست که شما تمام معلومات حاوی این سند را مطالعه و درک نموده اید و داوطلبانه و بدون کدام فشار میخواهید در این برنامه تحقیقی با شرایط فوق اشتراک نمائید. شما همچنان فهمیده اید هر زمانی که بخواهید رضایتنامه خویش را باطل اعلان نمائید و اشتراک خود را در این برنامه تحقیقی توقف دهید بدون اینکه از شما کدام سوال و یا توضیحات خواسته شود و یا کدام عواقب دیگر از قبیل جریمه، از دادن امتیازات، و یا امتیازات علمی که ممکن شما مستفید گردید متوجه شما گردد. امضای شما در ذیل تصدیق بر آن خواهد که شما یک کاپی امضا شده این رضایتنامه را دریافت نموده اید.

در صورتیکه شما در مورد این برنامه تحقیقی کدام سوال داشته باشید، با من به تماس شوید. در صورتیکه بعداً به کدام معلومات اضافی نیازمند باشید، لطفاً با **یار محمد بهرامی** و **یا ماری تی کاپل** در آدرس های ذیل به تماس شوید

اسم شماره تلفون آدرس ایمیل

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0017855321924

داکتر کاپل

در صورتیکه شما در مورد حق تان پیرامون موضوع تحقیقی کدام سوال داشته باشید، لطفاً با ریک سکیت، رئیس کمیته تحقیق و یا جیری جاکس معاون این کمیته روی موضوعات بشری به آدرس ذیل تماس بگیرید:

203 تعمیر فیر چایلد ، پوهنتون ایالتی کنزاس ، شهر منهاتن ایالت کنزاس 66506 ، شماره تیفلون: 785 532 3224

شما میتوانید کاپی این فورمه را نزد خود حفظ نمائید.

اسم اشتراک کننده

امضای اشتراک کننده تاریخ

امضای تحقیق کننده و یا همکار ایشان

لطفاً سوالات آتی را با گذاشتن علامه صحیح در مقابل جوابات داده شده و امضا در مقابل آن، پاسخ دهید.

من به تحقیق کننده اجازه میدهم تا خلاصه از جوابات را با محصلین شامل برنامه تحقیقی در میان گذارد.

بلی () نخیر () امضا

من به تحقیق کننده اجازه میدهم تا خلاصه از جوابات را با سایر تحیق کننده گان که شامل این برنامه تحقیقی نیستند، در میان گذارد.

بلی () نخیر () امضا

من به تحقیق کننده اجازه میدهم تا خلاصه تحریری جوابات را در مجالس علمی و در نشریه ها علمی به چاپ برساند. (هر نام و مکان استفاده شده توسط شما در جوابات، تغییر داده خواهد شد.)

بلی () نخیر () امضا

Appendix B - Debriefing

Dear Participant:

Thank you very much for your participation in this study. Please note that you have the right to withdraw from this research project even after the study is completed. You can request that your questionnaire data not be used.

When signing the consent form, you were informed that this study focuses on foreign language use. The research focus was given in very broad terms so that knowledge about the specific details of what we are investigating would not influence your behavior in the answers. The **precise nature of the study** is to analyze English students' use of regular and irregular past tense verbs.

If you have further questions at this time, you may ask me now. Thank you once again for your help in completing this project.

Pashto Translation of Debriefing

د موضوع لنډيز

ګرانو ګډون کوونکو:

په دې څيړنيزه پروژه کې ستاسو له ګډون څخه يو نړۍ مننه کوم. د يادونې وړ ده چې تاسې کولای شې له دغې څيړنيزې پروژې څخه هر وخت چې و غواړې ځان اوباسي. آن دا چې تاسې کولای شې د څيړنې له بشپړيدونه وروسته هم خپل ګډون او برخه اخستنه پای ته ورسوي او په پوښتنليک کې له شته معلوماتو نه د نه استفادې غوښتنه وکړئ.

د توافق فورمې د لاسليک پر مهال تاسو ته وويل شول چې دغه څيړنه د بهرنۍ ژبې د استفادې او يا استعمال موضوع تر بحث او څيړنې لاندې نيسي. د څيړنې پروسه د داسې پراخو شرايطو په پام کې نيولو سره ترتيب شوې ده چې ستاسې قناعت هم ترلاسه شي او پر هغو ځانګړو بشپړو معلوماتو چې مونږ يې پلټنه کوو او د ځواب ورکولو په وخت کې ستاسې پر رويې باندې هم اغيزه ونه کوي. د دې څيړنې اصلي موخه داده چې د انگليسي ژبې د زده کوونکو لخوا په تيره شوې زمانه کې د قاعده لرونکو او بې قاعدې فعلونو استفاده او استعمال تحليل او وڅيړل شي.

که اوس هم تاسو کومه پوښتنه لرئ، نو مهرباني وکړئ او له ما څخه پوښتنه وکړئ.

دې څيړنې په بشپړيدو کې ستاسو له ګډون او مرستې څخه يو ځل بيا مننه کوم.

Dari Translation of Debriefing

اشتراک کنندگان عزیز:

از اشتراک فعالانه شما در برنامه تحقیقی، هذا اظهار قدردانی می‌نمایم. بخاطر داشته باشید شما می‌توانید هر زمانی حتی بعد از اكمال این پروژه از این برنامه خارج شوید. می‌توانید تقاضا نمائید که سوالنامه های خانه پری شده توسط شما نباید استفاده شود.

بعد از امضای فورمه رضایتنامه، به شما گفته شده بود که این تحقیق روی استفاده لسان دوم یا خارجی متمرکز میباشد. موضوع مورد بحث این تحقیق به شکل بسیار مفصل توضیح گردید تا اقناع شما حاصل گردد و موضوعات را که مایان روی آن تحقیق مینمائیم بالای شیوه جوابگویی شما در سوالنامه های تاثیر نگذارد. هدف خاص از این تحقیق اینست تا "استفاده افعال با قاعده و بی قاعده در زمان گذشته توسط آموزگاران لسان انگلیسی" را تحلیل نماید.

در صورتیکه در این مرحله کدام سوال داشته باشید، لطفاً همین حالا هم می‌توانید بپرسید. از اینکه مرا در تکمیل این پروژه همکاری مینمائید، باز هم اظهار امتنان مینمایم.

تَشْکُر!

Appendix C - Task 1

Participant #

Direction: Using the main verb, **please give a true and complete answer** for each of the following questions.

1. Did you go to Qargha last Friday?

.....

2. Did you write a letter to your brother/sister last week?

.....

3. Did you pray in the mosque yesterday afternoon?

.....

4. Did you buy a textbook(s) for your English course?

.....

5. Did you watch a football match on TV last night?

.....

6. Did you speak English at the staff meeting last week?

.....

7. Did you listen to the news on the radio last night?

.....

8. Did you see your boss in the office this morning?

.....

9. Did you agree to participate in this research project when you were asked?

.....

10. Did you take your children to school yesterday morning?

.....
11. Did you check your e-mail this morning?

.....
12. Did you get your salary last month?

.....
13. Did you play soccer recently?

.....
14. Did you wear a raincoat last week?

.....
15. Did you clean your bedroom yesterday?

.....
16. Did you drive to school or work last Saturday?

.....
17. Did you attend a staff meeting on Sunday?

.....
18. Did you study for an exam last week?

.....
19. Did you read the news in the newspaper the day before yesterday?

.....
20. Did you paint your house in the last year?

.....
21. Did you live in Kabul in the 1990s?

.....
22. Did you cut down any trees last month?

.....
23. Did you open the door to the classroom today?

.....
24. Did you meet anyone new yesterday morning?

.....
25. Did you answer the phone yesterday?

.....
26. Did you feel cold last night?

.....
27. Did you walk to the mosque yesterday afternoon?

.....
28. Did you drink tea after dinner last night?

.....
29. Did you like the weather last winter?

.....
30. Did you leave home before 7:00 am this morning?

.....
31. Did you miss an exam in your last English course?

.....
32. Did you come to class on time yesterday?

Thank you for your cooperation and participation!

Appendix D - Task 2

Participant #

Directions: Read each of the following sentences and decide if it is grammatically correct. If the sentence is incorrect, rewrite it so that it is grammatically correct.

1. She eated an apple last night.

.....

2. Ahmad build a new house last year.

.....

3. They stand against their friend last week.

.....

4. The dry weather cause several different diseases last year.

.....

5. Nikpaw wonned a gold medal in the 2008 Olympic Games.

.....

6. Last night, the father advise his son not to smoke.

.....

7. I thinked that he was sick last week.

.....

8. Ahmad's friends dance in his wedding party last week.

.....

9. Ajmal film the conference last week.

.....

10. Shafiq do his homework yesterday.

.....

Thank you for your cooperation and participation!

Appendix E - Language Background Survey Form

Participant #

1. **Age :** 18 – 25 26 - 35 46 -55 56 or older
2. **Sex:** Male Female
3. **Education(completed):** secondary high school university
4. **Current job at the US embassy**
5. **For how long have you studied English in English courses including the course you are taking at the US embassy?**
 - a. 3-6 months
 - b. 7-12 months
 - c. 1- 2 years
 - d. More than three years
6. **The level of English course you are taking:** elementary intermediate
7. **How long have you used or heard English as a means of communication?**
 - a. less than 1 year
 - b. more than 1 year, but less than 2 years
 - c. more than 2 years, but less than 3 years
 - d. more than 3 years, but less than 5 years
 - e. 5 years or more
8. **Which is your mother tongue?** Pashto Dari
9. **Which main language do you speak at home?** Pashto Dari

Appendix F - English Language Level Test

This is a multiple choice test. Choose the correct answer and circle it. Only one answer is correct for each question. If there is a slash (/), then it means “no word”.

Name: Gender.....

Office..... Date.....

Example: 0) My name is..... Hanif.

a) are b) is c) am d) were

1. is the school?

a) Where b) when c) why d) what

2. when you going home ?

a) do b) are c) will d) is

3. do you come from?

a) Who b) Where c) Which d) What

4. you like a cup of coffee?

a) Do b) Are c) Will d) Would

5. I been to India yet.

a) have b) haven't c) am not d) don't have

6. you think English is easy?

a) Do b) Are c) Have d) Would

7. I play the piano and the trumpet.

a) do b) can c) don't d) can't

8. Ali doesn't know stole his watch.

a) who b) whose c) when d) where

9. you eaten your dinner?

a) Do b) Did c) Have d) Has

10. I playing tennis when it started to rain.

a) have b) just c) was d) still

11. “do you come to school? “ “ By bus.”
 a) Why b) Who c) How d) What
12. I bought this car three weeks
 a) in the past b) ago c) gone d) past
13. Howdo you think you'll study here for?
 a) much b) long c) many d) long time
14. How many exercises.....you done so far ?
 a) do b) will c) have d) are
15. I like modern music very.....
 a) much b) many c) a lot d) lots
16. “Does Ahmad live with you? “ “No, he.....”
 a) don't b) doesn't c) isn't d) aren't
17. Mariam isintelligent than her brother.
 a) more b) much c) as d) the
18. Australia has a.....cricket team than India.
 a) good b) better c) gooder d) best
19. Have youto Thailand?
 a) ever gone b) visit c) ever been d) visiting
20. I can't remember what the teacher looks like
 a) with b) like c) about d) at
21. I studiedthree years at Herat University.
 a) during b) for c) since d) after
22. Irealize she was your sister, sorry!
 a) had b) have c) didn't d) hadn't
23. Howdo you weigh?
 a) much b) many c) often d) few
24. Don't talk to me. Itbeen a very hard day.
 a) has b) hasn't c) was d) is
25. Are.....any Iranians in your class?
 a) we b) they c) there d) exist

26.you like to go to the mountains this weekend?
a) Do b) Are c) Could d) Would
27. "My car isn't very clean. " ".....is mine."
a) So b) Together c) Neither d) Either
28. I can't play football now , but Iwhen I was younger.
a) was b) can c) could d) liked
29. If you could meet anyone, whoyou choose?
a) could b) will c) have d) would
30. Fauzia haswriting poetry ever since her parents died.
a) started b) been c) wanted d) even
31. I'vemy keys. I'll have to buy another set.
a) got b) lost c) bought d) had
32. Jamila hasworking very late at the office recently.
a) not b) unfortunately c) often d) been
33. "I got sick last night. " "you often get sick? "
a) Have b) Why c) Do d) Are
34. Papermade from wood.
a) has b) has been c) is d) is being
35. You mustme to buy Mina a present, or I will forget.
a) recommend b) suggest c) remember d) remind
36. "I often go to the cinema." "Really? So.....I."
a) am b) do c) will d) have
37. The gold necklace wasexpensive for me to buy, so I bought the silver one.
a) more b) very c) too d) quite
38. I want to know what happened, so pleaseme the truth.
a) tell b) say c) talk d) give
39. Sarah livesthe fourth floor of a block of flats.
a) in b) on c) at d) to
40. "Have you still got that cold? " "No, Iill last week, I'm better now. "
a) began b) feel c) felt d) wasn't
41. "When you move to Kabul? " Last year."

a) will b) have c) do d) did

42. If you go abroad, youcarry your passport.

a) can b) may c) should d) might

43. What does your friend look.....?

a) for b) in c) at d) like

44. Bill Gates , with over \$ 100 billion , is theman in the world.

a) rich b) richer c) richest d) most rich

45. Nafisato pass her exams to get into the university.

a) will b) must c) has d) should

46. Hakim reallygo to the dentist about his teeth, but he won't.

a) might b) must c) may d) does

47. If you wait a moment.....drive you to work.

a) I b) I'll c) I'm going to d) I'd

48. Can you switchthe light? It's getting dark.

a) on b) down c) off d) up

49. Where.....that man I met yesterday from?

a) did b) was c) had d) traveled

50. Therebe heavy rain in the east of the country this afternoon.

a) is going to b) will c) has d) must

51. Nastrat isn't as tall..... his sister.

a) as b) than c) for d) like

52. Whenyou leave the restaurant last night?

a) have b) had c) will d) did

53. This is a difficult exercise, soyour time doing it.

a) have b) take c) spend d) waste

54. I'mto take a holiday in India this winter.

a) beginning b) wanting c) going d) about

55. Italk to him right now, if I were you.

a) should b) have to c) would d) want to

56. Would you..... if I opened the door.
a) like b) mind c) believe d) allow
57.Sajia had her exams yet?
a) Does b) Had c) Has d) Have
58. I went..... in the bazaar yesterday and bought lots of nice things.
a) home b) to shop c) shopping d) to house
59. There isn'twater left. Someone drank the last bottle.
a) any b) some c) much d) many
60. I do think youto wear a gig coat if you go out tonight. It's going to rain.
a) should b) ought c) might d) must
61. Don't call me before 10:00 pm , as I'll befootball on television.
a) watch b) look c) watching d) looking
62. If Irealized you were tired, I'd have slowed down.
a) didn't b) hadn't c) had d) have
63. Do youif I smoke?
a) like b) like it c) mind d) mind it
64. "What's this key?" "It's the key to the house."
a) like b) for c) made of d) belong to
65. If Zarghona hadn't been late, she.....have missed the exam.
a) would b) can't c) wouldn't d) couldn't
66. After no – one bought tickets to the game , we had to call it.....
a) off b) down c) over d) away
67. It's no useHe never listens to complaints.
a) complain b) to complain c) complaining d) in complaining
68. If I cook dinner, will you wash.....?
a) too b) as well c) also d) up
69. She's a teacher now, but when she was young , she.....to be very shy.
a) tried b) had c) use d) used
70. At university I had to putwith loud music from my next door neighbor.
a) along b) up c) out d) myself

71. Farima walked to work, as sherecently sold her car.
a) had b) had been c) had to d) /
72. Leila felt ill after she ate the fish and so.....I.
a) was b) felt c) did d) bad
73. I wish Ifind those sold photos from school to show you.
a) can b) could c) have d) has
74. I don't where Qaseem is. He..... have been here. Look , here is his note.
a) must b) should c) can't d) might
75. The dog wentthe postman and bit his leg.
a) by b) past c) for d) over
76. I'm neither more intelligentless intelligent than my sister.
a) and b) nor c) or d) even
77. Can I have a ticket to Bamiyan? Do you have.....for 500 Afghanis?
a) cash b) money c) coins d) change
78. Jamil calls soon, I'm going to call him.
a) If b) When c) Unless d) As soon as
79. Here. Give me a.....with this ladder , would you? It's a bit heavy.
a) help b) hand c) finger d) lift
80. Zaheer.his windows cleaned yesterday.
a) tried b) had c) arranged d) allowed
81. "Would you like a glass of juice? " "I'd.....have water if you have some. "
a) rather b) wanted to c) prefer d) liked to
82. Its' time we, Fatima.
a) leave b) leaving c) are leaving d) were leaving
83. Wida would rathersleep her tonight.
a) to b) like c) try d) not
84. A trolley is a thing in supermarkets for keeping things you buy
a) from b) in c) on d) with
85. It costs much.....to fly than it used to , because of the low cost airlines around.
a) cheaper b) less c) lower d) more

86. If youeaten so much when you were young, you wouldn't be fat now.
a) had b) hadn't c) were d) have
87. I'll never forgeta bicycle for the first time.
a) ride b) riding c) that riding d) when riding
88.the time you read this, I will be flying to New Delhi.
a) When b) By c) At d) In
89. I'd rather yousmoke in here, if you don't mind.
a) don't b) won't c) didn't d) not
90. If you want to come tonight, give me a call. If I'll tell you all about it tomorrow.
a) yes b) no c) so d) not
91. If you don't study harder, youthe risk of failing the exam.
a) have b) play c) run d) face
92. Sharifbetter hurry, or he'll miss the bus.
a) would b) should c) had d) might
93. No.....which way I try to sleep, my back gives me pain.
a) matter b) trouble c) telling d) minding
94. IfI hadn't crashed the car, I'd have some money now.
a) just b) only c) actually d) me
95. Tests.....carried out on this substance should determine its origin.
a) that b) they c) being d) been
96. Ita long time to drive to Kabul from Herat.
a) needs b) takes c) deserves d) requires
97. You.....have been Daud, he's dead.
a) must b) can't c) should d) might
98. At no timeI suspect he was a thief.
a) / b) did c) that d) which
99. The fierce snake,.....venom is extremely toxic , is found in Eastern Australia.
a) which b) that c) whose d) its
100. This conversation is useless. We're just going around in acircle.
a) useless b) harmful c) vicious d) dreadful

This is the end of the Level Test.

Levels

Upper Intermediate	80 % - 90 %
Intermediate	67 % - 79 %
Pre Intermediate	54 % - 66 %
Elementary	41 % - 53 %
Beginner	0 % - 40 %

Adapted From: Oxford English Language Placement Tests

OUP, 2001