

# **THE ACQUISITION OF TENSE-ASPECT MORPHOLOGY AMONG TANZANIAN EFL LEARNERS**

by

**ROSE ACEN UPOR**  
(Under the Direction of Don McCreary)

## **ABSTRACT**

Though the acquisition of tense-aspect has been widely studied over the last two decades (e.g. Bardovi-Harlig, 1992a, 1994, 1998, 2000; Salaberry, 1999, 2000a, 2000b; Andersen and Shirai, 1995; Shirai, 1991, 2007, etc.), most of its focus has been on L2 acquisition. Recently, aspectual studies have branched towards investigation in foreign language settings (Robison, 1990, 1995; Ayoun & Salaberry, 2008; Collins, 2002) of which the current study is no exception. This cross-sectional study investigates the acquisition of tense-aspect morphology among 309 Tanzanian English as Foreign Language (EFL) learners. These learners were drawn from both rural and urban Tanzania and they also comprised learners from primary, secondary and university levels. This diversity of participants has been rarely examined in the field of Foreign Language Learning (FLL) and Second Language Acquisition (SLA). Using the Aspect Hypothesis (AH), the study addresses two main areas (1) the distribution of tense-aspect morphology, and (2) an account for the distribution of tense-aspect morphology. The investigation employed picture stories about which the participants wrote narratives, raw score and percentages of tokens, and statistical analysis that tested the study hypotheses. The findings underscore the effect of lexical aspect on the use of past tense markers and on individual groups of participants while highlighting a significant departure from the predictions of the AH: (1) limited influence of

lexical aspect on the emergence of tense-aspect morphology among Tanzanian EFL learners based on the results of the hypothesis testing, (2) limited support for the Aspect hypothesis based on the results of raw scores analysis and percentages and also intermittent emergence of tense marking across lexical aspectual classes (telic > atelic > telic>/atelic > telic > atelic) and, (3) overgeneralization of the progressive to statives despite participants being tutored in the target language. Other findings include; (4) a potential effect in the instruction of the simple past while there was also no significant effect of instruction across some groups of learners even though they were more than a grade level higher than other participants and, (5) cross-linguistic influence on the distribution of tense-aspect and on the framing of narratives in terms of sentence structure. Possible theoretical factors that might account for the study findings are discussed as well.

**INDEX WORDS:** Tense-Aspect; Tense-Aspect Morphology; Aspect Hypothesis; Lexical Aspect; English as a Foreign Language; Tanzanian learners; Tutored learners; Foreign Language Learning; Second Language Acquisition

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**ROSE ACEN UPOR**

B.A. with Education, University of Dar es Salaam, Tanzania, 2000

M.A., University of Dar es Salaam, Tanzania, 2002

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ROSE ACEN UPOR

Major Professor: Don McCreary

Committee: Lioba Moshi  
Magaret Quesada

Electronic Version Approved:

Maureen Grasso  
Dean of the Graduate School  
The University of Georgia  
May 2009

## **DEDICATION**

To my mother

**VICTORIA HELEN MUGETA UPOR**

(1952 – 1993)

This is for making me work hard and learn the value of hard work,

for the few formative years filled with love

and

for asking me to be better than her

To my uncle

**ALFRED MUGETA**

(1950 – 2000)

This is for being there for me regardless of the weather,

for supporting my mother support me

and

for loving me as his own

To my daughters

**SANDRA and VANESSA**

This is for being selfless through my work,

for the unconditional love

and

for striving to be better than me.

Always make better choices

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter provides an introduction to the topic of research. I will present a brief background to the research problem followed by the statement of the problem. There will also be a discussion of the research objectives, research questions and the significance of the study. Lastly, I will present the organization of the study.

#### **1.1 Background of the Study**

The general objective of this study is the investigation of the acquisition of tense-aspect morphology among Tanzanian EFL learners through the analysis of the development of morphological markers of temporality in their acquisition of English as a Foreign Language (EFL). My arguments are based on the fact that the development of tense-aspect morphology in these learners provides empirical information to address three broad questions in FL acquisition; (1) Can foreign language attainment be measured by the tense-aspect of the verb?; (2) Can the effects of foreign language instruction be seen in tense-aspect analysis?; (3) Is tense-aspect of the verb a valid measurement for FL acquisition?

Salaberry (2000b) explains that research in SLA over time has focused efforts on whether nonnative speakers (NNS) ever achieve the same type of and level of knowledge that native speakers (NS) possess: ultimate attainment. On the other hand, SLA research has also looked at the effect of explicitly focusing the learners' attention on specific items of the L2 grammar which has proven to have both practical and theoretical significance to this body of knowledge. Moreover, the lack of ultimate attainment in L2 temporality has been well documented and explained by several scholars who studied this phenomenon in NNS as they learned various languages. Numerous studies have looked at Arabic and Moroccan ESL

learners of English (Bardovi-Harlig, 1992, 1994; Klein et al, 1995, Veronique, 1987; Noyau et al, 1995), Spanish and Italian ESL learners of English (Schumann, 1987; Bardovi-Harlig, 1992; Klein, 1995; Trevisi, 1987; Noyau, 1990) and other NS of languages such as Finnish, Portuguese, Swedish, French, Vietnamese, Turkish, Korean and Chinese as they also learned English (Meisel, 1987; Dietrich 1995; Sato, 1990). Very few studies have, in fact, been dedicated to investigating the same phenomena for native speakers (NS) of African languages; some examples can be drawn from a study done on Chichewa, a language spoken in Malawi that investigated modality (Giacalone-Ramat, 1995).

Looking back at the second question on the relative effect of instruction, arguments that surround this question tend to rely on the distinction of achievement in instructed ESL learners and the uninstructed learners. Salaberry (2000:3) makes a distinction between these two types of learners; he defines untutored learners as natural learners because language development occurs in a natural setting of communication of the target language (i.e. normal social interaction). On the other hand, he distinguishes two types of tutored learners: foreign language students (access to classroom instruction only) and second language students (access to both classroom and natural setting). For classroom learners in particular, language development occurs in an environment with access to different types of interactional settings and where there is no immediate need for the functional use of the L2. Analyses based on such distinctions provide information about the effect of differences in language input, formal and functional requirements, and interactional frameworks on the sequence and rate of acquisition of target grammatical markers of temporality as well as their eventual ultimate attainment (Salaberry, 2000; Weist, 1991). Therefore, it is befitting to say that the classroom and the environment for acquiring a language is where the separation of EFL and ESL ultimately begins.

The Tanzanian EFL environment can be explained as one that is foreign language learning. English language learning is relegated to school environments with little functional requirement within the daily livelihoods of the learners. Moreover, English enjoys the status of one of the official languages in the country alongside Kiswahili. It is also used as a medium of instruction at the secondary school levels up to the tertiary levels. Such functions assigned to a foreign language transcend the very essence of a language to be considered foreign but rather a second language more or less. However, such conditions still necessitate the need for understanding the processes involved as learners learn English tense-aspect morphology. The practical significance of such study would include understanding the acquisition of the tense-aspect markers which in turn could inform the instruction of EFL learning in the country. It is also suggested that the selection of the appropriate type of pedagogical intervention as well as the timing of such pedagogical manipulation must follow the stages that learners go through in their development of inflectional morphology (Bardovi-Harlig & Reynolds 1995) In an initial study on the acquisition of Kiswahili grammatical morphemes the same was suggested (Upor 2002).

The decision to study English tense-aspect acquisition in Tanzanian ESL learners is justified by the absence of this type of analysis. Previous studies that aimed at language learning have focused on how class related activities and methods enhanced achievement in learning a second language (Komunte, 1995). In sum the present study is important for the following reasons: (1) absence of empirical studies which address the nature of acquisition of tense-aspect morphology in Tanzanian EFL learners, (2) the present study will provide a cross-sectional analysis of the data that will reflect the progression and achievement of tense-aspect, and (3) the study will provide an analysis of tense-aspect across language tasks, and it will focus on written tasks i.e. narratives. Moreover, the narrative is claimed to be the best source for revealing the tense and aspect relations of a language (Kumpf, 1984)

## **1.2 Statement of the Problem**

The temporal categories of tense and aspect have received much attention in linguistic literature. Among linguists, interest in the emergence of the tense-aspect systems of world languages has never fallen short of ever growing research interest among upcoming scholars who are interested in either first language acquisition or second language acquisition. For learners of foreign languages especially in the case of EFL learners in Tanzania, tense and aspect play a crucial role in their productivity of language since it features strongly in the school curriculum. Regardless of ubiquitous tense and aspect topics in the English syllabus, it is from the researcher's observation and intuition that much is yet to be understood about how these learners acquire English tense-aspect categories and how they put these forms into function. Yet as much as these learners make use of these forms, problems are evident even after years of learning how to make use of these forms. Numerous studies have been done in explaining these shortfalls in the overall performance of learners in English language examinations; poor conversation ability in the language, low fluency has been reported even among the few elites who make it to tertiary education. Below average capability in productive skills such as writing are some of the constant results cited as the education system is trying to grapple with how to alleviate problems associated with the learning of the language that enjoys an official status as the major lingua franca- Kiswahili (Rugemalira, 1990; Rubagumya, 1990; Yahya-Othman, 1990).

In general, conceptions of limited success in EFL have been associated with the language teaching and learning environment or rather the whole education system. This leaves very little room for understanding learners' linguistic capability and how it features in the overall explanation of the language problems in the country. What is more, English is also the medium of instruction in all secondary schools and tertiary institutions in the country. Other efforts in understanding the challenges of EFL have been restricted towards debating the

appropriateness of English as a medium of instruction (Batibo, 1990; Yahya-Othman, 1990; Roy-Campbell, 2001; Brock-Utne, 2000; Brock-Utne, Desai and Qorro, 2006). Such approaches, inadvertently, take away focus from the learner's linguistic abilities.

Most studies that have been done on tense-aspect focused on describing the verbal morphological system of local ethnic community languages (ECLs) (Besha, 1989; Mreta, 1998; Philippon & Montlahuc, 2000; Odden, 2000; Rugemalira, 2005). However, some of these studies only discuss how tense-aspect is encoded as part of the description of grammatical sketches of the ECLs in study (Philippon & Montlahuc, 2000; Odden, 2000; Rugemalira, 2005). In essence, there has been little to none that has been done to study EFL tense-aspect morphology or explored its emergence among EFL learners.

This review of the problem statement demonstrates the importance of studying how learners acquire English tense-aspect since the language enjoys an equal status with the national language, Kiswahili. Equally important is the need to understand how inherent semantics of verbs impacts Tanzanian EFL learners. In line with prior discussion of the problem statement, this study intends to adopt a linguistic perspective in making understood the process of the acquisition of English tense-aspect morphology as one of the many ways of understanding what goes on in the cognition of Tanzanian EFL learners as they perform language tasks in English.

### **1.3 Focus of the Study: What this study is not about**

By clearly stating what this study is not about, it is in the interest of the researcher that the findings of this study may not be misinterpreted by readers of this document. As earlier mentioned, numerous studies have been done in debating the whole language problem that Tanzania is facing (Batibo, 1990; Yahya-Othman, 1990; Roy-Campbell, 2001; Brock-Utne, 2000; Brock-Utne, Desai and Qorro, 2006). Currently, at the middle of this debate, is the question as to whether the choice of adopting English as a medium of instruction has been an

appropriate step taken by policy makers. With increasing reports of the poor language learning conditions and limited successes in learning English, favor has befallen the call for the adoption of the lingua franca, Kiswahili from secondary school levels and if possible up to tertiary levels. Despite research demonstrating problems in the use of English at various levels of education, the call for the adoption of Kiswahili over English has not been heeded by policy makers citing that English is an international language<sup>1</sup> and the public<sup>2</sup> would not accept the use of Kiswahili. For this reason, many may construe the intentions of this study as support for continued use of English as medium of instruction. Nevertheless, as the study describes the acquisition of tense-aspect among Tanzanian EFL learners, some of its findings may highlight problems that learners face as they learn EFL.

This study adopts a linguistic approach looking specifically at the acquisition of tense-aspect and describing its emergence among learners of the language. It does not aim at describing literacy issues or problems faced by learners but instead the study describes the distribution of temporality in cross-sections of learners of the language and factors associated with temporality. Despite the fact that the study has adopted urban and rural distinctions of study participants that may indicate a socio-economic view of the learners, these distinctions have been used to first identify where study participants were recruited and secondly, whether this distinction of groups of learners has any influence on the emergence of tense-aspect morphology. Also considering the type of methodology adopted in the study, cross-sectional study, the findings for this study cannot be said to be generalizable to the whole population of Tanzanian EFL learners. The study participants constitute a meager 0.0009% of the total

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<sup>1</sup> Galabawa & Lwaitama (2005:141) report on constraints to the initial take-off of an ‘experiment’ to study whether the overall goals of education could be better served by using Kiswahili as a medium of instruction at secondary school. Efforts to get the blessing of the most senior personnel in Ministry of Education and Culture (MOEC) to conduct the experiment in public secondary schools was not successful. The refusal by MOEC was apparently on the basis that “we could not be allowed to use the secondary school pupils as guinea pigs”.

<sup>2</sup> Qorro (2005:116) reports on a study that she did in collecting parents’ views on the appropriate medium of instruction for post primary education in that the majority of parents preferred English as the medium of instruction because it is an international language and it enables Tanzanians to communicate with many more countries. The second reason was children will fail to get employed and to communicate with foreign companies if Kiswahili was used and lastly English is more useful in this era of science and technology.



country's population of over 34.4 million (National Census 2002). Despite the study being a considerable large scale cross-section study, it does raise a few questions that may need to be pursued further with different samples of the population in the future.

However, it should also be understood that issues of English language pedagogy have been explored in this study but these issues have been limited to the instruction of English tense-aspect morphology; since all of the study participants are tutored learners of English as opposed to untutored learners. The fact that these participants are tutored learners of EFL, points towards the other types of learners of foreign languages that have been investigated in similar studies on temporality and not towards issues of literacy and language education.

The following sections discuss the objectives of the study, the significance of the study, the organization of the study and the research questions

#### **1.4 Purpose/Objectives of the Study**

The principal objective of this study is to investigate the acquisition of tense-aspect morphology in Tanzanian EFL learners. Other specific objectives include:

- To describe the distribution of tense-aspect morphology among Tanzanian EFL learners.
- To provide an account of the factors for particular distribution of tense-aspect morphology among the learners;

#### **1.5 Significance of the Study**

Weist (2002:21) highlights a number of reasons as to why the investigation of tense and aspect is interesting. These are: (1) It shows how the early phase of temporal reference is acquired, (2) It is relevant to the question of how morphological information is processed, (3) It reveals elements of the emergence of verb-argument structure, (4) It provides insights into the learner's tacit knowledge of syntactic structure, and (5) It has comparative value for research on language acquisition.

These arguments moreover carry important lessons for language pedagogy and the whole pedagogical inclinations of the wider Tanzanian education system. Being a vast country with a rich multilingual environment and conditions with more than 100 languages, the conceptions of limited success in EFL have been associated with the language teaching and learning environment and the whole education system. As earlier mentioned, there has been little understanding of the learners when it comes to learning a foreign language and learning in a foreign language. This observation accords with VanPatten's (1990) argument on how foreign language learning has abandoned its roots in linguistics and replaced it with educational research. This argument resonates with the previous section on what this study is not about. This study will be a contribution to the deeper understanding of EFL learners in the country and provide insights to addressing some of the key issues that surround tense-aspect production. Apart from that, the study intends to fill the gap of empirical studies in this research topic in the country and it also provides a cross-sectional representation of the learning system at key points of development in English moreover, the study will contribute to the understanding of students' abilities in specific language tasks that form the cornerstone of the English syllabus- productive language skills.

#### **1.6. Research Questions**

The study objectives have been translated into research tasks and with questions specific to each task.

##### **Task 1: Description of the distribution of tense-aspect morphology**

Question 1: Will the results of the study be consistent with earlier findings in support of the Aspect Hypothesis? Will learners use the simple past in accordance with the Aspect Hypothesis? If so, will the past spread from achievements to accomplishments?

Question 2: Will there be a difference among forms that compete with the simple past as shown in some studies using the Aspect Hypothesis? Will the patterns be consistent with the findings in support of the Aspect Hypothesis?

**Task 2: Account for the distribution of tense-aspect morphology**

Question 1: Will there be a potential effect of instruction on the appropriate use of morphosyntactic marking of temporality?

Question 2: Will there be any cross-linguistic influence on the acquisition of tense-aspect morphology among Tanzanian EFL learners?

### **1.7 Organization of the Study**

The organization of the chapters is the following; in Chapter 1, I outline the general problem area faced by Tanzania EFL learners and outline the objectives of this study as well as provide a succinct view of the problem through the statement of the problem. I also provide the research questions that will provide the general framework of the analysis and data interpretation.

In Chapter 2, I review some relevant studies as well as identify gaps that have indicated that there are fewer studies done among EFL learners as well as ESL learners whose L1 happens to be an African language. I specifically describe the notions of tense-aspect, lexical and grammatical aspect. I also discuss the development of tense and aspect in various language learning situations as well as provide a general overview of literature. This includes a discussion of tense and aspect specifically in written narratives as well as a discussion of the instruction of the English language in Tanzania.

In Chapter 3, I present the research design and methodological decisions undertaken in this study. I provide insight to the research questions and hypotheses to be tested by the analysis of the data. In chapter 4, I present the analyses and discussion of the data. Lastly in Chapter 5, I substantiate the results and respond to each research question. I will also discuss the

results of this study in the context of other empirical investigations as I present the summary and conclusions. I will also present the significance of the present findings, the theoretical and pedagogical implications, as well as recommendations for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provides a theoretical framework for this study by analyzing issues that pertain to EFL as well as the acquisition of temporality in a foreign language. Concomitantly, this chapter also discusses issues such as tense and aspect in Bantu languages as a means of gauging whether any sort of L1 transfer/influence can be accounted for, as well as providing insights into the pedagogy of tense-aspect morphology of the learners as a means of determining whether the attainment of temporality is linked to instruction. In section 2.1, I distinguish the notions of tense and aspect, lexical and grammatical aspect as well as discuss the interaction between lexical the development of tense and aspect in the L1, L2, foreign language and multilingual contexts. I also review tense and aspect in Bantu languages and written narratives in sections 2.3 and 2.4 respectively. In section 2.5, I review a few empirical studies on the acquisition of tense and aspect and studies on the acquisition of tense and aspect, whereas in section 2.6 I discuss the role of the L1 in the acquisition of temporality. In section 2.7, I highlight on the pedagogy of English language tense-aspect morphology in Tanzania and lastly the conclusion to the chapter is presented in section 2.8.

#### **2.1 Tense and Aspect**

Tense and aspect are considered very basic concepts in linguistics (Weist, 2000); however for the sake of this study, these concepts will be discussed and defined. Declerck (2006) warns of the importance of a clear distinction between ‘tense’ and ‘time’. Whereas the former is a linguistic concept, the latter is an extra-linguistic category. Tense denotes the form taken by the verb to locate the situation referred to in time. The English verb is inflected for two tenses; present and past tense. The morphological marking of these tenses are zero/-s for

present tense and *-ed* for regular past tense. Other tenses are marked by auxiliaries. The forms of the present tense of all verbs except *be* and *have* are homophonous with the stem of the verb, except in the third person singular. The stem of the verb can also be used as a present infinitive (Declerck, 2006). The regular past tense indicative form consists of the stem of the verb and a suffix usually written as *-ed*. Sometimes the addition of the suffix is accompanied by a minor spelling adjustment to the stem. Verbs that form the past tense this way are called weak or regular verbs. Those that conform to the minor spelling adjustments and are quite a few are called irregular or strong verbs as illustrated in Table 2.1.

**Table 2.1**  
**Examples of Regular and Irregular Past Forms of Verbs**

<b>Stem</b>	<b>Regular Past</b>	<b>Stem</b>	<b>Irregular Past</b>
Play	Played	Bend	Bent
Love	Loved	Keep	Kept
Cry	Cried	Bleed	Bled
Dance	Danced	Spend	Spent
Live	Lived	Feed	Fed

The number of English tenses has been argued among English grammarians. With some there are only two tenses – present tense and past tense because both tenses express their distinctions morphologically. For others there are three basic tenses – present, past and future. However, there is no a priori reason for assuming that tense can only be expressed morphologically and not also by the use of auxiliaries (Declerck, 2006); tense forms other than the present tense and the past tense are all complex tense forms. These complex tense forms include an auxiliary which acts as the operator of the verb phrase and is morphologically in the present or past tense (Declerck, 2006).

Earlier discussion in this section projects the traditional view of tense as it relates the temporal location of a situation to some other temporal reference point. Aspect is concerned with the structural properties of the event itself or more precisely with *‘the different ways of*

viewing the internal temporal constituency of a situation' (Comrie, 1976). Aspectual distinction in a language can be marked overtly (grammatical aspect and *aktionsarten*) or covertly (inherent lexical aspect). Despite their inherent semantic value, verbs may also be covertly marked by aspect. Each aspectual distinction has characteristics identifiable to itself. These characteristics sometimes overlap across distinctions as shown in Table 2.2.

**Table 2.2**  
**A Classification of Aspectual Distinctions**

<b>Grammatical Aspect</b>	<b>Aktionsart</b>	<b>Lexical Aspect</b>
Grammaticalized	Lexical	Lexical
Systematic	Unsystematic	Unsystematic
Obligatory	Optional	Obligatory
Language specific	Language specific	Universal
Overt	Overt	Covert

Source: Salaberry (2000) The Development of Past Tense Morphology in L2 Spanish, pp17

The origins of the study of aspect and *aktionsart* can be traced through work done by Greč (1827) who made a distinction between tense and the (extremely broad) concept of aspect. His work was later followed by Agrell's (1908) most influential subdivision of this broad concept into a narrower sense of aspect and *aktionsart*. The three-way distinction between tense, aspect and *aktionsart* used today come from the work of Sigurd Agrell. Agrell's narrow concept of aspect was inspired by his investigations into Slavic languages.

Some researchers have collapsed *aktionsart* and lexical aspect into a single category (Shirai, 1991), since there are underlying similarities between the two categories (Salaberry, 2000). The following subsections will discuss two major forms of aspect that are of interest to this study (1) grammatical aspect and (2) lexical aspect. Then there will also be a subsection discussing the interaction between the two aspects.

### 2.1.1 Lexical Aspect

Lexical aspect, as earlier mentioned, (also known as inherent aspect, situational aspect, or *aktionsart*) refers to characteristics of what is inherent in the lexical items which describe the situation (Li & Shirai, 2000). The inherent lexical meaning of the verb is determined by the temporal features that are intrinsic in the semantics of the predicate in its base form (Salaberry, 2000). A four way classification of the inherent semantics of verbs was proposed by Vendler (1967) and it is based on the temporal properties of verbs. This Vendlerian classification of lexical aspectual classes is very important because it has been used as a framework of analysis of aspectual morphology in various studies (Andersen, 1986, 1989, 1991; Salaberry, 1998, 2000) Hasbun, 1995; Ramsay, 1990). The following are the four aspectual classes under the Vendlerian classification;

- Activities – these are verbs that have a duration, but with an arbitrary end point, and are homogeneous in their structure.
- States – these are verbs that have no dynamics and continue without additional effort or energy being applied.
- Accomplishments – these are verbs that take place instantaneously and are reducible to a single point in time.
- Achievements – these are verbs that have some duration but have a single inherent endpoint.

A list of typical verbs associated with each aspectual class is presented in Table 2.3.



**Table 2.3**

**Classification of some Verbs according to Lexical Aspectual Class (Andersen, 1991)**

<b>States</b>	<b>Activities</b>	<b>Accomplishments</b>	<b>Achievements</b>
Have	Run	Paint a picture	Recognize (sth.)
Possess	Walk	Make a chair	Realize (sth.)
Desire	Swim	Build a house	Find (sth.)
Like	Breathe	Write a novel	Win the race
Want	Pull	Grow up	Lose (sth.)

In many major studies on tense-aspect acquisition, there has been the adoption of Comrie's (1976) binary semantic features in the application of Vendler's (1967) classification of the aspectual classes of verbs. This combination of hypotheses aimed at reducing the vagueness of the Vendler (1967) classification did not provide a clear-cut time schemata. Comrie's (1976) binary oppositions included; telic vs. atelic, punctual vs. durative and dynamic vs. stative. Telicity refers to a property of verb with a clear terminal point (e.g. kick) as opposed to *atelic* where one refers to an event that does not have a terminal point. On the other hand, punctual expresses single nondurative actions or events while durative expresses duration. The last binary opposition proposed by Comrie (1976) is dynamic vs. stative, where dynamic expresses action as opposed to stative which expresses the state of being. The combination of both Vendler's (1967) and Comrie's (1976) classifications resulted into the following summary in Table 2.4.

**Table 2.4**

**Inherent semantics aspect of verbs (based on Vendler 1967 and Comrie 1976)**

	<b>States</b>	<b>Activities</b>	<b>Accomplishments</b>	<b>Achievements</b>
Punctual	-	-	-	+
Telic	-	-	+	+
Dynamic	-	+	+	+

Source: Andersen and Shirai (1994) Discourse motivations for some Cognitive Acquisition principles, pp134

The feature-based characteristics from Table 2.4 can be expounded as follows:

- [1] States [-telic], [-punctual] and [-dynamic], involve no change, have no intrinsic culmination point and persist over time.

e.g. Richard knows Swahili

Rose loves Vincent

Intuitively, states are homogeneous and cumulative. States, moreover, do not generally occur in simple present without generic or habitual interpretation, which is impossible with any other verb class.

e.g. \* Richard is knowing Swahili

\* Richard knows Swahili

States are typically non-agentive thus they cannot occur as imperatives.

e.g. \* Know Swahili!!

- [2] Activities are [-telic] and [+dynamic]. They involve change and are extended in time but have no natural culmination point.

e.g. Rose danced

Peter ran

Activities can be decomposed into sub events, but they can be homogenous only down to intervals of a minimal size.

[3] Accomplishments are [+telic] and [+dynamic]. These are events that move towards a terminal point.

- e.g. Grace read a book  
 Vanessa ate a piece of chocolate  
 Sandra solved the problem

[4] Achievements are [+telic], [+punctual] and [+dynamic]. They are near instantaneous changes of state.

- e.g. Rose won the race  
 Obama won the elections  
 Henry died

A number of tests were designed to distinguish the time schemata presupposed by various verbs (Vendler, 1967; Dowty, 1979; Kearns, 2000; Olsen, 1994, 1997). These diagnostic tests aimed at distinguishing each aspectual class from the other. Some of the observations from these diagnostic tests have been aforementioned in the discussion of each aspectual class in this section. However, focusing on the diagnostic test designed by Dowty (1979,) which has been widely acclaimed by several researchers, we note that Dowty (1979) provided criteria by which each aspectual class is tested on the basis that it is totally acceptable (Yes), it is unacceptable (no), the sentence is grammatical and semantically normal (ok), the sentence is ungrammatical and semantically anomalous (bad) and lastly, the test does not apply to verbs of this class (d.n.a.). Table 2.5 provides a summary of the tests that Dowty (1979) proposed to determine aspectual classification of verbs.

**Table 2.5**  
**Dowty's (1979) Tests for Aspectual Verb Categories**

Criterion	States	Activities	Accomplishments	Achievements
1. Meets non stative tests	No	Yes	Yes	?
2. Has habitual interpretation in	No	Yes	Yes	Yes

Criterion	States	Activities	Accomplishments	Achievements
simple present tense				
3. V for an hours, spend an hour Ving	Ok	Ok	Ok	Bad
4. V in an hour, take an hour to V	Bad	Bad	Ok	Ok
5. V for an hour entails V at all times in the hour	Yes	Yes	No	d.n.a
6. X is Ving entails X has Ved	d.n.a	Yes	No	d.n.a
7. Complement of stop	Ok	Ok	Ok	Bad
8. Complement of finish	Bad	Bad	Ok	Bad
9. ambiguity with almost	No	No	Yes	No
10. X Ved in an hour entails X was Ving during that hour	d.n.a	d.n.a	Yes	No
11. Occurs with studiously, attentively, carefully e.t.c	Bad	Ok	Ok	bad

Though Dowty's (1979) diagnostic tests collection is perhaps the most cited, Kearns (2000) suggests that these aspectual diagnostics have to be applied with care.

[5] e.g. Smith climbed the mountain in six hours (event took six hours) - ACC

Smith reached the summit in six hours (reached after six hours) - ACH

This caution that Kearns (2000) is proposing stems from various systems of aspectual classification where some forms are neglected (i.e. semelfactives- type of verbal aspect that deals with instantaneous events) and subsumed under others, therefore recognizing only four aspectual classes while other researchers argue the distinction between accomplishment/achievement is pragmatic and not linguistic, thus collapsing these two classes (Verkuyl, 1993). There are also some researchers who recognize two subclasses of achievements; achievements with an associated process and purely "lucky" achievements. This takes us back to the example in [5] where "reach" is an achievement with an associated process. More generally the two types of achievements can pattern differently with respect to certain aspectual diagnostics.

Recent empirical studies of L1 and L2 acquisition have generally used a subset of Dowty's (1979) tests. For instance, in a study of L1 acquisition, Shirai (1991) used the three tests presented above. Similarly, in L2 acquisition, Robison (1995) adapted a series of tests from various sources including some from Dowty's classification (Salaberry, 2000). The following subsection will focus on grammatical aspect.

### **2.1.2 Grammatical Aspect**

Grammatical aspect, also known as viewpoint aspect (Smith, 1997, 1991) refers to the aspectual distinctions marked explicitly by linguistic devices, usually auxiliaries and/or inflectional and derivational morphology. The progressive aspect in English is an example of grammatical aspect (Li & Shirai, 2000).

The grammatical encoding of aspectual notions is realized differently across languages through the use of inflectional morphology, derivational morphology, auxiliary or periphrastic construction. However, this variation does not mean that grammatical aspect is idiosyncratic and language-specific in the way it is encoded (Li & Shirai, 2000). Several studies on language typology (Comrie, 1976; Bybee, 1985; Dahl, 1985; Bybee & Dahl, 1989) have uncovered recurring patterns of aspectual marking. The most basic grammatical aspectual types are the perfective and imperfective. In English, grammatical aspect is encoded through the use of the progressive and perfect aspects. Some researchers prefer the use of the perfective and imperfective since these labels cover a large spectrum of aspects.

The English perfective aspect is when the verb form used reflects the fact that the speaker wants to refer to the actualization of a situation in its entirety. This means that the speaker does not refer to the situation as having an internal structure (with a beginning, middle and end) (Declerck, 2006). The example in [6] below illustrates this point further.

e.g. [6] *I was drinking milk when the phone rang* (= I was in the middle of drinking milk.....)

The progressive ('durative', 'continuous') form is the second of the two possibilities that the English language has to express aspect. The first possibility is used of auxiliaries as earlier mentioned (Declerck 2006). This does not mean that other aspectual meanings found in other languages are irrelevant to English but that English has other ways of expressing these meanings other than by use of special suffixes or auxiliaries.

The following table provides a summary of English tense-aspect. Table 2.6 teases apart periphrastic words that may be indicators for certain tenses and aspects. It provides the verbal structure of the tense usage as well as the use of each tense and aspect form

**Table 2.6**

**English Tense-Aspect System**

<b>Tense/Aspect</b>	<b>Adverbs of Frequency</b>	<b>Use</b>	<b>Form</b>	<b>Examples affirmative</b>	<b>Examples negative</b>
Simple Present	Every day sometimes always often usually seldom never first...then	<ul style="list-style-type: none"> <li>• Something happens repeatedly</li> <li>• How often something happens</li> <li>• One action follows another</li> <li>• After the following verbs (to love, to hate, to think, etc.)</li> </ul>	Infinitive He/she/it + -s	I play He plays I eat He eats	I don't play He doesn't play I don't eat He doesn't eat
Present Progressive	Now At the moment Look! Listen!	<ul style="list-style-type: none"> <li>• Something is happening at the same time or speaking or around it</li> <li>• Future meaning: when you have already decided and arranged to do it (a fixed plan, date)</li> </ul>	To be (am/are/is) + Infinitive + ing	I am playing He is playing I am eating He is eating	I am not playing He is not playing I am not eating He is not eating
Simple Past	Last ... ... ago In 1990 Yesterday	<ul style="list-style-type: none"> <li>• Action took place in the past, mostly connected with an expression of time (no connection to the present)</li> </ul>	Regular: Infinitive + -ed irregular:	I played He played I ate He ate	I did not play He did not play I did not eat He did not eat
Past Progressive	While	<ul style="list-style-type: none"> <li>• An action happened in the middle of another action</li> <li>• Someone was doing sth. At a certain time (in the past) – you don't know whether it was finished</li> </ul>	Was/were + Infinitive + -ing	I was playing He was playing I was eating He was eating	I was not playing He was not playing I was not eating He was not eating
Simple Present Perfect	Just, Yet, Never Ever; Already So far, up to now, Since For Recently	<ul style="list-style-type: none"> <li>• You say that sth. has happened or is finished in the past and it has a connection to the present</li> <li>• Action started in the past and continues up to the present</li> </ul>	Have/has + past Participle* *(infinitive + ed) or (3 <sup>rd</sup> column of table of irregular verbs)	I have played He has played I have eaten He has eaten	I have not played He has not played I have not eaten He has not eaten

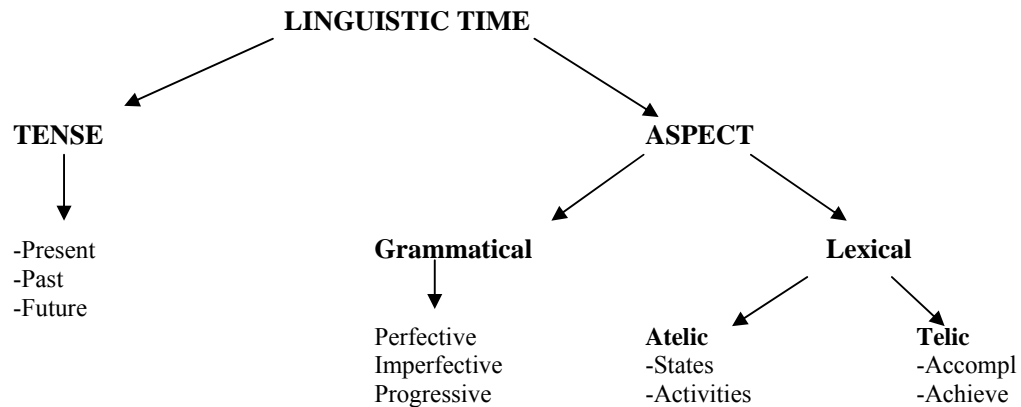
<b>Tense/Aspect</b>	<b>Adverbs of Frequency</b>	<b>Use</b>	<b>Form</b>	<b>Examples affirmative</b>	<b>Examples negative</b>
Simple Past Perfect	Already Just Never	<ul style="list-style-type: none"> <li>• Mostly when two actions in a story are related to each other: the action which had already happened is put into past perfect, the other action into simple past</li> <li>• The past of the Present Perfect</li> </ul>	Had + past participle* *(infinitive + -ed) or (3 <sup>rd</sup> column of table of irregular verbs)	I had played He had played I had eaten He had eaten	I had not played He had not played I had not eaten He had not eaten

Source: [http://www.englisch-hilfen.de/en/grammar/english\\_tenses.htm](http://www.englisch-hilfen.de/en/grammar/english_tenses.htm) (modified)



### 2.1.3 The Interaction between Lexical Aspect and Grammatical Aspect

As mentioned in previous sections, tense and aspect are linguistic concepts that attempt to denote verbal forms in time. The relationship between the two concepts can be captured in a diagram as illustrated in Figure 2.1.



**Fig. 2.1: Grammatical and Lexical Aspects (Ayoun and Salaberry, 2008)**

Also previously mentioned were diagnostic tests that can be used to distinguish temporal specification of various verbs together with a brief discussion on the possibility of the tests not being accurate in assigning aspectual classes, examples of this can be found in [7]. Olsen (1997) points out that state verbs, such as *'know'* and *'love'*, fail to qualify as states due to some of the aforementioned tests. The following examples from Salaberry (2008) are indicative of this argument;

[7] e.g. I'm just loving it

The recent assault forced Ted to know where Jane was at all times

Know about the movie rating system

What Ted did was always know where Jane was

This 'failure' as illustrated in the example [7] demonstrates that at times state verbs such as *'know'* and *'love'* can be used to demonstrate agentivity. The lack of reliability of operational tests has led some researchers to review the conceptual basis on which these tests are founded

(Klein 1994; Salaberry 2008). Klein (1994) provides two major types of evidence that determine the inherent lexical semantics of predicates and associated internal and external arguments, (1) the nature of the situation being described (the case in reality), and (2) combinatorial linguistic restrictions (operational tests of lexical content). Klein contends the first line of evidence is inclusive because it is methodologically difficult to separate what is the case in reality from what is the case in the lexicon given that lexicon contents refer to selective descriptions of reality. He concludes that in order to obtain reliable and consistent classifications of verbal predicates, it is important to classify lexical contents according to inner-linguistic restrictions and he goes on to list three major criteria to classify lexical contents: (1) adverb modification, (2) aspect modification and (3) presuppositions and implications (Salaberry, 2008). Klein's observations however are of importance in bridging foreign language learner use of the target language based on their descriptions of reality. It may not be as inconclusive as he considers it to be.

The lack of a foolproof test raises the issue of semantic multivalence of verbs and with it comes the issue of aspectual shifts and coercion. Salaberry (2008) argues that for a shift from one aspectual class to another, we must conclude that there exists two different aspectual classes; one before coercion is applied and another brought about by coercion. This is of importance in language acquisition studies because coercion may be a property of overgeneralization as learners make use of the target language. The question is how does a researcher interpret data that is a result of coercion? What if coercion stems from the aspectual class that the verb possesses in the L1 or L2 of the learners?

## **2.2 The Development of Tense and Aspect**

The acquisition of tense and aspect has been a prolific topic of research in the field of language acquisition. Regardless of its prolific nature, findings from various research abound in new knowledge and perspectives as well. Studies that aim to uncover the nature of

acquisition of tense-aspect morphology are of great importance to the development of language acquisition theory, which will consequently guide practical language teaching and learning. A large part of the studies on tense and aspect explores the relationship between verb semantics and the development of tense-aspect morphology. Some studies claim that the developmental sequence of tense-aspect morphology in L1 and L2 acquisition follows a universal pattern and is strongly influenced by the inherent semantic aspect of the verbs (Shirai & Andersen, 1995; Weist, 2002; Robison, 1995; Bardovi-Harlig & Reynolds, 1995, Andersen, 1991). This stance is referred to as the Aspect Hypothesis. The Aspect Hypothesis has obtained support in both L1 and L2 studies through the use of different methodologies and subjects from different backgrounds (Bardovi-Harlig & Reynolds, 1995; Giacalone-Ramat, 2002; Robison, 1995).

This section is intended to explore important tenets in the development of tense-aspect morphology in different language acquisition processes. It will provide an overview into first language acquisition, second language acquisition, foreign language acquisition and lastly multilingual situations.

### **2.2.2 First Language**

Various studies have explored the acquisition of tense and aspect in L1 acquisition. Such studies include Aksu-Koc (1988) on Turkish, Behrens (1993) on German, Li (1990) on Mandarin, and Shirai (1991) on English. Weist (2002) reiterated as to why the investigation of the L1 acquisition of tense and aspect is interesting. He gave the following reasons; (1) it shows how the early phase of temporal reference is acquired, (2) it is relevant to the question of how morphological information is processed, (3) it reveals elements of the emergence of verb argument structure, (4) it provides insights into the child's tacit knowledge of syntactic structure, and (5) it has comparative value for research on L2 acquisition and non-typical L1 acquisition. Weist (2002) goes on to acknowledge that there have been very different

theoretical perspectives in the approach scientists have used in understanding the tense aspect morphology problem. Research into the problem can be partitioned into methodological paradigm, e.g., naturalistic investigation as opposed to experimental investigation, or by theoretical framework, e.g., information processing theory versus the principles and parameters model.

Early investigations into the problem were done on English which resulted in the claim that children began the acquisition process with bare stems. This claim was put to rest by Tomasello (1992) who discovered that it was not even true for English where some verbs enter the child's lexicon as frozen inflected forms. Smoczynska (1985), who did similar research into a highly inflected language - Polish, discovered that children began acquisition with inflected forms. However, Weist (2002) suggests that there is a major problem in determining whether these forms are productive.

Early investigation into verbal morphology done by Brown and his colleagues (1973) evaluated correct usage of morphemes in obligatory contexts. This study brought the question of productivity of language forms into focus. Though alternatively, productivity can be measured by scope and/or contrast. Over-regularization in language production has been suggested as an indication of an acquired morphological rule. Over-regularization may be relevant in a study of English past tense but it may not be useful in the case of past tense in other languages (Weist, 2002). This may call for change in the type of research design being employed. Experimental research adds the dimensions of controlled conditions where children are presented with minimal morphological contrasts requiring them to produce constructions with a limited amount of coercion. At this juncture, measures such as MLU become useful in determining the scope and contrast in terms of productivity. However, we are still reminded of the potential for individual differences (Brown, 1973)

In research that emphasizes the absence of grammatical morphology two hypotheses are salient, (1) the Verb Island Hypothesis, and (2) the Modal Hypothesis. The VIH aims at pointing out the essence of the acquisition of tense-aspect morphology for the child. According to this hypothesis and research done by Tomasello (1992) grammaticalization derives from the child's learning of combinatorial possibilities and the making of these possibilities for each and every verb individually. In spite of the apparent absence of tense and aspect children appear to be relatively communicatively competent. However there was no evidence of productive inflections. The VIH relies heavily on Piagetian principles since the mental operations involved in the process are similar to those that Piaget (1952) describes as characteristic of the sixth stage of sensory-motor development, - creative cognitive activity (Weist, 2002; Tomasello, 1992). Proponents of the Modal Hypothesis, Ingram and Thompson (1996) just like Tomasello, argue that young children demonstrate very little knowledge of verb inflections in the early stages of acquisition. Ingram and Thompson analyzed data from four children who were learning German. According to them, verbs were acquired one at a time and inflected verbs are initially single morphemes hence the German data appeared to support the Verb Island Hypothesis (VIH). Like Tomasello, they describe the initial stages of language acquisition as a word-by-word learning process with no evidence for productive inflectional morphology.

In an extensive study of seven children learning German, Behrens (1993) identified three phases of acquisition, (1) non-finite, (2) finite, and (3) complex tense. During the non-finite stage, infinitives and stems were the most common forms and there was no evidence for productive inflection. During the finite stage, present tense forms were found with agreement variations, modal verbs and copulas emerged immediately in their finite forms. The auxiliary system is established in the complex tense phase (Weist, 2002; Behrens, 1993). The acquisition process was most accurately described as a "gradual application of new features

rather than a global restructuring” (Weist, 2002). When finite verb forms emerge during a period, it is referred to as the Optional Infinitive Stage (Wexler, 1994). According to Wexler (1994), the Optional Infinitive Stage is derived from the assumption that the child does not distinguish tense values and does not understand tense. It is a stage that will ultimately go away once past tense has developed. The Optional Infinitive Stage is derived from the principle of universal grammar, and as such, it should be applicable cross-linguistically (Weist, 2002). However, Sano and Hyams (1994) found that the frequency of root infinitives varies considerably cross-linguistically. How then do children recognize what morphological markers go with what verbs? How do they begin to acquire tense and aspect? The aspect hypothesis claims children are influenced by the inherent semantic aspect of verbs or predicates in the acquisition of tense and aspect markers associates with or affixed to these verbs (Andersen & Shirai, 1994). This approach is semantic in nature and focuses on the influence of lexical aspect. The aspect hypothesis may be viewed as having three components, (1) use of the past tense (2) the distinction between perfective and imperfective aspect, and the use of the progressive aspect. A consistent pattern of development has been observed in L1 acquisition of tense-aspect morphology as follows; (1) Children first use part marking predominantly with achievement and accomplishment verbs then extending their use to activity then finally to stative verbs, (2) Children first use progressive marking with activity verbs then extending it to accomplishment and achievement verbs, and (3) Children do not incorrectly over extend progressive markings to stative verbs.

The aspect hypothesis will be discussed in detail in the following section. Nevertheless, this section’s discussion on the development of tense and aspect in the L1 raises a number of issues that will be explored in this study since there are subjects who are acquiring English at young ages. These subjects experience English through instruction but they also have to

learn to function in their native L1's and more probably in multilingual contexts. Discussion on L1 acquisition of tense is pertinent in understanding whether there are transfer effects.

### **2.2.3 Second Language**

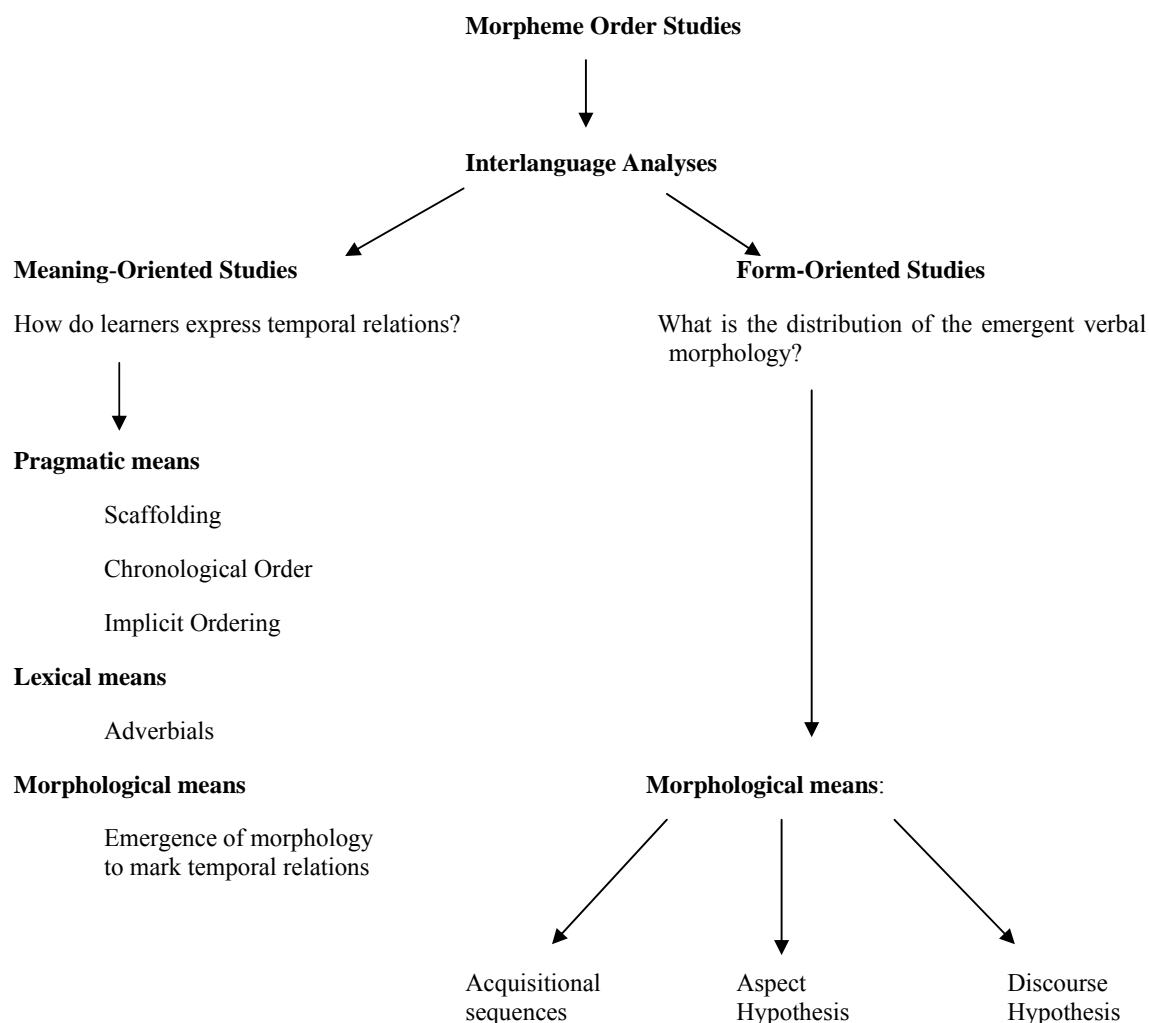
Studies on the development of tense-aspect morphology in L2 learner language were motivated by early studies on verbal morphology in L1 acquisition (Brown, 1973; de Villiers & de Villiers, 1973). These studies are commended for their historical value and their continuing influence in the field of research on L2 acquisition of tense – aspect morphology (Bardovi-Harlig 2000). Often referred to as morpheme order studies, the studies done by Brown (1973) and de Villiers & de Villiers (1973) did not investigate the emergent tense-aspect system but included verbal-morphology aspects such as grammatical morphemes that marked the plural, the possessive, prepositions, articles, auxiliaries and the copula (Bardovi-Harlig, 2000). The most influential study that was conducted by Brown (1973) on the L1 acquisition of grammatical morphemes by three children found an acquisition order of English grammatical morphemes. A similar order was observed by de Villiers & de Villiers (1973) in their study with twenty children.

Subsequent L2 acquisition research modeled these two major studies in child language acquisition. Large cross-sectional studies of L2 learners of English as a second language investigated a similar range of morphemes (Dulay & Burt, 1974; Bailey, Madden & Krashen, 1974) which also concluded that there was a natural order sequence of the same morphemes in L2 learners. Despite the persuasive findings of morpheme order studies, they have been criticized for the focus they put on the end point of acquisition rather than the process of acquisition (Ellis, 1994). In other words these studies were based on the assumption that accuracy was equal to acquisition. Gradually morpheme studies lost their appeal because they never provided a satisfactory answer to how learners actually acquired the aforementioned

grammatical morphemes neither did these studies provide an explanation to the variation in the use of particular morphemes (Andersen, 1991).

Bardovi-Harlig (2000) notes that there was a shift in focus in the 1980's from the acquisition of morphology as form to a focus on morphology as the surface realization of an underlying semantic system. This shift was derived from an interest in the semantics of interlanguage in general and temporal semantics in particular. According to Bardovi-Harlig (2000) two main strands of inquiry can be distinguished; the meaning-oriented approach, which investigates the expressions of semantic concepts through various linguistic devices; and the form-oriented approach, which investigates the distribution of verbal morphology as an indicator of the underlying semantic system of interlanguage. Notably, these two approaches, unlike morpheme order studies, suggest that semantic features may be applicable to a range of languages, if not universal. Form-oriented studies, also known as form-to-function studies, e.g. Sato (1990) investigated particular forms to know how and where such forms are used by learners, therefore determining what the usage of these forms means in the learner's interlanguage. The meaning-oriented approach is a broader approach which encompasses concept-oriented studies, e.g. Von Stutterheim & Klein (1987); semantically oriented studies, e.g. Giacalone-Ramat (1992) and function-to-form studies, e.g. Trevisi (1986). This approach investigates a particular concept and asks how it is expressed in the interlanguage. Meaning-oriented approaches, as well as form-oriented approaches, have been used successfully to study the acquisition of expression of temporality (Bardovi-Harlig, 2000). An overview of this discussion on the two approaches is represented in the following figure:





**Figure 2.2 Overview of Approaches used in Studies of Temporal Expression in Second Language Acquisition (Bardovi-Harlig, 2000)**

Figure 2.2 illustrates the trends in which investigation of temporality in L2 acquisition studies may take and with these trends, it provides a succinct view of the beginnings of research in temporality as well. Recently, there have been few meaning-oriented studies like Lubbers-Quesada (2004, 2006), Noyau (2002), Bardovi-Harlig (1992), and a prolific interest in form oriented studies such as Bardovi-Harlig and Bergstrom (1995), Bardovi-Harlig (1998), Bardovi-Harlig and Reynolds (1995), Liskin-Gasparro (2000), Lopez-Ortega (2000), Salaberry (1997, 2000), Shirai and Andersen (1995) and Shirai and Kurono (1998) just to mention a few. The less well-known meaning oriented studies examine how pragmatic

means, lexical means and morphological means interact in the acquisition of temporality. Research has shown that in the early stages of acquisition learners rely mainly on chronological order, adverbials and connectives for distinguishing temporal relations (Noyau, 2002; Bardovi-Harlig, 2000, 1992; Lubbers-Quesada, 2006).

The majority of form-oriented studies confirm that both children and adult learners are sensitive to the inherent semantics of verbs when, acquiring and using verbal morphology (Antinucci & Miller, 1976; Weist et. al., 1984; Andersen, 1989, Shirai & Andersen, 1995; Andersen & Shirai, 1996; Andersen, 1991, Robison, 1990, Bardovi-Harlig, 1992, 1998). For example in Spanish, which distinguishes both a past imperfective and a perfective, there is evidence that an inherent aspect of the verb determines the selection of aspectual morphology in native speakers (Lubbers-Quesada, 2004, 2006), and affects the acquisition of the preterit and imperfect in adult L2 learners (Salaberry, 1999, 2000, 2002; Liskin-Gasparro, 2000; Lopez-Ortega, 2000).

In understanding and capturing the prolific nature of L2 studies, Table 2.7 provides a summary of studies that have used the meaning-oriented approach in various target languages. Within the summary, Table 2.7 points out the research design used and the number of learners with the L1 of the learners as well. It also specifies the focus of the study, the eliciting tasks used to collect data, as well as a succinct profile of their subjects.

**Table 2.7**

**Studies of Temporality using the Meaning-oriented Approach**

<b>Target language</b>	<b>Author</b>	<b>L1/# of learners</b>	<b>Design</b>	<b>Instruction</b>	<b>Focus</b>	<b>Discourse type/elicitation</b>
Dutch	Klein, Coenen, van Helvert & Hendricks (1995; from DKN)	2 Turkish 2 Moroccan Arabic	Longitudinal, 3 years	No class, 8 months No class, 2hr/week for 1 year	Temporality	Personal narratives, film retell tasks, guided conversations
English	Schumann (1987)	1 Chinese 1 Japanese 3 Spanish	Interviews of learners living in the US for at least 10 years, fossilized at basilang	None	Temporality	Conversational interview
	Sato (1990)	2 Vietnamese children (10 & 12)	Longitudinal, 10 months	No ESL courses, attended public school	Past	Wide range of oral tasks in a variety of settings
	Bardovi-Harlig (1992c)	8, Arabic, Korean, Japanese, Spanish	Longitudinal, 0-6 months ESL instruction	Intensive program	Past	Oral and written personal narratives
	Bardovi-Harlig (1994b)	16, Arabic, Korean, Japanese, Spanish	Longitudinal, up to 15.5 month ESL instruction	Intensive program	Reverse-order reports	Written personal narratives, some retell
	Klein (1995; from DKN)	2 Italian (+2 supplemental) 2 Punjabi	Longitudinal, 3 years	4-10 months, none	Temporality	Personal narratives, film retell tasks, guided conversations
	Salsbury (1997)	17 mixed	Longitudinal, 6 months	Intensive English	Hypotheticals	Essays
French	Noyau (1984)	2 Spanish	Longitudinal, 1 year	French for refugees	Past	Personal narratives, film retell tasks, guided conversations
	Veronique (1987)	5 Arabic 2 Berber	Cross-sectional, 3 levels	Illiterate in L1 and L2	Past	Past-time passages from conversational interviews, three narratives each where possible
	Trevisse (1987)	2 Spanish	Single interviews	3 months or less	Past	Narratives from conversational interviews
	Schlyter (1990)	2 Swedish adults, 3 bilingual French-	Single taping at 9 and 11 months	None	Temporality and general	Conversational interviews (adults);

Target language	Author	L1/# of learners	Design	Instruction	Focus	Discourse type/elicitation
		German children			acquisition	conversations during play (children)
	Noyau (1990)	3 Spanish	Longitudinal, 18 months (selected from ESF project)	Not specified	Past	Personal narratives from free conversation
	Noyau, Houdaifa, Vasseur, & Veronique (1995; from DKN)	2 Moroccan Arabic, 2 Spanish	3 years	None	Temporality	Personal narratives, film retell tasks, guided conversations
	Moses (1997)	74 English	Cross-sectional; 20 1 <sup>st</sup> year, 22 2 <sup>nd</sup> year, 14 3 <sup>rd</sup> year, 18 4 <sup>th</sup> year	University foreign language courses	Future	Written accounts of future plans
German	Meisel (1987)	45, Italian, Spanish, Portuguese 12 longitudinal subjects	Cross-sectional (45), longitudinal (7), 57-80 weeks	Not specified	Past	Conversational interviews, some formal tasks, oral proficiency tasks
	Von Stutterheim (1991)	20 Turkish	Sampling from larger study	None	Past	Spontaneous conversational data, narratives and descriptions
	Dittmar & Terborg (1991)	16 Polish (1 learner selected)	Longitudinally, 2.5 years	Not specified	Modality	Narratives, reports, instruction-giving
	Skiba & Dittmer (1992)	3 Polish	Longitudinal, 3 years	1 learner occasional attendance at German class	Modality	Not specified
	Dietrich (1995; from DKN)	3 Italian 4 2 Turkish	Longitudinal, 3 years	Italians, none Turks up to 10 hrs/week	Temporality	Personal narratives, film retell tasks, guided conversations
Italian	Giacalone Ramat (1995a)	2 Moroccan Arabic 2 Chichewa	Cross-sectional	Not specified	Modality	Oral directive tasks
Swedish	Noyau, Dorrots, Sjostrom, & Voionmaa (1995; from DKN)	2 Spanish 2 Finnish	Longitudinal, 3 years	Classes in Swedish and trade courses	Temporality	Personal narratives, film retell tasks, guided conversations

Note. DKN = Dietrich, Klein, and Noyau (1995). Source: Bardovi-Harlig, K. (2000) Tense and Aspect in Second Language Acquisition: Form, Meaning and Use, pp26-30.

Bardovi-Harlig (2000) emphasized the significance of a meaning-oriented approach as follows; (1) it emphasizes the importance of pragmatic and lexical means in the expression of temporality since the form-oriented means tends to ignore this aspect, (2) it reveals that learners develop a functional, and often rich, means of temporal expression before the acquisition of verbal morphology, and (3) it highlights the interplay of the pragmatic, lexical and morphological devices that learner's use. Moreover, she emphasizes that the meaning-oriented approach is more suitable than the form-oriented approach for investigating the earliest stages of acquisition in which learners do not employ verbal morphology to express temporal reference, though the latter approach offers an alternative perspective on the acquisition process (p.89); a sentiment also shared by Salaberry (2000a).

The following table illustrates a summary of form-oriented studies just as Table 2.7 did for meaning-oriented studies. Table 2.8 highlights a number of studies that made use of the Aspect Hypothesis. The matrix offers a summary of the target languages that learners intend to acquire, a succinct profile of the learners, the method of analysis employed and the native L1 of the learners. From the table, you will note that the issue of quantification is paramount with a column dedicated in establishing whether or not a particular study employed quantification of any sort. Quantification has been checked by the use of *Yes* or *No*. Quantification of studies in the acquisition of tense-aspect morphology is important because it allows for comparison among studies (Gass, 1990; Bardovi-Harlig, 1998). We can conclude from the summary of studies that form-oriented studies are more easily comparable than those that make use of meaning-oriented approaches.

**Table 2.8**

**Empirical Studies addressing the Aspect Hypothesis**

Target language	Author	L1	N	# Predicates	Instruction	Design	Analysis	Tests	Quantified
Catalan	Comajoan (1998)	English	1	311	CFL, 2 semesters	Longitudinal, conversational interview, & oral story/film retells	Vendler	Yes	Yes
Dutch	Housen (1993, 1994)	English	1	398 (T1) 551 (T2)	DFL, also two 1-month visits To Holland	Longitudinal, 2 samples 1 year apart; guided conversation	Stative/dynamic, durative/punctual	Yes	Yes
English	Kumpf (1984b)	Japanese	1	250	None	Conversational interview	Stative /active	No	Yes
	Flashner (1989)	Russian	3	649	Limited instruction	Personal narratives from spontaneous speech	Perfective/imperfective	No	Yes
	Robison (1990)	Spanish	1	553	Contact learner, some instruction	Conversational interview	Stative/dynamic and durative/punctual	Yes	Yes
	Bayley (1991, 1994)	Chinese	20	4,917	10 ESL	Cross-sectional, personal narratives	Perfective/imperfective	Yes (1991)	Yes
	Bardovi-Harlig (1992a)	Mixed	135	945	Intensive ESL	Cross-sectional, cloze passage	Vendler	No	Yes
	Bardovi-Harlig & Reynolds (1995)	Mixed	182	8,554	Intensive ESL	Cross-sectional, short cloze passages	Vendler	Yes	Yes
	Robison (1995)	Spanish	26	3,649	EFL	Cross-sectional, conversational interview	Vendler, punctual activity & punctual state	Yes	Yes

Target language	Author	L1	N	# Predicates	Instruction	Design	Analysis	Tests	Quantified
	Bardovi-Harlig & Bergstrom (1996)	Mixed	20	850	Intensive ESL	Cross-sectional, written narratives (film retell)	Vendler	Yes	Yes
	Rohde (1996)	German	2 Children	534	No ESL courses, attended elementary school	Longitudinal, spontaneous speech	Vendler	Yes	Yes
	Collins (1997)	French	70	3,220	ESL	Cross-sectional, cloze passages, short	Vendler	Yes	Yes
	E. Lee (1997)	Korean	2 children	1,612	14-year-old, 1 year in Korea; both attended elementary school in U.S.	Longitudinal, spontaneous conversation, narration, story picture description	Vendler	Yes	Yes
	Bardovi-Harlig (1998)	Mixed	37	2,779	Intensive ESL	Cross-sectional written & oral narratives (film retell)	Vendler	Yes	Yes
French	Kaplan (1987)	English	16	Not specified	FFL	Cross-sectional, semi structured, 10-min interviews	Perfective/imperfective	No	Yes
	Bergstrom (1995, 1997)	English	117	2,211	FFL	Cross-sectional, written narratives (film retell) & cloze passage	Vendler	Yes	Yes
	Bardovi-Harlig & Bergstrom (1996)	English	20	650	FFL	Cross-sectional, written narratives (film retell)	Vendler	Yes	Yes
	Salaberry (1998)	English	39	1,200 narrative 1,599 cloze	FFL	Second semester students, multiple choice, written narratives (film retell), & cloze passage	Vendler	Yes	Yes

Target language	Author	L1	N	# Predicates	Instruction	Design	Analysis	Tests	Quantified
Italian	Giacalone Ramat & Banfi (1990)	Chinese	4	1,141	Some	Longitudinal, conversational interview	Perfective/imperfective	Not specified	No
	Giacalone Ramat (1995c, 1997)	Mixed	20	148 progressive verbs	4 learners, some instruction; none	16, 4 cross-sectional & 16 longitudinal, conversational interview (oral narratives, film retell, description of picture stories)	Vendler and mental states	Not specified	Some
Japanese	Shirai (1995)	Chinese	3	234	Intensive JSL	Conversational interview at 8 months in Japan	Vendler	Yes	Yes
	Shirai & Kurono (1998)	Mixed	17	939	Intensive JSL	Judgement task at 3, 6, 9 months in Japan	Vendler	Yes	Yes
	Shibata (1998)	Portuguese	1	147 types)	(25 None	Structured conversational interview	Vendler	Yes (Shirai, 1993)	Yes
Portuguese	Leiria (1994), Leiria & Mendes (1995)	Mixed	120	1,125	PSL in university courses	Levels of learners not specified; 218 written narratives (oral retell from formal examination)	6 classes (Moens & Steedman, 1988)	No	Yes
Russian	Leary (1999)	English	40	1,002	RFL university, 1 <sup>st</sup> to 4 <sup>th</sup> year	Cross-sectional, 1 <sup>st</sup> to 4 <sup>th</sup> year university instruction. Film retell task	Vendler	Not specified	Yes
Spanish	Andersen (1986a)	English	1 child	1,629	None	Longitudinal, 2 years, 2 conversational samples	Vendler	Yes	Yes
	Andersen (1991)	English	2 children	Not specified	None	Longitudinal, 2 years, 2 conversational samples	Vendler	Yes	No



Target language	Author	L1	N	# Predicates	Instruction	Design	Analysis	Tests	Quantified
	Ramsay (1990)	English	30	2,130	SFL, some contact	Cross-sectional, oral retell of picture book	States, activities, events	No	Yes
	Martnez Baztan (1994)	Dutch	15	662	SFL	Advanced learners, 2 compositions per learner	Vendler, error analysis	No	Yes
	Hasbun (1995)	English	80	2,713	SFL	Cross-sectional, oral narratives (film retell)	Vendler	Yes	Yes
	Lafford (1996)	English	13	387	SFL	Cross-sectional, oral narratives (film retell)	Telic/atelic	No	Yes
	Liskin-Gasparro (1997)	English	8	Not quantified	SFL	Advanced learners, oral narratives (film retell); retrospection	Vendler	No	Yes
	Salaberry (1997)	English	16	2,054	SFL	Cross-sectional, oral narratives (film retells), grammar test, cloze test, & editing task	Vendler	Yes	Yes
	Salaberry (1999b)	English	20	1,068 T1 986 T2	SFL	Cross-sectional, oral narratives (film retells), 2 samples, 2 months apart	Telics, activities & states	Yes	Yes
	Cadierno (2000)	Danish	10	656 written 1354 oral	8 SFL plus 6-18 months residence in TL countries, 2 SSL in host country	Advanced learners, 1 <sup>st</sup> year university composition class; oral semi structured interview; written narratives	Vendler	No	Yes

*Note.* Vendler stands for Vendler categories, or STA, ACT, ACC, ACH. FL = foreign language; SL = second language; C = Catalan; E = English; F = French; P = Portuguese; R = Russian; S = Spanish. Source: Bardovi-Harlig, K. (2000) Tense and Aspect in Second Language Acquisition: Form, Meaning and Use, pp206-210.

Despite the amount of research done on verbal morphology and the shift in focus over the years, one aspect that cannot be ignored is the influence that lexical aspect has on the patterns of distribution of past verbal morphology in the initial stages and later stages of morphological development. Developments in tense-aspect research have shown the importance of investigating the influence of discourse structure on the distribution of emergent morphology. This is the result of the fact that all natural use of tense-aspect morphology occurs in context. Due to the refinement in data collection techniques and the urge to collect naturalistic data, an increase in the number of studies employing narratives was recognized. With narrative analyses, researchers are able to follow tense-aspectual forms and how they develop in the foreground and background of the narrative.

Earlier studies that engaged the use of narratives to study L2 temporality made use of case studies whereas more recent studies tended to be larger and often with quantified results (Bardovi-Harlig, 2000). These earlier studies (Veronique, 1987; Von Stutterheim, 1986, Flashner, 1989) used narrative analysis to account for the distribution of interlanguage morphology (Bardovi-Harlig, 2000). Later studies (Bardovi-Harlig, 1992b, 1995a, 1998; Veronique, 1987) employed the descriptions provided by the earlier studies as the working hypothesis (Bardovi-Harlig, 2000).

The types of narrative structures used to provide both qualitative and quantitative descriptions of interlanguage verbal morphology were; (1) oral narratives, and (2) written narratives. Research into interlanguage narratives has shown that grounding influences the distribution of tense-aspect morphology (Bardovi-Harlig, 2000). Similar to Tables 2.7 and 2.8, Table 2.9 provides a summary of studies of narrative structure and distribution of verbal morphology. It provides a succinct profile of the learners involved in the studies, the research design and both the target language and the learner's L1 as well as whether or not quantification has been applied in the study.

**Table 2.9**

**Studies of Narrative Structure and Distribution of Verbal Morphology**

<b>Target language</b>	<b>Author</b>	<b>L1</b>	<b>N</b>	<b>Level</b>	<b>No of narratives</b>	<b>No. of predicates</b>	<b>Instruction</b>	<b>Design</b>	<b>Quantified</b>
Catalan	Comajoan (1998)	English	1	Beginner	8	311	CFL, semesters	Longitudinal, conversational interview, and oral story and film retells	Yes
Dutch	Housen (1994)	English	1	1 course plus 1 month host stay	Not specified	398 (T1) 551 (T2)	DFL, with two 1-month visits to Holland	Longitudinal, 2 samples 1 year apart; free conversation	Yes
English	Kumpf (1984b)	Japanese	1	Low	Not specified	250	None	Conversational interview, personal narrative	Yes
	Flashner (1989)	Russian	3	1 beginner 1 intermediate 1 advanced	Not specified	649	Limited instruction	Personal narratives from spontaneous speech	Yes
	Bardovi-Harlig (1992b)	Mixed	16	Intermediate	32	1,135	Intensive ESL	Cross-sectional written and oral narratives, story retells	Yes
	Bardovi-Harlig (1995a)	Mixed	37	Beginner-advanced	74	2,779	Intensive ESL	Cross-sectional written and oral narratives, film retells	Yes

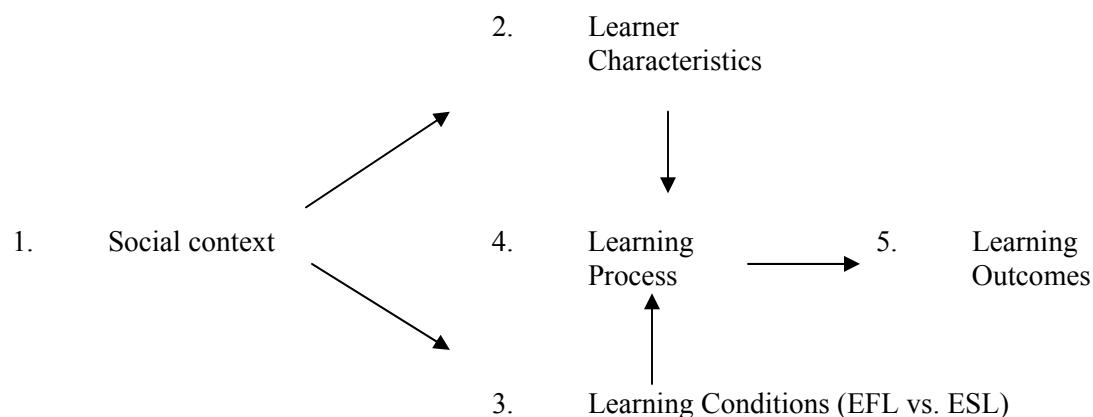
Target language	Author	L1	N	Level	No of narratives	No. of predicates	Instruction	Design	Quantified
	Bardovi-Harlig (1998)	Mixed	37	Beginner-advanced	74	2,779	Intensive ESL	Cross-sectional written and oral narratives, film retells, with aspect	Yes
	Housen (1998)	French, Dutch	11	Low to high intermediate	Not specified	550	Primary school English-medium and subject instruction in EFL setting	Conversational interview, personal narratives, film ad plan retells, elicited (picture) narratives	Yes
	Tajika (1999)	Japanese	32	360-557 TOEFL	192	3,092 oral 2,704 written	EFL	Six narratives each, oral and written personal, film retell and written passage retell	Yes
French	Trevisse (1987)	Spanish	2	Low	3	53	None	Conversational interview, personal narrative	No
	Veronique (1987)	Arabic Berber	5	2 low, intermediate, 2 advanced	3 19	Not specified	None	Cross-sectional, conversational interview, personal narratives	No
	Noyau (1984)	Spanish	2	11-22 and 6-18 months in France	Not specified	Not specified	French refugees for	Longitudinal, conversational interviews,	No

Target language	Author	L1	N	Level	No of narratives	No. of predicates	Instruction	Design	Quantified
	Noyau (1990)	Spanish	3	About 1 year in France	6	Not specified	Not specified	personal and film retell narratives Two narratives each, approximately 1 year apart; conversational interview, personal narrative	No
German	Von Stutterheim (1986)	Turkish	10	Cross-sectional	20	Not specified	None	Guided conversations (2 hr), L2 retellings of L1 narrative, translations	Type/token counts
Spanish	Lafford (1996)	English	13	OPI intermediate, low, mid, high	15	387	SFL	Cross-sectional, oral narratives, animated film retell	Yes

*Note.* FL = foreign languages; SL = second language; C = Catalan; D = Dutch; E = English, S = Spanish. Source: Bardovi-Harlig, K. (2000) Tense and Aspect in Second Language Acquisition: Form, Meaning and Use, pp286-288

### **2.2.3 Foreign Language**

The differences between a Foreign Language (FL) and a Second Language (L2) derive mainly from the socio-cultural environment of the acquisition process and the linguistic background. In an L2 environment, learners will be exposed to the target language (both the language system and its frame) because it is the dominant or the only language of the community. While in the foreign language learning environment, the learner is much more restricted to the FL input. In FLL environments, the learner's experience and activities in the target language are almost always restricted to the time spent in the classroom (Kecskés, 2000). For the purpose of this section and in congruence with earlier discussion on the distinction between a FL and L2, I will underscore one variable proposed by Stern (1983) in his model-learning conditions (See Fig 2.3). Stern (1983) proposed a set of five variables. Within them, he distinguished FL learning from SLA based on the learning conditions. The variables that he identified in his model include, I (1) social context, (2) learner characteristics, (3) learning conditions, (4) learning process, and (5) learning outcome. In his distinction of the two learning processes he stressed the presence of a functional learning environment through programs as well as a formal approach to the processes of language study and practice. Stern (1986) distinguishes two types of learning conditions e.g. EFL and ESL. He indicates that EFL would include some form of educational treatment. This educational treatment will include delineation of objectives, the selection of content, indication of procedures to be followed as well as appropriate materials and lastly, identification of means of evaluation. His depictions of ESL conditions were that the learners would have exposure to the target language in its natural setting. His framework acknowledges that there is quite a lot in common and that it is almost impossible to find a sterile SLA or FL learning situation.



**Fig. 2.3: A Simplified Framework for Examination of Second Language Learning  
(adapted from Stern 1983:338)**

Several other attempts have been made to explain the difference between FL and L2 learning (Berns, 1990; Gass, 1990; VanPatten & Lee, 1990; Kecskés, 2000). These studies agree that the context of acquisition is an important factor in differentiating SLA and FL learning. However, the most important challenge comes when the content of the context is not questioned (Kecskés, 2000). And more importantly to this study, how much of the content that is provided to learners assures them of at least a successful attainment of the tense –aspect morphology of the target language? Gass (1990) explored variables both internal and external to a learner so as to capture the differential effects of the learning environment on learning outcomes and on acquisition processes. In her account, she realized that what learners have to do in both learning environments (FL and SLA) are similar; come up with a grammar of the target language and develop the ability to put that knowledge to use. However, grammatical competence is not the only knowledge that has to be learned because there is also pragmatic knowledge and sociolinguistic knowledge among others. Cognitivists would also argue that grammar is not arbitrary because syntax is motivated by semantics; in other words linguistic signs are equated with “*conventionalized conceptualizations*” (Gass, 1990; Kecskés, 2000; Langacker, 1987). This

would mean that these conventionalized conceptualizations are made available to the learners of the target language. Moreover, it raises the issue of formal differences among languages as reflections of differences in conceptualizations. When acquiring a non-primary language learners have to learn not only the form of that particular language but also the conceptual structures that are associated with these forms. Whereas in an L2 learning environment, learning of forms and conceptual structures represented by those forms simultaneously is possible, while in the FL environment learners are usually expected to focus on the forms while learning little or nothing about the conceptual structures those forms represent. This fact seriously affects the fundamental processes of acquisition as Gass (1990) would call it. This would result in a production that is good and understandable but lacks the *idiomaticity* of native speaker speech (Kecskés, 2000; Gass, 1990).

Not having full access to the conventionalized conceptualizations of the target language, FL learners usually rely on the conceptual base of the mother tongue. They map target language forms on L1 conceptualizations (Kecskés, 2000). Acquiring an L2 or FL requires re-conceptualization which involves not only lexical and cultural concepts but also grammatical categories. Gass (1990), however, notices a kind of equivalence assumption at work among learners of a target language who automatically assumes that meanings and structures will be somewhat similar to those in their own language. This, according to Gass (1990), makes it possible for them to learn another language. The more they are exposed to the target language the more they discover that the equivalence assumption is wrong, and the faster they begin to adjust to specific communication requirements of the target language.

There has been little to almost no research that has been done on the acquisition of tense-aspect morphology in a strictly foreign language context that engages learners with Bantu backgrounds.



Two studies have been done so far, one on Spanish (Robison, 1990, 1995) and the other on EFL by native speakers of French in a foreign setting (Collins, 2002, 2004). Due to the relevance of these studies, only Collins (2004, 2006) will be explored in detail in the following sections devoted to selected studies. As earlier pointed out, about the distinctions between a FL setting and an SLA setting, these two studies also made the distinctions based on the context of learning/use of the target language. A more recent study done by Ayoun and Salaberry (2008) aimed at achieving two major things; (1) increasing the number of studies done on foreign language learners, and (2) achieving the study's objectives – to investigate the extent to which the expression of temporality through inflectional morphology among foreign language learners is determined by lexical semantics. Their findings indicated that there was an L1 effect in present perfect use though it was limited to some learners. Secondly, the learners had the most difficulties with activities. Thirdly the past progressive was the second most common form used – mostly with activities – followed by present with states. Lastly, the present perfect was the alternative form used the most often with telic, especially with increasing levels of proficiency. These findings underscore the effect of lexical aspect in the use of past morphology.

More importantly to note in this section is the continued use of theoretical framework that were applied in SLA research extended to FL research. These studies highlight the issue of similarity vis-à-vis differences between SL and FLL.

#### **2.2.4 Multilingual Contexts**

The main reason for exploring the issue of multilingual acquisition is the context in which the data for this study was collected. The context will be explored in detail in Chapter 3, however, it is of importance that we discuss some of the key issues in multilingual acquisition as well as explore the possibilities of research on tense-aspect morphology done in this area.

Most people understand a multilingual person to be an individual with familiarity of three or more languages as opposed to a bilingual person who is supposedly familiar with not more than two languages. These two definitions may appear to be clear and straightforward but in practice, literature on bilingualism and multilingualism often use the terms synonymously. Moreover, when people attempt to equate the number of languages spoken by a multilingual individual to the proficiency levels attained in these languages, the issue of dominance stems from comparisons that are made between the individuals' proficiencies in the languages (De Angelis, 2007). Such comparisons may lead to labeling of the languages according to the order of acquisition without taking into account issues of language proficiency.

Cenoz (2000) defines multilingual acquisition as the acquisition of a third or additional language. He mentions that the end product of this acquisition is multilingualism. Though SLA has a lot in common with multilingual acquisition, there are some differences regarding complexity and diversity. Multilingual acquisition presents more diversity than SLA, and multilingual acquisition studies present greater complexity (Cenoz, 2000; De Angelis, 2007). In exemplifying the diversity of multilingual acquisition, Cenoz (2000) underscores this diversity in Table 2.10 as shown below.

**Table 2.10**

**A Comparison of Diversity between SLA and Multilingual Acquisition<sup>3</sup>**

<b>Second Language Acquisition</b>	<b>Multilingual Acquisition</b>
1. $L1 \rightarrow L2$	1. $L1 \rightarrow L2 \rightarrow L3$
2. $LX + Ly$	2. $L1 \rightarrow Lx/Ly$
	3. $Lx/Ly \rightarrow L3$
	4. $Lx/Ly/Lz$
	5. $L1 \rightarrow L2 \rightarrow L3 \rightarrow L4$
	6. $L1 \rightarrow Lx/Ly \rightarrow L4$
	7. $L1 \rightarrow L2 \rightarrow Lx/Ly$
	8. $L1 \rightarrow Lx/Ly/L2$
	9. $Lx/Ly \rightarrow L3 \rightarrow L4$
	10. $Lx/Ly \rightarrow Lz/Lz_1$
	11. $Lx/Ly/L2 \rightarrow L4$
	12. $Lx/Ly/Lz/Lz_1$

Source: Cenoz, J. (2000) Research on Multilingual Acquisition, pp40

The formula in Table 2.10 represents the diversity of possible acquisition orders and how these orders can increase. The formulae reflects different situations of second and multilingual acquisition taking into account the simultaneous or consecutive acquisition of different languages (See footnote). Cenoz (2000) claims that this diversity and complexity of multilingual acquisition gives rise to situations which are unique in language acquisition and which justify the need to conduct research in order to identify the characteristics of multilingual acquisition and the specific operations that affect the process. Early multilingualism is not a very common phenomenon in many European communities; however the same cannot be said of African

<sup>3</sup>  $Lx/Ly$  – simultaneous acquisition of two languages  
 $L1 \rightarrow L2$  – order of acquisition where L1 precedes L2/L is followed by L2.

communities. The African situation could correspond to any of the formulae under multilingual acquisition presented in Table 2.10. Let's take one formula, for example  $L_x/L_y \rightarrow L_z$ , whereby two languages are learned simultaneously within a home and one in other situations outside the home. This formulae is more common in the Tanzanian rural context where a mother tongue (ethnic languages of either parents or one parent) is spoken at home, another ethnic language is spoken in the community or a common lingua franca (Swahili) and another language is spoken at school like the lingua franca or English depending on the medium of instruction.

The situation where bilinguals learn a third language is more common than early multilingualism. Most studies on bilingualism have shown that it presents positive cognitive effects and then these affects third language acquisition. Most studies in which the proficiency of bilinguals and monolinguals in a third language has been compared prove that bilingualism favors the acquisition of third languages (Cenoz & Valencia, 1994; Cenoz, 2000; Baker, 1996). However not all studies report positive effects. Some studies have reported no differences between bilinguals and monolinguals learning English as a foreign language (Balke-Aurell & Linblad, 1983). Some studies on multilingual acquisition have focused on the issue of proficiency in learners of an L3 and its effects on their L2 proficiency (Griessler, 2001), while others focused on the effects of bilingualism on multilingualism (Cenoz, 2000; Cenoz & Valencia, 1994). Very few studies have a remote relationship to the acquisition of tense-aspect morphology in an L3 and if there are any, the issue of tense and aspect is discussed in passing and is not the focus of the study (Di, 2005; Leung, 2005).

The study done by Leung (2005) aimed at making a comparison between L2 and L3 acquisition among monolinguals and bilinguals usage of tense and agreement. Her study found out that the monolingual group's performance was significantly poorer than that of the bilingual group,

especially with respect to agreement features. She argued that this was because the bilingual group has acquired the relevant properties in English (their L2) which aids the subsequent acquisition of French (L3) at the outset; the monolingual subjects on the other hand do not possess this advantage because they lack an L2. Leung (2005) also claimed that L3 acquisition is different from L2 acquisition as far as the initial state is concerned. Her research findings basically argue in line with prior studies (Cenoz & Valencia, 1994; Cenoz, 2000; Baker, 1996) that the more languages one has acquired, the more beneficial it would be for the acquisition of additional non-native languages.

Di's (2005) research focused on the elements of transfer as bilinguals (L1 Japanese/L2 English) attempted acquiring Chinese as their L3. One aspect of her study looked at verbal morphology and whether there was any transfer that was apparent. The results indicated no significant difference between the experimental group and the control group (English L1 speakers learning Chinese) with respect to the perfective marker *-le*. However this did not mean that the influence of English as L2 on learning Chinese as L3 could be denied. A lot of the errors realized were thought to be caused by conceptual transfer from English as L2, however, due to the functional equivalence between the Japanese past/perfective marker and the English past tense, it is difficult to distinguish between the influences. In his case, it is difficult to decide upon which language spoken by the learner is the source of transfer.

### **2.3 Tense and Aspect in Bantu Languages**

After the discussion on multilingual acquisition, foreign language acquisition, the issue of conceptualizations and conceptual transfer in the previous sections, bearing in mind the context of this study, a review of tense and aspect in Bantu languages cannot be ignored. The Bantu verb expresses many grammatical categories due to its agglutinating nature. In agglutinating

languages, the string of morphemes is longer and the morphemes are relatively transparent, having a single shape and meaning. The Bantu verb expresses other verbal categories apart from tense-aspect (TA) morphology which is the main thrust of this section. Such verbal categories include polarity, mood, relative markers, extensions, subject, object, conditionals, focus and other discourse features. All these categories are represented in a linear verb structure that yields sequences as indicated in Table 2.11. All these categories interact with TA and with each other.

**Table 2.11**  
**The Bantu Verb Morpheme Sequence**

<b>Sequence</b>	<b>Symbol</b>	<b>Name</b>	<b>Status</b>
<b>1</b>	NEG	Negative marker	Optional
<b>2</b>	SP	Subject Pronoun	Obligatory
<b>3</b>	TA1	Tense Aspect Marker	Obligatory
<b>4</b>	OP	Object Pronoun	Optional
<b>5</b>	Root	Verb Root	Obligatory
<b>6</b>	DSUF	Derivational Suffix	Optional
<b>7</b>	TA2	Tense Aspect 2	Optional
<b>8</b>	FV	Final Vowel	Obligatory

Other classifications of the linear structure of the Bantu verb are more detailed. Nurse (2008) made use of a formal template proposed by Meeussen (1967). It is considered a statement of the most common structure of a single-word verb in contemporary Bantu as well as the shape of the verb in Proto-Bantu. I have modified the model into a table so as to include a status column that highlights whether the verbal component is optional or obligatory as well as a column indicating the components by name.

**Table 2.12**

**A Modified Model of Meeussen’s (1967) Structure of a Single Inflected Bantu Verb**

Position	Name	Components	Status
1.	Pre-Initial	Primary Negative marker	Optional
2.	Initial	Verb subject slot	Obligatory
3.	Post-Initial	Secondary Negative marker	Optional
4.	Formative	Tense, Aspect, Conditional, Modality, Focus markers	Optional
5.	Limitative	Narrative, Persistent Markers	Optional
6.	Infix	Object markers	Optional
7.	Radical	Verb root	Obligatory
8.	Suffix (extension)	Derivational extensions	Optional
9.	Pre-final <sup>4</sup>	Imperfective, repetitive habitual	Optional
10.	Final/Final vowel	Neutral/indicative <i>-a</i> , Subjunctive <i>-l/-e</i>	Obligatory
11.	Post-Final	Plural Imperative marker	Optional

The formative position in the verbal linear string is of great importance to this discussion because it is where most morphemes associated with tense-aspect occur. More important to note is that Bantu tense-aspect form a system (Nurse, 2008) in that, it would be otherwise impossible for one to learn or use the language if they have not acquired the system. This creates parallels with studies on the acquisition of English tense-aspect morphology which also consider acquisition of tense-aspect morphology as paramount for learners to be able to make use of the target language (Gass, 1990; Bardovi-Harlig & Reynolds, 1995; Bardovi-Harlig, 1994). Nonetheless, there are five types of verbal structure that occur widely in Bantu languages.

[7] *Single Imperatives*– these have a stem constituted of a root, final vowel and a tone pattern where applicable. Plural imperatives are marked as suffixes eg.

<sup>4</sup> Nurse (2008) suggests that it typically behaves as an extension as far as tone is concerned. While in some languages it has moved towards the final position, in others it co-exists in both positions and roles.

Nunu- a                      chakula  
 Buy- FV                      food  
 'buy food'

Nunu- e -      ni                      chakula  
 Buy- FV-      Post FV                      food  
 'You all buy food'

Ni-      nunu-li-              e-      ni                      chakula  
 1S.SM – buy – DERIV – FV -      POSTFV                      food  
 'You all buy me food'

[8] *Inflected single words*

Nkoya (L62)                      wa – mu – shing – ile  
 3S.SM – P<sub>3</sub> – 3S.OM – seek – P<sub>3</sub><sup>2</sup>  
 'She looked (P<sub>3</sub>) for him'

[9] *Two-word structures*, consisting of an inflected auxiliary followed by an infinitive.

Swahili (G42)                      Wa – li – anz – a                      ku – imb – a  
 3P.SM – PAST – begin – FV                      INF – sing – FV  
 'They began singing/to sing'

[10] *Two/Three-word structures* (compounds) comprising inflected auxiliary(es) and the inflected main verb. The auxiliary inflects for tense, aspect or other categories while the main verb always inflects for aspect less often for tense.

Swahili (G42)                      Wa – li –      tu –      ona                      tu –      ki – lia  
 3p.SM - PAST – 1p.OM – see                      1p.sm- SIT – cry  
 'They saw us crying'

[11] *Two-word structures*, where the first word is an infinitive and the second word is an inflected form of the same verb (i.e. infinitive fronting and a kind of reduplication).

Swahili (G42)                      Ku – lia                      Wa – na –      lia                      Kwa nini?  
 INF – Cry                      3p.SM – PROG – Cry                      for what?  
 'Why are they really crying?'

Regardless of these different types of verbal structures in Bantu languages the formative slot which entails tense and aspect remains to be pivotal in comprehending the languages structure.

This leads us to conclude that tense and aspect form an interlocking system and it is implied by



the linear structure of the verb. One notable aspect of the TA systems in Bantu languages is that each discrete verbal TA form has a specific and unique range of meaning. The range of meaning will differ from other TA forms in the language. Notably too, is the issue of overlap between forms as noted by Nurse (2008). Such overlaps are never total overlaps because that would make a form redundant. Examples drawn from standard Swahili (G42) has pairs such as.

- |      |   |            |  |
|------|---|------------|--|
| [12] | tu – na – nunu - a<br>1P.SM – PROG – buy – FV<br><i>'we are buying'</i> | <i>and</i> | tw – a – nunu - a<br>1P.SM – PRES – buy - FV<br><i>'we are buying'</i> |
| [13] | tulikuwa tukizungumza<br><i>'we were chatting'</i>                      | <i>and</i> | tulikuwa tunazungumza<br><i>'we were chatting'</i>                     |

Nurse's (2008) account of such forms indicated that some Swahili speakers would claim that the members of these two pairs are often or always semantically identical. He also mentions two possibilities: either many speakers are wrong because they have overlooked certain subtle semantic differences which they have trouble articulating or they are right, in which case one member of each pair can look forward to a short life since no language tolerates such redundancy for long. Unless they are regional dialects, such verbal characteristics can be predicted to cause trouble for learners of English since their earlier acquired language system allows for certain near redundancies as the pairs in [12] and [13] that they may want to articulate in a similar manner in the target language, which takes us back to the argument of conceptualizations and conceptual transfer that was discussed in previous sections. This is yet to be seen. I agree with Nurse's (2008) first observation/conclusion of the pairs, in that, the Swahili speakers overlooked certain subtle differences since they may have been required to express what the differences of the two members from one another in a different language. – *ki* – is a conditional marker that as earlier mentioned occupies the formative slot just as other TA markers would. It also marks

simultaneity of an action in relation to another; certainly, if it follows a tensed first verb as we have seen in [12] and [13]. In other words it is marking the past participle in the verb.

As we continue to analyze [12] and [13], it is important to note that *-na-* is the true progressive marker in Swahili; however in both cases, it marks an action in the past (See examples 14 and 15). The difference between the members is very subtle to the extent that a speaker of the language who is not conversant with linguistic concepts may overlook the differences. More significant to this study would be whether such subtlety is also overlooked in Bantu speakers who are learning English as a foreign language.

[14]	tu – li – ku – wa 1p.SM – PAST – INF – be <i>'We were chatting'</i>	tu – ki – zungumza 1p.SM – CND- chat <i>'We were (as) we (were) chatting'</i>
------	---	---

[15]	tu – li – ku – wa 1.SM – PAST – INF – be	tu – na – zungumza 1p.SM – PROG – chat <i>'We were chatting'</i>
------	---	--

Just as in English, tense is marked on only one word and it is carried by the first verbal element, no matter how many words are contained in the verbal structure. It is also noted that most Bantu languages encode tense on the left and aspect to the right. Regardless of whether both appear before the stem as in [16]

[16]	Pare (G22)	n – é – ki – na – ra – ima Is – PAST – ASP <sub>1</sub> – ASP <sub>2</sub> – ASP <sub>3</sub> – till <i>'I also used to till'</i>
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Or tense before the stem and aspect after as in [17] below;

[17]	Gikuyu (E51)	tw – a – hanyok – aga 1P – PAST <sub>3</sub> – run – IPFV <i>'We were running'</i>
------	--------------	--

Or tense is in the auxiliary and aspect in the lexical verb as in [18] (Nurse 2008)

[18]	Swahili (G42)	tu – li – ku – wa	tu – ki – - kimbi –	a
		1p.SM – PAST – INF – be	1p – PAR – run –	FV
		<i>'We were running'</i>		

Bantu languages have a widely attested set of shared aspectual categories. Most Bantu languages attest the same set of aspects; perfective, imperfective, progressive, habitual, persistent, perceptive and anterior (perfect). The perfective is unmarked, the others are marked. The perfective aspect is often based morphologically on the imperfective or progressive (Nurse, 2008).

#### 2.4 Tense and Aspect in Written Narratives

A narrative can be defined as a systematic construct that recounts a series of events in a purposeful manner and suitable format (written or spoken). Dahl (1984) defines a narrative as a text in which the speaker relates a series of real or fictive events in the order in which they took place. From both definitions it's evident that narrative seems to obey general structural laws (Trevisi, 1987). According to Trevisi, narratives often have an introduction (setting the stage, orientation) and a conclusion, whereas other scholars (Kumpf, 1984) have made use of the opposition "foreground"/"background". The foreground relates events belonging to the skeletal structure of the discourse (Hopper, 1979). Events in the foreground push the line of the story chronologically (Trevisi, 1987; Dry, 1981, 1983). The temporal point of reference of any one event in the foreground is understood as following that of the event preceding it (Bardovi-Harlig, 1998). On the other hand, the background does not narrate key events but provides supportive information that elaborates on or evaluates the events in the foreground. Bardovi-Harlig (1998) provides examples of what the background of a narrative would include; (1) clauses that contribute to the interpretation of an event by revealing a prior event, (2) predictions about the outcome of an event, and (3) evaluations of an action reported in the foreground.

The following transcript in [19] exemplifies the two oppositions; foreground and background, through a narrative written by an L1 Korean learner of L2 English. From [19], we can see how the background is set apart from the foreground.

[18]	<b>Foreground</b>	<b>Background</b>
[a]	police car <u>came</u> to the man [ACC]	
[b]	He <u>ride</u> on the car [ACT]	
[c]	He <u>met</u> the woman again [ACH]	[d] then woman <u>was</u> very sad [STA]
[e]	She <u>ran away</u> from the police car [ACC]	
[f]	Chaplin <u>follow</u> her [ACT]	

Source: Bardovi-Harlig (1998:479) Narrative structure and lexical Aspect: Conspiring factors in Second Language Acquisition of Tense-Aspect Morphology

Cross linguistic investigations suggest that the distinction between background and foreground is a universal of narrative discourse (Hopper, 1979). It emphasizes the fact that narrative is by definition a storyline (Trevisi, 1987). The foreground in [c] highlights Dry's (1983) claims that the foreground information must be rather new than given as a second textual criterion for evaluating foreground material and therefore making [d] background information. However, Dry (1982) indicates that research on foreground suggests it is a cluster concept, commonly manifested as a collection of properties not which need be present to identify any one passage as an instance of foregrounding (Bardovi-Harlig, 1998).

Reinhart (1984) proposed temporal criteria for foregrounding; (1) Sequentiality, (2) punctuality and completeness. Bardovi-Harlig (1998) and Dowty (1986) were able to relate two of the criteria to characteristics of lexical aspectual classes. The other criterion, sequentiality, is not related to aspectual class directly however only events that are reported as completed can be sequenced (Dowty, 1986) and what can be sequenced can be placed in the foreground (Bardovi-Harlig, 1998). Bardovi-Harlig (1998) argues that on the basis of the overlap in features of

Reinhart's (1984) criteria for grounding and those of lexical aspectual classes, there is the possibility of distinguishing the hypotheses. She claims that the aspect hypothesis and discourse hypothesis can be translated into predictions concerning the distribution of tense-aspect morphology. In doing so, the aspect hypothesis predicts telic verbs will carry simple past morphology and the discourse hypothesis predicts that the verbs in the foreground will carry simple past morphology. When telic verbs (accomplishments and achievements) occur in the foreground, the two hypotheses cannot be distinguished. The use of the simple past in these predicates can be interpreted as support for either hypothesis. Likewise, the hypotheses cannot be distinguished when atelic verbs (states and activities) occur in the background. The lack of any simple past-tense inflection can be predicted as support for either the aspect or the discourse hypothesis (Bardovi-Harlig, 1998).

Other researchers have sought other means of arriving at a theory of tense-aspect in narrative discourse as well. Fleischman (1991) suggests a theory founded on the concept of markedness that rests on two fundamental assumptions: (1) that narrative constitutes a marked category of linguistic performance whose grammar differs in certain respects from that of ordinary interactive discourse, and (2) that adult linguistic competence includes a 'narrative norm', an internalized set of shared conventions and assumptions about what constitutes a well-formed story. The second assumption from Fleischman (1991) is of interest to this study in that it agrees assumptions that researchers aim at identifying when they study learner's narratives in particular target languages e.g. the use of the simple past. Several studies on the acquisition of tense-aspect morphology have highlighted the use of past tense morphology in learner narratives (Bardovi-Harlig, 1992, 1994, 1998; Salaberry, 1997, 1998, 2000; Shirai & Andersen, 1995; Shirai & Kurono, 1998; Liskin-Gasparro, 2000; Lopez-Ortega, 2000; Housen, 2000; Bardovi-Harlig &

Bergstrom, 1996; Robison, 1990). I will assume tacit acceptance, based on these studies, that the unmarked tense choice of narrative language and the ‘narrative norm’ is the past. What, then, do we have to say about other verb tense forms that at times appear in learner narratives?

Tense variation in narrative has been studied by Schiffrin (1981) and has been found out to be a grammatical resource through which speakers use to represent their experiences in narrative. Below are examples of tense shifts based on Schiffrin (1981) who used a collection of sociolinguistic interviews conducted by members of a research project studying language change and variation in the Philadelphia speech community<sup>5</sup> The examples have been modified to highlight the past as the narrative norm.

[20] **Narrative Norm**

**Various Tenses**

- |     |   |
|-----|---|
| [a] | Then all of a sudden everybody <u>gets involved</u>   |
| [b] | and they <u>made</u> a mess   |
| [c] | So uh.....this lady <u>says</u> ..... Uh this uh Bert, ‘Oh, my son’ll <u>make</u> them. He’ <u>s</u> an electrician |
| [d] | So he <u>makes</u> them   |
| [e] | and he <u>charges</u> all the neighbours twenty dollars a set   |
| [f] | and there I <u>paid</u> three dollars   |
| [g] | So I <u>called</u> her a crook  |
| [h] | And I <u>called</u> her son a crook   |
| [i] | So they <u>were</u> really mad at me  |

Source: Schiffrin, D. (1981)

From example [20], clauses *c*, *d*, *e* contain present tense forms, while clauses *a*, *b*, *f* - *i* contain past tense verbs. Fleischman (1991) describes the use of the present tense in narrative as a

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<sup>5</sup> (NSF – 75 – 00245 Principal Investigator: William Labov)

grammatical vehicle for different activity and a different type of discourse: a discourse not of memory but of perception, spoken not by a historian who remembers but by a performer, who purports to re-enact what he sees as he see it, to offer a mimetic representation of events than a narration. Though Fleischman (1991) sought to describe present tense fiction as separate from narrative discourse, she raises an important issue that correlates with the use of historical present tense. Schiffrin (1981) defines the historical present tense as the use of the present tense to refer to past events and that it usually alternates with the past tense in narrative. What does a speaker aim to gain from tense shifting? Schiffrin (1981) provides reasons for tense shifts. She cites these shifts as a means for making scenes and getting to the point. The historical present can act as an internal evaluation device that allows the narrator to present events as if they were occurring at that moment, she also mentions the progressive as an internal evaluation device in which it is correlative. It highlights and evaluates an event by aligning it with other events which occurred at the same time.

This section has discussed tense and aspect in narratives in a much broader sense than just looking at the relationship that tense and aspect may have with the narrative structure, but by also creating room for expectation of tense variation and what it would mean when analyzing learner narratives. Studies that have focused on the narrative norm have in more than one way ignored the perceptions of learners. This marks an important point considering that the subjects of this study are all classroom learners all from multilingual contexts, and all acquiring the target language in a foreign language learning context.

## **2.5 Selected Previous Studies**

In this section I will briefly summarize the findings from some of the most prominent studies on the acquisition of tense-aspect morphology. As previously mentioned, there are not many

studies that have looked at the acquisition of tense-aspect morphology among learners living in multilingual contexts and who are acquiring the target language through foreign language learning. There are studies that have looked at foreign language learning of tense-aspect morphology and these studies employed theoretical frameworks previously used in SLA. Due to that fact, the studies that are summarized below will include SLA research as well as FLL research in the acquisition of tense-aspect morphology. For the sake of brevity, the studies that have been discussed in previous sections for the purpose of outlining major theoretical perspectives relevant for the analysis of data of this study will not be presented again. These studies include Andersen (1986, 1991), Bardovi-Harlig (1992a, 1998), Hasbun (1995), Liskin-Gasparro (2000), Schiffrin (1981), and Weist (1984).

### **2.5.1 Bardovi-Harlig and Reynolds (1995)**

The study done by Bardovi-Harlig and Reynolds (1995) aimed at investigating the acquisition of the simple past tense, identifying areas of difficulty and presenting an acquisitionally based approach to instruction for problematic areas. 182 ESL learners at six different levels of proficiency and with 15 different L1's were tested on 32 short passages. All learners were enrolled in the Intensive English Program, Center for English Language Training at Indiana University. A control group of 29 native speakers of American English was also tested. All native speakers were graduate students at Indiana University.

The passages contained 62 test items and 26 distracters aimed at testing verb forms not under investigation. The learners were given the base form of the verb and asked to supply the missing word or words in the blank. The native speaker responses determined the target for each of the test items. All verbs were tested in the third person singular environment so that overt morphological marking would be obligatory in the present as well as in the past.



The results indicated that the acquisition of the past tense is not a unitary phenomenon occurring simultaneously in all contexts. The authors also found out that there was evidence that lexical aspectual class influenced the sequence of acquisition of the past tense. They observed three stages in the acquisition of the simple past. In the first stage event verbs showed higher use of past than nonevent verbs (activity or state verbs). In the following stage, state verbs begin to show higher use of past than activity verbs. Finally, activity verbs showed the same rate of use of past as state verbs. These results indicate that the use of simple past is undergeneralized. Other results also indicated the use of non-past forms that resulted in the increase of adverbs of frequency in both activity and state verbs. This provided additional support that learners associate the notion of habitual action with present tense whereas it was not the same for native speakers whose responses dissociated habitual action from tense. Difficulty in maintaining tense continuity was also discovered. Such phenomenon was established by the past tense context in the environment of adverbs of frequency suggesting that learners associate the notion of habitual action with the concept of present habitual (1995:119).

Bardovi-Harlig and Reynolds (1995) ended their study by emphasizing how it demonstrates the importance of observing acquisitional sequences for the purpose of instruction. They stated that the teaching past tense for achievement and accomplishment verbs is much less necessary whereas the teaching of simple past with activity verbs and with adverbs of frequency is clearly warranted (1995:127).

### **2.5.2 Bardovi-Harlig and Bergstrom (1996)**

Bardovi-Harlig and Bergstrom (1996) did a cross-sectional study aimed at investigating the acquisition of tense-aspect by instructed learners in two populations, learners of English as a

Second Language (ESL) and learners of French as a Foreign Language (FFL). They collected written narratives from both populations with a film retell writing task.

The results of the data collected from the 23 ESL and 23 FFL learners show that learners do not use past equally with all verbs but instead the use of past morphology is influenced by aspectual class. Worth noting also were the attempts at the passive which occurred primarily in the achievement verbs. Second, the most interesting results of the ESL learner data are related to the use of the progressive with activity verbs. The progressive forms ( $\emptyset$ -progressive, present progressive and past progressive) proved to be a strong competitor for activities whose default forms are the base forms in English narratives (1996:319). This suggests that learners initially respond to the durativity of activities in their use of progressive forms by marking lexical aspect redundantly with morphological aspect.

Bardovi-Harlig and Bergstrom (1996) concluded that untutored second language learners, foreign language learners and instructed second language learners all show remarkably similar sequences of acquisition for past tense morphology.

### **2.5.3 Salaberry (2000a)**

Salaberry (2000) sought to determine how three factors; [1] lexical-semantics of verbal predicates, [2] saliency of past tense morphology, and [3] frequency of past tense morphology weighed on the development of past tense verbal morphology among second language learners. He chose to investigate the relative effect of these factors through the analysis of written and orally elicited narratives of 14 classroom learners of English. These subjects were adults studying L2 English as part of a program sponsored by their employer (Department of Agriculture, Cattle and Fisheries of Uruguay). They were all native speakers of Spanish in their home country. Of all the participants, nine were female and five were male. They all had a

similar general educational background as well as language instruction background i.e. mostly classroom-based instruction (2000:141).

The written and oral elicited narratives were generated from the participants after watching excerpts from two films. All verbs from the narratives were classified according to their inherent lexical aspectual semantics, tense marking (present and past) and cognitive saliency (irregular and regular), whereas the classification of lexical aspectual classes was based on the use of operational tests. The operational tests used to distinguish aspectual classes were: (1) test of stativity, and (2) test of telicity. The application of these tests was performed sequentially (2000:142). Three important generalizations can be made from the analysis of data: (1) the written narratives were slightly longer than the oral narratives; (2) learners marked more verbs with present in oral narratives compared to the written narrative (31% vs. 17% respectively); and (3) among verbs marked with past tense in both narratives, approximately twice as many were irregular verbs (40% irregular vs. 26% regular in the written narratives). These findings were said to confirm that planning time (monitoring) affects the use of past tense markers and that learners seem to rely on lexically based procedure as well as rule-based procedures to mark past tense (2000:143).

Salaberry (2000) discovered that the potential effect of lexical aspectual classes was not significant in the selection of past tense verbal endings. In sum, the analysis of data from this study provided evidence that irregular morphology correlated more strongly than lexical aspect with morphological past marking. More importantly, Salaberry (2000) revealed that the lexical aspect hypothesis may not offer a complete account of the development of past tense marking in L2 English during the beginning stages of development (2000:150).

#### **2.5.4 Ayoun and Salaberry (2008)**

This most current research is an indication of the increasing possibilities and opportunities of investigation in the acquisition of tense-aspect morphology. It is proof of unearthed aspects of the field of acquisition of temporality. In this study, the authors analyzed data from a group of 21 high school French speakers learning English in France in the aim to address two main research questions: (1) do learners exhibit native-like performance in their use of various past morphological forms across the lexical aspectual classes? (2) Does their first language lead French speakers to overuse the English present perfect due to its similarity with the *passé composé*? (p.555). Some interesting characteristics about the study participants were the length they had been studying English which was an average of 7.8 years, with 11 of the participants had never been to an English speaking country. Those who had been to English speaking countries reported very brief stays. The participants completed two written elicitation tasks; a personal narrative and a cloze task. Five experienced raters were used to classify the predicates into the Vendler type aspectual classes. Their agreement rate was high at 80% regardless of the fact that they all worked independently. They also made use of the operational tests from Shirai (1991).

Being one of a handful of investigations into the acquisition of tense-aspect morphology among foreign language learners, this study uncovers some interesting findings. First, there was variation in the choice of personal narratives among the participants. Their narratives ranged from modern fairy tales, traditional fairy tales, narratives on trips, celebrations, love and friendship. Notably such variation in personal narratives did not affect the results of the study. Also noted in the personal narratives was the use of a wide range of tense forms. The non-target-like use of a tense was lower than the target like use. Most predicates were encoded with simple

past (68.9% overall, 68.2% correctly), followed by present (10.3% overall, 8.1% correctly) and Past Perfect (5.8% overall, 4.5% correctly) (2008:574).

Secondly, the English present perfect was used but not overused. Though this finding was subject to individual variation, it did not completely rule out the effect of L1 transfer because some learners used non-target-like periphrastic forms fairly systematically. Their findings also revealed that the results of both elicitation tasks revealed a strong lexical class effect reflected in the distributional biases associated with the use of past tense markers in L2 English. The lexical aspect was a strong predictor of the use of past tense markers.

### **2.5.5 Collins (2002, 2004)**

The first study conducted by Collins (2002) aimed at testing predictions made by the Aspect Hypothesis and establishing the degree of L1 influence that would come from the inappropriate use of the present perfect, which has similar uses to the *passé composé*. The participants were 70 Francophone university students enrolled in a 6-week intensive English course in a French-speaking area of the Canadian province of Quebec. The study replicated the elicitation of data in Bardovi-Harlig and Reynolds (1995). The controlled elicitation instrument was the 32-passage cloze task developed by Bardovi-Harlig and Reynolds (1995). The participants also participated in a written retelling task of a film (2002:52). Results from this study revealed a significant difference in past tense use across lexical classes but no interaction with proficiency learners. Furthermore, the L1 effect in present perfect use seemed to be limited to higher proficiency learners. Overall, learners had the most difficulties with activities. Collins (2002) also conducted a second cross-sectional study but this time with 91 participants and a revised cloze test that consisted of 25 passages of which 56 of the 82 items targeted the simple past. The purpose of this revision was to test whether learners' sensitivity to the influence of the lexical aspect would

lead to the production of different responses for the same verb in the two contexts. The results showed a significant difference in past tense use across lexical classes but no interaction between group and lexical aspect. From the results, it seemed that even advanced learners' use of past tense morphology was influenced by lexical aspect. Significant differences were also found between achievements and states, between achievements and activities, as well as between accomplishments and states. The past progressive was the second common form used-mostly with activities-followed by the present with states. The present perfect was the alternative form used the most often with telics, especially with increasing levels of proficiency but it remained relatively low (Ayoun & Salaberry, 2008).

In a different study, Collins (2004) analyzed data from 139 Japanese-and-French-Speaking ESL learners to investigate the relationship between L1 and the developmental sequences for the acquisition of temporal morphology that are predicted by the aspect hypothesis. The instrument that was used for the elicitation of data was the 25-passage cloze used in the second study by Collins (2002). A significant effect was found for lexical aspect and group, indicating that lexical aspect influenced the use of past tense morphology for the participants. The participants were more successful with telic predicates than with activities or states, as was found in Collins (2002). The Japanese learners actually produced more present perfect forms than the Francophone learners, but both produced an equal number of non-past forms and progressive forms for activities (Ayoun & Salaberry, 2008). Thus far, the evidence does seem to confirm that learners from different L1 backgrounds go through similar stages in acquiring the tense-aspect system of a given L2. Notably, the interaction between particular L1 influences has a selective influence on interlanguage development.

### 2.5.6 Summary

The previous review of empirical studies on the acquisition of tense-aspect morphology on mostly instructed learners provides preliminary support for the argument that second language learning and foreign language learning processes have more similarities than differences (VanPatten, 1990). These similarities have been highlighted by the similarity in the theoretical frameworks that have been used in the analysis and the elicitation of data. From the studies the following were noted;

- Tense/aspect marking is influenced by a number of factors- levels of proficiency, individual variation, number and mode of language samples, subject selection, choice of task and nature of analysis, and first language. Proficiency levels seem to influence the use of verbal morphology regardless of which point of view has been adopted in a study.
- It appears that tutored learners, like untutored learners are sensitive to lexical aspectual class with respect to tense use, not only in the beginning stages of acquisition, but at higher levels of proficiency as well. Instructed ESL learners appear to be more similar to child learners than to untutored adults who have studied previously. Classroom instruction cannot be dismissed and it seems unlikely that it could be the main factor in determining the way that learners associate form with meaning. There is evidence from three sources- the environment of the learners, the existence of similar patterns in other learners and general research on the influence of instruction on acquisition (classroom-oriented research has argued that instruction can alter the rate but not the route of acquisition). It is important to note that although instruction is referred to broadly, instruction is not homogenous with regard to type, setting, length or intensity of

exposure. When findings suggest influence of instruction, these findings cannot be generalized to all cases of instruction.

- The level of proficiency clearly emerges as a likely factor in the distribution of tense relative to grounding especially where low level learners show no systematic use of tense and that advanced learners must eventually use past in both the foreground and background to reach target-like use of tense in English narratives. It has shown that even learners at advanced levels of proficiency show low rates of appropriate use of simple past tense. Low rates of appropriate use are attributed to undergeneralization in the learner grammar. Many undergeneralizations were identified when the acquisitional data was used to provide assessment for instruction.
- Studies of learners with heterogeneous language backgrounds have shown no apparent differences across first languages. Likewise case studies offer no evidence of L1 influence however it should be noted it has been concluded that transfer is a factor in determining interlanguage tense/aspect systems e.g. transfer of aspectual categories from L1. Cross linguistic investigations suggest that the distinction between background and foreground may be universal of narrative discourse. Marking of the narrative structure is done through the use of tense/aspect and other markers such as voice and word order.

## **2.6 The Role of the First Language**

Research into the role of L1 on the acquisition of the target language has been fairly limited. Indeed, there is a lack of aspect hypothesis research specifically designed to investigate the relationship between semantic categories and L1 influence. Collins (2004) puts this claim into perspective when she indicates that there have been no studies of learners from two different L1



backgrounds at similar levels of proficiency whose language performance on a range of verb types from the four aspectual categories is assessed.

Some research has been noted to suggest that L1 influence does play a role in the degree to which the lexical aspect effect operates (Collins, 2002), though the emergence of tense markers among L2 learners seems to follow the predicted patterns. A research study done by Rocca (2002) on L1 Italian learners of L2 English and L1 English learners of L2 Italian found evidence for developmentally constrained L1 influence. Another study by Collins (2002) also found evidence of developmentally constrained L1 influence. Once learners were able to use the simple past appropriately 50% of the time, there was a marked increase in overgeneralization of the present perfect to contexts where the simple past was required. This does not say much, however, her subjects were Francophone students of whom there was an expected amount of L1 influence on constructs similar in form to L2 English such as *passé composé*, which in this case was constrained. These two studies highlight the need for investigation into L1 influence on lexical aspectual categories. It generates more interest considering the fact that the topic of investigation in this current study includes participants of different L1 backgrounds within multilingual contexts. Though this part of investigation was not central to this study, reflections will be made from the analysis if there is evidence of L1 influence.

## **2.7 The Role of Instruction**

Research in the acquisition of temporality has included two major types of subjects, (1) natural (untutored) learners, and (2) tutored/instructed learners. Results from previous empirical studies on the acquisition of temporality indicate that apart from factors such as lexical semantics and discourse grounding, instruction has a significant effect on the development of tense-aspect morphology (Salaberry, 200b; Bardovi-Harlig & Reynolds, 1995; Andersen, 1991). Most

studies on classroom learning show that instruction on verbal morphology is associated with the extended use of verbal morphology (Salaberry, 2000b). Aspect studies (Andersen & Shirai, 1994; Bardovi-Harlig, 1998; Bardovi-Harlig & Reynolds, 1995; Shirai, 1995; Hasbun, 1995) point out similar patterns across language learning environments, emphasizing the similarity among learners and the crucially linguistic nature of the second language acquisition process regardless of the background of the learners. Bardovi-Harlig (2000) confirms that studies in temporal expression provide additional evidence for Gass's (1989) claim that SLA is essentially the same psycholinguistic process regardless of environment.

Salaberry (2000b) suggests that the pedagogical conditions in which instruction in verbal morphology is provided has to reinforce the acquisition of tense-aspect morphology. He cited conditions provided by Kaplan (1987), Schmidt (1990) and Harley (1989), which are summarized in Table 2.13 below.

**Table 2.13**

**Appropriate Conditions for Development of Tense-Aspect Morphology through Instruction**

<b>Kaplan (1987)</b>	<b>Schmidt (1990)</b>	<b>Harley (1989)</b>
1. Frequency of instruction	1. Task demands	1. increased frequency and saliency in the input
2. Saliency of instruction	2. Frequency	2. appeal of students' metalinguistic awareness
3. Sequence of instruction	3. Saliency of the feature	3. greater and more focused opportunities for output
	4. Individual skills & strategies	4. goal-directed interaction in small group contexts
	5. Expectation created by the native language	

All authors seem to share similar sentiments of the appropriate pedagogical conditions for the acquisition of verbal morphology, moreover; Harley (1989) points out that successful second

language learning of past tense aspectual distinctions may be dependent on defining features of the target grammar structure and functional communicative demands of linguistic interaction (Salaberry, 2000b).

There is no doubt that instruction can be a positive influence on the acquisition of a target-like tense-aspect system yet it does not affect any change in the acquisitional sequences; neither does it affect any form of skipping stages in the acquisition process. Instructed learners exhibit similar pragmatic and lexical stages of temporal expression as to uninstructed learners. Although instructed and uninstructed learners enter a stage of morphological development, the instructed learners seem to go further in the same amount of time. This can be concluded that the rate of acquisition is faster among instructed learners (Bardovi-Harlig, 2000).

The following subsections will explore the English language learning environment in Tanzania as well as provide insight to the pedagogy of English tense-aspect morphology.

### **2.7.1 The English Language Learning Environment in Tanzania**

The environment for English language learning in Tanzania cannot be considered to be highly favorable but rather moderately favorable in light of various conditions that surround the attempts by the government and the teaching and learning community. Some of these factors are Kiswahili as a powerful lingua franca and the country's language policy in education; a view that is shared by many linguists as they assess the impediments to the success in learning English in the country (Rubagumya, 1990, 1994; Mbise, 1994, Rugemalira, 1990, Yahya-Othman, 1990). Urban areas have more favorable conditions compared to the rural areas in terms of access to information and extracurricular instruction in the language. Moreover, the growth of the private school sector especially in urban areas provides instruction in English while all public primary schools use Kiswahili as the medium of instruction.

The earlier English language curriculum in public primary schools focused on the four major language skills, reading, writing, speaking and listening. It was also outcome-based and restricted learning in English in other learning areas, except for counting in the language which is always done in the early stages of schooling. Though the current English syllabus is claimed to follow a communicative approach, it entails a highly audio-lingual approach- consisting of naming and labeling objects and people, and scripted exchanges which suggest stimulus, mimicry, and memorization-and-response classroom communication structure. The syllabus lacks themes and instruction in phonics is not specified. However a very interesting aspect is the amount of time on average that students spend learning the language in the classroom. Before their transition to secondary schools, it is estimated that the learners receive an average of 194 days of English language instruction in a school year, seven thirty-minute periods in a week for the lower levels, grade 1 – 3, which is later reduced to 6 as learners advance in primary school (MOEC, 1997a; HSRC, 2006). When in secondary schools, students attend six or seven forty minute periods in a week. These periods also cover knowledge in English literature. The major focus at this stage is grammar in the language with few theme-based activities. The transition to secondary school has been problematic for many learners. Mbise (1994) talks of the difficulties that learners face in their transition from primary schools to secondary schools:

“Difficulties arose from the sudden change from Kiswahili medium to English medium for all subjects. Poor language command forces teachers to use Kiswahili and English for classroom interaction. English is generally relegated to the library and the classroom.”

Indeed as students graduate from such conditions and manage to join universities or colleges, they still have inadequate experience in EFL to an extent that it is compulsory for every student joining an institution of higher learning to enroll in a communication skills course. These courses

are aimed at tackling the ‘language problem,’<sup>6</sup> regardless of this fact, institutions decided to tailor these courses to specific disciplines and teach students how to organize content in essay writing, presentation of facts and arguments in an orderly fashion, style in academic writing and appropriate reading strategies (Rugemalira, 1994). An observation made by the researcher in the writing assignments of the students was their lack of consistency in their correct forms and their errors in tense and aspect. In light of this background, the population included in this study mirrors the procedures of learning English as stated above. They are people who went through public primary schools, later joined public secondary schools and ultimately were able to secure admission at one of the oldest tertiary institutions in the country. This background is intended to provide contextual information to the study.

As these major efforts were being made to ensure a richly educated population with a fluent command in English, not all effort was put into identifying each structural aspect of the language and how it developed across learners. As earlier noted, the sole focus in this study is based on tense-aspect morphology and how attainment of target-like use of tense-aspect morphology can be explained as EFL learners attempt the language tasks designed for this study. This method provides room for natural data since the learners would be writing out of their own perceptions of the tasks.

### **2.7.2 Pedagogy of English Tense-Aspect Morphology**

The previous sections explored the role of instruction in the acquisition of tense-aspect morphology and concluded that instruction is of utmost relevance in successful and quicker attainment of tense-aspect morphology. This section, as mentioned earlier, discusses the pedagogy of English tense-aspect morphology in the target population and target area of study.

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<sup>6</sup> Student inadequacies were investigated and found out to be at two levels (a) the level of grammatical competence and (b) the level of communicative competence

Several studies in tense-aspect have not provided an insight into the learning process but rather focus on describing learners' attainment of particular structures. Since this is a cross-sectional study, it is of relevance that readers understand what type of instruction that the learners have been exposed to prior to engaging in this study. We can then understand whether the absence of certain tense-aspect structures can be correlated with instruction or not. This discussion will focus on the content of the English language syllabi used at points of each cross-section of the participants in this study.

MOEC (2005) has at various stages since independence revised the English language syllabus. Recently, the syllabi have adopted a communicative approach to instruction. The syllabi extend for a total of 194 teaching days in a year for both primary and secondary schools. It is estimated that there are roughly 257 English language periods in a year, with 14 periods reserved for testing purposes in primary schools. First and second grade's English periods last 30 minutes while those in grades 3-7 last 40 minutes. English language instruction has been allocated 7 periods per week for all grade levels. Each topic in the syllabus has also been allocated a number of periods which are considered adequate for the topic.

Table 2.14 will highlight the stages at which learners get instruction in tense–aspect morphology. This synthesis will include the grade level, the topic and whether or not tense-aspect morphology is the focus of instruction. The synthesis will also include a comparison between two syllabi (1997 and 2005) because three or more cross-sections of this study made use of one or the other syllabi in their instruction.

As earlier mentioned, the 2005 syllabus replaced the 1997 syllabus and from Table 2.14, we can see that there have been revisions in topics to reflect the communicative approach that has been adopted as well as revision of content matter that includes adding new topics that have tense-

aspect content to a grade level. Notably there is an increase in topics where tense-aspect is not the focus but these topics also provide knowledge and skills in those areas. There has also been a lot of repetitive instruction of topics in several grade levels. An interesting point is the over-emphasis on instruction in the simple present tense at all grade levels as a topic of focus and also as a non-focused topic. Concomitantly, the amount of periods allocated to the instruction of the simple present surpasses and outweighs instruction in other tense-aspect categories. Instruction in the past tense is provided much later (4<sup>th</sup> grade) in both syllabi as well as instruction in the future tense. The past progressive is introduced in the 5<sup>th</sup> grade while the perfect tenses are in the 5<sup>th</sup> grade (present perfect) for the new syllabus and the 6<sup>th</sup> grade (past perfect, present perfect) for the old syllabus. Unfortunately instruction in the past perfect has not been indicated in the new syllabus as it was in the old one. This may suggest lack of instruction in the past perfect at that grade level, unless prudent teachers notice the anomaly and decide to teach the topic in class.

**Table 2.14**

**A Summary of Primary Education Grade Level Instruction of Tense-Aspect Morphology**

Grade Level	Topic	1997 English Syllabus			Grade Level	Topic	2005 English Syllabus		
		Tense-aspect	Focus	# of Periods			Tense-aspect	Focus	# of Periods
1 <sup>st</sup> Grade	Introduction – pupil learns how to introduce self and others	Simple Present – copula	No	N.A.	1 <sup>st</sup> Grade	Introduction – pupil learns how to introduce self and others	Simple Present – copula	No	10
	Asking Permission – pupil learns how to ask for permission	Simple Present – base form of verb	No	N.A.		Asking Permission – pupil learns how to ask for permission	Simple Present – base form of verb	No	10
	Giving and obeying simple commands and orders	Simple present – Imperatives	Yes	N.A.		Giving and obeying simple commands and orders	Simple present – Imperatives	Yes	10
	Expressing ongoing activities	Present progressive	Yes	N.A.		Expressing ongoing activities	Present progressive	Yes	20
					Identifying and naming things, Counting	Simple Present	No	65	
					Asking and answering questions	Simple Present	No	29	



1997 English Syllabus					2005 English Syllabus				
Grade Level	Topic	Tense-aspect	Focus	# of Periods	Grade Level	Topic	Tense-aspect	Focus	# of Periods
						Expressing habits or everyday activities	Simple present – habitual aspect	Yes	32
<b>2<sup>nd</sup> Grade</b>	Giving and obeying polite orders and commands	Simple Present-imperatives	Yes	N.A.	<b>2<sup>nd</sup> Grade</b>	Naming and identifying things, counting	Simple present	No	75
						Giving and obeying polite orders and commands	Simple Present-imperatives	Yes	12
						Expressing Contrast and choices	Simple present, present progressive	No	20
						Describing things according to their colors	Simple present	No	27
						Parts of the body	Simple present	No	17
						Expressing preference	Simple present	No	12
<b>3<sup>rd</sup> Grade</b>	Expressing ongoing activities	Present Progressive	Yes	N.A.	<b>3<sup>rd</sup> Grade</b>	Expressing similarity	Simple present	No	5

Grade Level	Topic	1997 English Syllabus			Grade Level	Topic	2005 English Syllabus		
		Tense-aspect	Focus	# of Periods			Tense-aspect	Focus	# of Periods
	Expressing habits or everyday activities	Simple Present	Yes	N.A.		Expressing quality	Simple present	No	35
						Expressing frequency	Present tense, frequency adverbs	No	40
						Expressing possession – using possessive pronouns	Simple present – copula	No	
						Expressing time of action	Present, past and future tense	Yes	20
<b>4<sup>th</sup> Grade</b>	Past events – pupils learn to talk about past events	Past tense	Yes	N.A.	<b>4<sup>th</sup> Grade</b>	Expressing comparison	Simple present	No	20
	Future events- pupils learn to express future events	Future Tense	Yes	N.A.		Express means and instruments of doing things	Present tense	No	20
						Past events- regular and irregular verbs	Past tense	Yes	33
						Future events	Future tense	Yes	10

Grade Level	Topic	1997 English Syllabus			Grade Level	2005 English Syllabus			
		Tense-aspect	Focus	# of Periods		Topic	Tense-aspect	Focus	# of Periods
						Expressing quality of action	Present, past tense	No	15
						Express politeness – making requests, invitations	Future tense	No	5
<b>5<sup>th</sup> Grade</b>	Expressing past concurrent event	Past progressive, simple past	Yes	N.A.	<b>5<sup>th</sup> Grade</b>	Asking for and giving reasons	Present, past tense	No	20
	Expressing recently completed actions	Present perfect	Yes	N.A.		Expressing comparison	Simple present	No	20
	Using Past continuous	Past progressive	Yes	N.A.		Expressing continuous events in the past	Past progressive	Yes	15
						Expressing ability	Present tense	Yes	15
						Expressing likelihood	Future tense	Yes	15
						Expressing quality	Present tense	No	20
						Sequencing ideas	Simple present – habitual aspect	Yes	17

Grade Level	Topic	1997 English Syllabus			Grade Level	Topic	2005 English Syllabus		
		Tense-aspect	Focus	# of Periods			Tense-aspect	Focus	# of Periods
						Expressing recently completed actions	Present perfect	Yes	30
						Telling time	Past tense	No	15
						Expressing past concurrent events	Past progressive, simple past	Yes	10
						Giving advice/suggestions	Various	No	10
<b>6<sup>th</sup> Grade</b>	Giving a report – use of direct and indirect speech	Present perfect, past perfect	Yes	N.A.	<b>6<sup>th</sup> Grade</b>	Expressing duration	Present perfect	Yes	30
	Expressing habits in the past	Past perfect	Yes	N.A.		Reporting – direct and indirect speech	Present, past tense	Yes	12
	Using auxiliary verbs	Auxiliary verbs	Yes	N.A.		Expressing habits in the past	Past tense-habitual aspect	Yes	20
<b>7<sup>th</sup> Grade</b>	Describing processes	Passive structures	Yes	N.A.	<b>7<sup>th</sup> Grade</b>	Expressing movement/motion	Past tense	Yes	20
						Describing processes	Passive structures	Yes	15
						Coordinating Ideas	Various	No	30

Table 2.15 highlights the instruction of tense-aspect morphology in secondary school. It provides a synthesis of only tense-aspect related topics by emphasizing on the grade level, the topic, the number of periods allocated per topic and whether or not tense-aspect was the topic of focus. Similar to the summary provided in Table 2.14, the 1997 syllabus does not indicate the number of periods and the revised 2005 syllabus has adopted a communicative approach towards instruction. Form one and Form two classes have been allocated seven periods per week while Form three and Form four have six periods per week in English language instruction. Each lesson period lasts 40 minutes (MOEC, 2005).

From Table 2.15, you will notice that there is less redundancy in topics related to tense-aspect instruction yet again the amount of time allocated to instruction in the simple present outweighs other tense-aspect categories. In comparing both syllabi, the 1997 syllabus seems more structured towards teaching the categories of English grammar, while the 2005 syllabus aims at achieving communicative competence as the tense-aspect structures are embedded in the instruction of English. In the 2005 syllabus the present progressive receives the least amount of attention while focus on the past tense increases with the need for students to express themselves or narrate about experiences.

An important thing to note is that it is not always easy to assess whether the input that students get through instruction is exactly what has been required of the teachers' through the syllabi. The input in the syllabi does not reflect the actual classroom input though teachers are required to use the syllabi guidelines for instruction. The English language syllabus comes together with an English language teaching manual for the teachers.

**Table 2.15**

**A Summary of Secondary Education Grade Level Instruction of Tense-Aspect Morphology**

1997 English Language Syllabus					2005 English Language Syllabus				
Grade Level	Topic	Tense-Aspect	Focus	# of Periods	Grade Level	Topic	Tense-Aspect	Focus	# of Periods
<b>Form 1</b>	The Present Tense	Present tense – Habitual aspect, Present Progressive	Yes	N.A	<b>Form 1</b>	Expressing personal and group routine/habits	Simple present – habitual aspect	Yes	16
	The Simple Past Tense	Simple past tense, past progressive	Yes	N.A		Expressing ongoing activities	Present progressive	Yes	8
	The future time – describing future events	Future tense	Yes	N.A		Expressing likes and dislikes	Present tense	Yes	16
	Modal auxiliaries	Modal auxiliaries	Yes	N.A		Talking about one’s family, occupation of family members, ownership, describing physical appearance, character	Simple present	No	46
					Talking about past events/activities	Simple past	Yes	20	
					Expressing future plans/activities	Future tense	Yes	8	

1997 English Language Syllabus					2005 English Language Syllabus				
Grade Level	Topic	Tense-Aspect	Focus	# of Periods	Grade Level	Topic	Tense-Aspect	Focus	# of Periods
<b>Form 2</b>	Present perfect tense – regular and irregular forms, adverbials	Present perfect	Yes	N.A	<b>Form 2</b>	Talking about events – past narration of celebrations, accidents, elections, sports, visits	Past tense	Yes	43
	Past perfect tense – regular and irregular forms, adverbials	Past perfect	Yes	N.A		Asking for services – phone calls, making reservations, shopping	Various	No	28
	Passive	Passive forms	Yes	N.A.		Giving descriptions – quality and quantity	Simple present	No	10
	Direct and indirect speech	Present, past tense	No	N.A		Talking about cultural activities – games, marriages, funerals	Past tense, passive, past progressive	No	26
<b>Form 3</b>	Auxiliary verbs	Modal auxiliary and primary auxiliary verbs	Yes	N.A	<b>Form 3</b>	Expressing opinions/points of view	Simple present	No	16
	The	Present	Yes	N.A		Using appropriate language content and style speaking	Various	No	16
						Writing using	Various	Yes	66

1997 English Language Syllabus					2005 English Language Syllabus				
Grade Level	Topic	Tense-Aspect	Focus	# of Periods	Grade Level	Topic	Tense-Aspect	Focus	# of Periods
	continuous tenses	progressive, Past progressive				appropriate language content and style			
	Future tenses	Future perfect, future progressive	Yes	N.A					
	Sequence markers	Present, Past tense	No	N.A					
<b>Form 4</b>	Expressing reason	Various	No	N.A	<b>Form 4</b>	Expressing oneself	Various	No	16
	Relative clauses	Various	No	N.A		Speaking using appropriate language content and style	Various	Yes	42
	Multi-word verbs	Phrasal verbs	Yes	N.A		Writing using appropriate language content and style	Various	Yes	60
	Transitive and Intransitive verbs	Various	Yes	N.A					
	Habitual Past	Past tense	Yes	N.A					



The manual provides teaching techniques and sample exercises for each topic listed in the syllabi. It provides step-by-step guidelines of how to proceed with instruction as well as time management procedures and textbook suggestions for each topic. The manual proves to be a very good teaching resource, if we assume that instructors follow all the guidelines. It is safe to claim that at least there is some form of consistency in English language instruction across the country. This would be an interesting area of research in the future.

Based on Kaplan (1987), Schmidt (1990) and Harley (1989) who mention that the frequency and the saliency of input are some of the appropriate conditions for the development of tense-aspect morphology, it would be safe to assume that the simple present would rank higher than other tense forms in terms of usage. It may be a default tense in for many expressions. In terms of the sequencing of instruction, the 2005 primary school English syllabus did a very poor job. In terms of the appeal to student's metalinguistic awareness, the new syllabi are better thought out since they carry topics that appeal to the learners' cultural environment.

## **2.8 Conclusion**

The analysis of the studies reviewed in this chapter uncovers features of the acquisition of tense-aspect morphology at different levels. Fundamentally, the following observable facts were revealed: (1) the developmental sequence of tense-aspect morphology in L1 and L2 acquisition follows a universal pattern and is strongly influenced by the inherent semantic aspect of verbs. (Shirai & Andersen, 1995; Weist, 2002; Robison, 1995; Bardovi-Harlig & Reynolds, 1995, Andersen, 1991); (2) the aspect hypothesis has obtained support in both L1, L2 and FL studies through the use of different methodologies and subjects from different backgrounds (Bardovi-Harlig & Reynolds, 1995; Giacalone-Ramat, 2002, Robison, 1995; Collins, 2005, 2006; Shirai & Andersen, 1995; Salaberry, 2000a; 2000b; Ayoun & Salaberry, 2008); (3) the lexical aspect

hypothesis, though a strong predictor of the use of past tense, cannot fully account for the early stages in the acquisition of temporality among learners (Salaberry, 2000a; Bardovi-Harlig, 2000); (4) learners depend on the conceptual base of their mother tongue to map target language forms; lexical, cultural and grammatical (Kecskés, 2000; Gass, 1990; Langacker, 1987; Leung, 2005; Di, 2005); (5) Cross-linguistic investigations suggest that the distinction between background and foreground is a universal of narrative discourse (Hopper, 1979; Bardovi-Harlig & Bergstrom, 1996; Bardovi-Harlig, 1998; Schiffrin, 1981; Reinhart, 1984; Liskin-Gasparro, 2000); (6) variation in personal narratives does not affect the results of the study (Ayoum & Salaberry, 2008); and (7) instruction has a significant effect on the development of tense-aspect morphology (Salaberry, 2000b; Bardovi-Harlig & Reynolds, 1995; Andersen, 1991; Bardovi-Harlig, 1998; Bardovi-Harlig, 2000; Harley, 1989; Schmidt, 1990). Based on principle (1) I predict that the inherent semantic aspect of verbs will strongly influence the developmental pattern of tense-aspect morphology among Tanzanian learners of English. Based on principle (3) I predict that the aspect hypothesis will not be able to account for the early stages of the acquisition of tense-aspect morphology among Tanzanian learners. Based on Principle (4) I predict that learners will depend on the conceptual base of their L1 to map out target language forms. Principles (6) and (7) address variation and the effect of instruction; and the prediction is that variation in choice of topics in narratives will not affect the results of the study and that I will be able to identify the potential effect of instruction through the appropriate use of morphosyntactic marking of temporality among learners.

In the following chapter, I will rely on the theoretical framework set by this chapter in realizing the research design and methodological choices made to be used in the analysis of the data, and to be presented in Chapter four and the subsequent discussion that follows in Chapter five.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND PROCEDURES**

#### **3.0 Introduction**

It is for this particular reason that this chapter has been incorporated in the study. This chapter presents research procedures and methodology that were used in collecting data for the study. It describes the sample of the population and the sampling techniques. The chapter also describes the data collection plan and research instruments.

#### **3.1 Study Design**

A cross-sectional study involves observations of a sample, or cross-section, of a population or phenomenon that are made at one point in time. Exploratory and descriptive studies are often cross-sectional. Longitudinal studies are the opposite of cross-sectional studies in that they are designed to permit observations of the same phenomena over an extended period. Longitudinal studies can be more difficult for quantitative studies such as large scale surveys. Nonetheless, they are often the best way to study changes over time (Babbie, 2001).

This study will employ a cross-sectional study design. The cross-sectional design tends to amplify analytical issues which, although present in longitudinal studies, become more salient in cross-sectional designs. Emergence of a form tends to be easier to record in a longitudinal study; though typically, cross-sectional designs have compared accuracy rates across levels of learners thus introducing a comparison between the target language and the developing interlanguage. These differences are important in understanding what different studies reveal about the acquisition process. However one difficulty that seems to remain with cross-sectional studies is the lack of true beginners in foreign language and second language settings. Like longitudinal

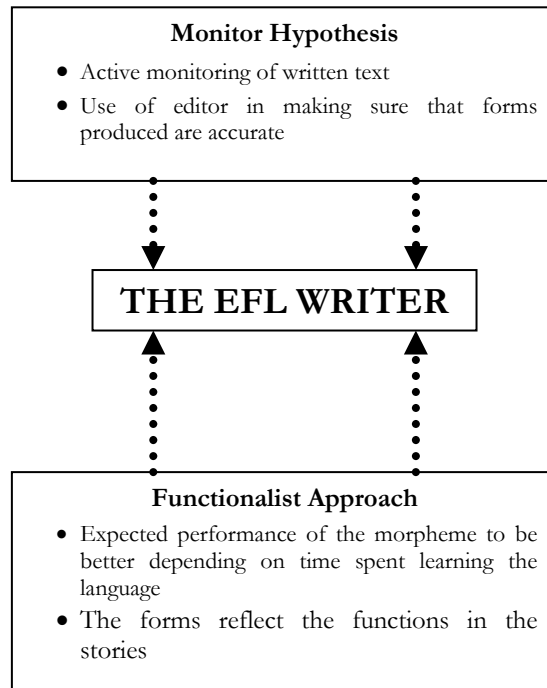
studies, cross-sectional studies have the potential for demonstrating that the acquisition of tense-aspect morphology as part of the system of temporal expression is often a slow and gradual process (Bardovi-Harlig, 2000).

### **3.2 Pilot Study**

As many other researchers have done with the acquisition of tense-aspect, a pilot study was also done before embarking on the real data collection for this study. The major aim of the pilot study was to explore past tense morphology that includes usage, proficiency and spread. The purpose of the study was to investigate the nature and representation of EFL learners' use of the past tense *-ed* as they wrote short narratives based on picture sequences. Using these picture sequences, 97 respondents were asked to narrate their perception of the picture sequences.

The study was intended to set pace for the main study as well as be a means of training. Unlike other studies that have focused on past morphology and have used the aspect hypothesis (AH) for their framework of analysis, the pilot study did not use the AH because its objectives were limited to checking on the accuracy of suppliance rather than the developmental aspect of past morphology. Though the study did not employ the Aspect Hypothesis for its analysis, its findings confirmed pertinent information, such as the workability of the research instruments, the ability of learners to write out narratives based on limited research instruments without usage of film retell tasks, and the appearance of the past tense morphology in their narratives, albeit the competition it faced from other verbal morphology forms. The pilot study also indicated constrained L1 influence.

The study made use of a composite theory for EFL narrative writing, which combined tenets of the monitor hypothesis and a functionalist approach to language acquisition. The assumptions made by these two approaches are represented in the following diagram Figure 3.1.



**Figure 3.1: A Composite Theory for EFL Learner Writing**

This composite model suggests that learners would constantly make use of their monitor as they negotiate which rules to follow when they write out their stories. The monitor plays an important role in making sure that grammar is appropriately checked to the competence of the learner and at which particular level that he has been able to achieve. The role of conscious learning of grammar allows monitor users to produce more correct output when they are given the right conditions to actually use it, as in planned speech and writing. Functional theorists, on the other hand, hold that acquisition of morphology is slow and gradual with uninflected forms lingering in the interlanguage of the learners. Their overriding argument is that form often precedes function, that is, verb inflections may appear but do not seem to contrast in meaning and function with other verb forms used at the same time. They also argue that irregular morphology precedes regular morphology, forms such as *went*, *came* appear ahead of forms such as *jumped*, *ended*.

Lastly, they note that learners notice and use verbal suffixes to denote past meanings ahead of other means such as auxiliary verbs (Bardovi-Harlig, 2000, Mitchell & Myles, 2004). This indicates that there is actually an order of such emergence of tense morphology regardless of the first language of the learner. The order indicates a progression from past marking to the past progressive then lastly the pluperfect. As demonstrated below:

Past > past progressive > present perfect > pluperfect

A major weakness of the functional theory is that very little interest has been directed towards instructed second language learning and that it has focused on the early stages of development and describing IL grammars in their earliest forms. Comparatively little attention has been paid to the later stages so it has very little to say about the nature and development of more complex syntactic structures (Mitchell & Myles, 2004).

### **3.2.1 Participants**

Participants in this study were all instructed learners of English. A total of 97 respondents wrote short stories about a text with pictures sequences, these respondents were aged between 10 and 30+ years. These respondents were enrolled in schools and were at different levels of schooling. Group ascription has been based on their level of schooling. Those referred to as children were enrolled in primary schools while those ascribed as teenagers were enrolled in secondary schools. However, one notable instance is the overlap in ages at these distinct levels of education. The Tanzanian education system requires that a child enrolled in primary education be 7 years of age; therefore implying that by the time the child joins secondary school he/she will be 14 years old. This has not been the case for some of the respondents since there were respondents in primary school who were 14 years old, which made age not the determining factor of the respondents as being children or teenagers but making the level of schooling the determining

factor of group distribution. Moreover, 37 of these respondents were enrolled at the University of Dar es Salaam; 19 of the respondents were first year students while the rest were all in their final year of education at the university.

The teenagers had an average of 8.9 years of learning English as a subject and at least an average of 1 year of English as a medium of instruction while the children had an average of 7.6 years of learning English as a subject and had no instruction in English as a medium at primary school. The general average of learning English for the adults was 13.2 years, however when arranged in age groups you will note that for those in this group that were aged between 20-24yrs had an average of 11.8yrs of learning English (N=17), those aged between 25-29yrs had an average of 12.1 years (N=7) and lastly those aged 30+yrs had an average of 15.7yrs of learning English (N=13). Also important to note was that the picture sequences for data collection were not the same. Each group of respondents were given different picture sequences for narration based on age differences, the number of years spent learning English and the difference in levels of education. Such differences have been proved to not affect the results of a study (Ayoun & Salaberry 2008).

### **3.2.2 Procedure**

Two methods of quantification were used to determine whether the learners had acquired the morpheme; Suppliance in Obligatory Context (SOC) and Target Language Utterance (TLU). In the SOC, one determines whether or not standard English requires a particular morpheme by identifying the obligatory contexts for the morpheme and checking whether they have been correctly supplied or misformed (Gass & Selinker, 2001, Pica, 1983).

Formula = number of correct suppliance x 2 + number of misformations

Total obligatory contexts x 2

While the TLU method looks at the distributional patterns by providing detail on how accurate a learner is in providing the form where required. Its formula is as follows

Formula = number of correct suppliance in obligatory contexts

Number of obligatory contexts + number of suppliance in nonobligatory contexts

Apart from determining the SOC and TLU of the participants narratives, each narrative was also checked for the following items so as to determine how monitoring could be analyzed as well as to determine which forms reflected what type of function: (1) strikethrough instances and respelling of mistaken words, (2) repetition of mistakes, and (3) aspects of word order

Reliability tests were also performed on the measures to determine to what extent SOC and TLU were correlated as far as these two measures would be used. The reliability tests revealed that there was 95.4% coefficient of reliability between items. Cronbach's alpha measured at 0.881 and 0.976 on standardized items. Such correlation results between the two measures for analysis indicates that there was high internal consistency and reliability across individual scores collected under the measures.

The following table provides a description of raw scores of each of the participants. The scores highlight the SOC and TLU of each participant and the difference between the two measures.



**Table 3.1**  
**Comparison of Suppliance in Obligatory Context (SOC) and Target-Like Utterance (TLU) Scores**

Adults	Suppliance of Past Tense Morpheme			Teenagers	Suppliance of Past Tense Morpheme			Children	Suppliance of Past Tense Morpheme		
	SOC	TLU	DIFF		SOC	TLU	DIFF		SOC	TLU	DIFF
<b>1</b>	100	100	0	<b>1</b>	97	68	29	<b>1</b>	55	9	46
<b>2</b>	96	93	3	<b>2</b>	78	56	22	<b>2</b>	39	0	39
<b>3</b>	92	85	7	<b>3</b>	76	54	22	<b>3</b>	96	92	4
<b>4</b>	100	100	0	<b>4</b>	100	80	20	<b>4</b>	56	11	45
<b>5</b>	97	94	3	<b>5</b>	58	15	43	<b>5</b>	67	33	34
<b>6</b>	100	100	0	<b>6</b>	79	57	22	<b>6</b>	70	40	30
<b>7</b>	79	57	22	<b>7</b>	100	67	33	<b>7</b>	82	64	18
<b>8</b>	100	100	0	<b>8</b>	81	62	19	<b>8</b>	75	45	30
<b>9</b>	94	88	6	<b>9</b>	100	100	0	<b>9</b>	91	82	9
<b>10</b>	100	100	0	<b>10</b>	71	43	28	<b>10</b>	94	88	6
<b>11</b>	98	96	2	<b>11</b>	81	53	28	<b>11</b>	71	33	38
<b>12</b>	94	88	6	<b>12</b>	81	62	19	<b>12</b>	56	11	45
<b>13</b>	100	100	0	<b>13</b>	64	28	36	<b>13</b>	89	78	11
<b>14</b>	94	88	6	<b>14</b>	50	0	50	<b>14</b>	97	93	4
<b>15</b>	80	60	20	<b>15</b>	58	17	41	<b>15</b>	88	75	13
<b>16</b>	97	93	4	<b>16</b>	67	33	34	<b>16</b>	92	87	5
<b>17</b>	63	25	38	<b>17</b>	100	87	13	<b>17</b>	83	67	16
<b>18</b>	57	13	44	<b>18</b>	95	82	13	<b>18</b>	89	78	11
<b>19</b>	59	18	41	<b>19</b>	47	6	41	<b>19</b>	82	64	18
<b>20</b>	75	50	25	<b>20</b>	50	0	50	<b>20</b>	94	86	8
<b>21</b>	92	77	15	<b>21</b>	59	18	41	<b>21</b>	75	47	28
<b>22</b>	83	59	24	<b>22</b>	64	29	35	<b>22</b>	86	71	15
<b>23</b>	100	84	16	<b>23</b>	81	62	19	<b>23</b>	68	31	37
<b>24</b>	78	55	23	<b>24</b>	90	10	80	<b>24</b>	60	19	41
<b>25</b>	57	14	43	<b>25</b>	94	78	16	<b>25</b>	91	81	10
<b>26</b>	69	38	31	<b>26</b>	63	8	55	<b>26</b>	64	29	35
<b>27</b>	61	21	40	<b>27</b>	77	50	27	<b>27</b>	100	100	0
<b>28</b>	80	61	19	<b>28</b>	100	78	22	<b>28</b>	53	13	40
<b>29</b>	67	34	33	<b>29</b>	95	90	5	<b>29</b>	94	89	5
<b>30</b>	81	63	18	<b>30</b>	68	36	32	<b>30</b>	69	38	31
<b>31</b>	87	58	29								
<b>32</b>	58	15	43								
<b>33</b>	52	6	46								
<b>34</b>	73	37	36								
<b>35</b>	74	47	27								
<b>36</b>	84	68	16								
<b>37</b>	61	23	38								

### 3.2.3 Results

In general, the number of accurate suppliance in the obligatory contexts was lower than the required correct suppliance in obligatory contexts. Slightly more than half of the respondents in both groups supplied accurate past tense *-ed* morphemes and they had scores above 50%, however the children had better performances with at least 30% getting scores above 80% while teenagers had only 13% with scores above 80%. Table 3.2 illustrates that the teenagers have a higher ability of determining whether a sentence required the past tense morpheme in comparison to the children, though the children were better when it came to suppliance in target-like utterances. In terms of the inability to supply the morpheme, both groups had similar scores of 20%.

**Table 3.2**

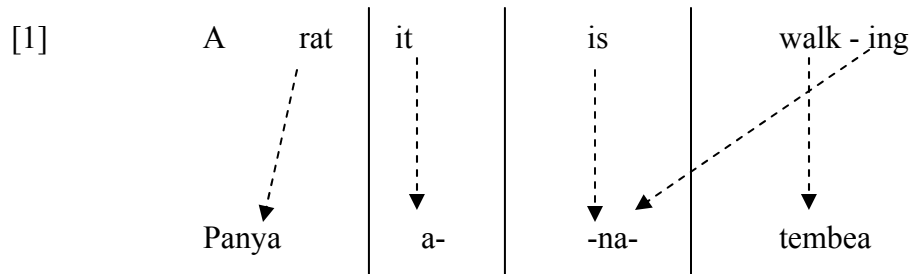
**Count and Percentage Ranges of SOC and TLU Scores between the Participants**

Score Range	Children		Teenagers		Adults		Total	
	SOC	TLU	SOC	TLU	SOC	TLU	SOC	TLU
0 – 20	0 (0%)	6 (20%)	0 (0%)	8 (26%)	0 (0%)	5 (14%)	0 (0%)	19 (20%)
21 – 40	1 (3%)	6 (20%)	0 (0%)	4 (14%)	0 (0%)	6 (16%)	1 (1%)	16 (16%)
41 – 60	5 (16%)	2 (6%)	6 (20%)	6 (20%)	5 (14%)	7 (19%)	16 (16%)	15 (15%)
61- 80	8 (26%)	7 (23%)	10 (33%)	8 (26%)	12 (32%)	4 (11%)	30 (31%)	19 (20%)
80+	16 (53%)	9 (30%)	14 (46%)	4 (14%)	20 (54%)	15 (41%)	50 (52%)	28 (29%)
<b>Total</b>	<b>30 (100%)</b>	<b>30 (100%)</b>	<b>30 (100%)</b>	<b>30 (100%)</b>	<b>37 (100%)</b>	<b>37 (100%)</b>	<b>97 (100%)</b>	<b>97 (100%)</b>

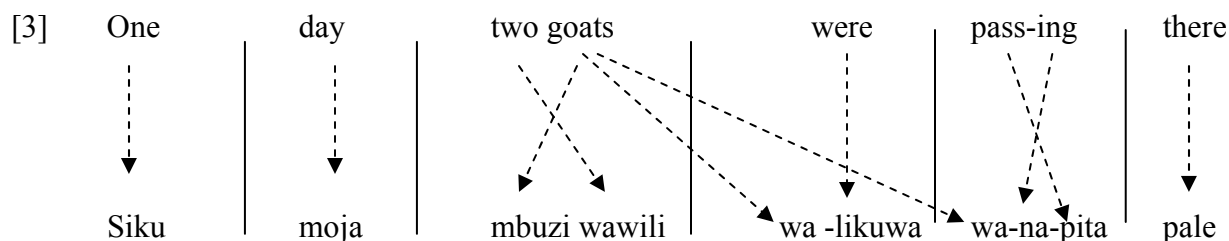
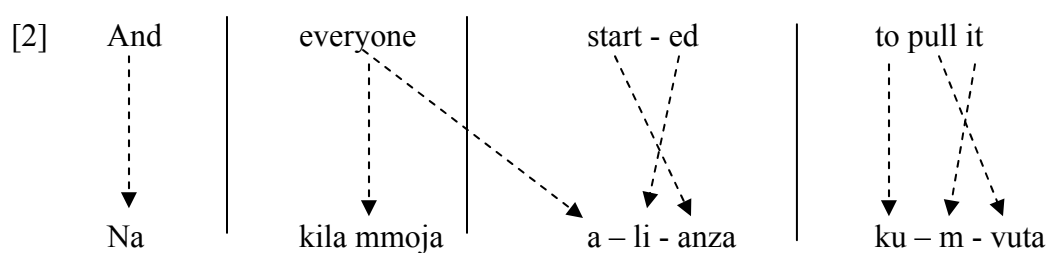
The data also shows that the respondents have made at least significant progress in the acquisition of the past tense morpheme regardless of the fact that they have not made significant progress in general of having target like suppliance in their constructions. General results on the acquisition of the past tense morpheme show that at least 50% of the population was able to supply the morpheme in its obligatory context while only 29% of them are accurate in their

suppliance of the morpheme. Suppliance seems to be a much easier task when compared to accurately supplying a target-like structure for the learners. This implies that learners indeed know that they are supposed to provide the morpheme and they even do this by providing a framework that allows for that particular morpheme and yet still fail to accurately place it. This could be partly due to the fact they understand the temporal conditions for the morpheme and can spell it out in the structure. However, there seems to be a break down in whether to supply the morpheme or not.

Other observations from the data included direct (*literal translation* i.e. rendering the text from one language to another ‘word-for-word’) translation, derivative idea and original fantasy, and limitation of vocabulary. Direct translation was a very common strategy that was used by the students in writing their stories. However this strategy resulted into several grammatical errors in the expressions that the students had used. This strategy has also been referred to as the equivalence assumption (Gass, 1990) and it also has to do a lot with the word order in the learner’s native languages. The equivalence principle sometimes can suggest that participants utilize the word order of sentences as they would do in Swahili or other native Bantu languages. Usually word order variation in Bantu languages is frequent but it is usually indifferent to meaning. In many Bantu languages, word order contributes crucially to define the intended purpose of the sentence as part of a communicative event. It is also possible for the information structure to reflect the speaker/writers’ assumption about the interlocutor’s’ current state of mind (Dik, 1989). Less predictable or disputed elements of the sentence tend to be marked as ‘focus’, while specific elements relating the sentence to the preceding discourse tend to be marked as ‘topic’. Look at the following excerpts from participants’ narratives.



This is an example of Bantu argument structure for simple verb stems which is a common characteristic of Bantu languages. Another example from the narratives can be seen in [2] and [3] below.



On a similar note, Table 3.3 illustrates some of the translated sentences from the data. The English sentences bear resemblance to translated Kiswahili sentences in terms of the word order and morphosyntactic properties. Such occurrences were very common in the stories written by the children, the teenagers, and the first year students, more so than was apparent in the stories written by the final year students. A probable argument on the part of the finalists is their tremendous amount of learning to write in the language over the years. This observation is proof of Gass's (1990) claim that acquiring a FL requires reconceptualization of grammatical, lexical and cultural categories and with progress, the equivalence assumption diminishes as learners adjust to specific communication requirements of the target language.

**Table 3.3****Examples of Direct Translated Data**

<b>English Sentence</b>	<b>Translated sentence</b>
And that is the end of my story	<i>Na huu ni mwisho wa hadithi yangu</i>
All they want to kill it because all they feel hungry	<i>Walichotaka ni kuiua kwasababu walikuwa wanasikia njaa</i>
One day there were a dog and a cat. A dog in other side and a cat in other side. And the middle there was a rat	<i>Siku moja palikuwepo mbwa na paka. Mbwa upande huu na paka upande ule. Na katikati kulikuwa panya</i>
They were walking, after walking they saw a rat	<i>Walikuwa wana tembea baada ya kutembea waliona panya</i>
And everyone started to pull it	<i>Na kila mmoja alianza kumvuta</i>
A rat it is walking	<i>Panya anatembea</i>
When dog and cat see a rat they want to kill it because they was and hungry	<i>Mbwa na paka walipomuona panya walitaka kumuua kwasababu walikuwa na njaa</i>
And they started to said “even I see a rat I am not do it again like today”	<i>Na wakaanza kusema “hata nikiona panya sitafanya hivi tena kama leo”</i>
One day two goats were passing there	<i>Siku moja mbuzi wawili walipita pale</i>

Monitoring of written texts was in mainly evident in the adult learners. This seems to indicate that the adult learners had advanced and were able to use their language skills to check the narratives that they wrote. Speaking strictly on the terms that monitoring in the pilot study was checked through looking at the instances of strikethrough texts and correction of mistakes, the younger participants did not manifest this behavior. For the teenagers, there were few signs of correction or strikethrough. This may indicate that at this particular stage of learning English,

Tanzanian learners begin forming hypotheses about the English language and are gradually developing an ability to monitor the target language. Below are a few examples of monitoring on the teenagers part.

[4] Each one ~~eat~~ take some part of rat

[5] At first ~~they~~ everyone was want to beat another

While for the children, since they wrote in pencil, there were signs of erasure and overwritten text. It was almost impossible to tell what the text they wrote was prior to erasing it and rewriting. However, such instances were very minimal. Below are examples from the adult narratives that constituted some form of monitoring.

[5] Who can threaten ~~your~~ their life, they can harm you or destroy you

[6] We should have different tactics of ~~escape~~ rescue

[7] They got ~~into~~ out

[8] ~~However~~ Because of the shape of the bottle

[9] The rats was watching at it inside their ~~room~~ hole

[10] Rats come and ~~find~~ found their fellow in the bottle

[11] The cat went away to take something ~~that~~ which can help to take the rat out.

[12] They tried to ~~remove~~ save the fellow rat

[13] Because the ~~mouth~~ top of the bottle

Examples [5]-[13] indicate the use of the participants' monitor as they attempt producing more accurate forms. Example [9] indicates that the writer recalled that rats do not live in rooms but rather in holes (which one may say is entirely built around their understanding of the context that rats live in), while [10] was a clear correction of the right form of the verb 'find'. Examples [6]

and [7] were a result of the appropriate perspective of the narrative from the writers' point of view.

Apart from the fact that the expected performance of the past morpheme was being checked in the analysis, one could not help but notice the overall sentence structure and word choices made by the participants in the pilot study. Some of these sentences have been presented in [1] – [3] as part of the argument for the equivalence assumption. However, in this case, it is the way the information structure of these sentences that are of interest. Earlier in this section, I mentioned that less predictable elements of a sentence tend to be marked as 'focus'. Watters (1976) defines focus as that information in a sentence that the speaker believes, assumes or knows that the hearer does not share with him or her. Three types of focus can be distinguished in Bantu languages; (1) *term focus* - refers to a non-verbal constituent and is usually post-verbal, (2) *verb focus* - refers to the lexical content of the verb, and (3) *truth focus* - concerns the grammatical categories attached to the verb such as tense, aspect and modality (Nurse, 2008; Güldemann, 2003). Focus in Bantu languages can be represented by a combination of word order/movement, cleft sentences, particles, tone, verb reduplication, verbal morphology and object shape (Nurse 2008).

With this in mind, focus can be viewed as an essential tool in narration and can prove to be a major candidate for conceptual transfer. Below are a few examples that were widespread in the children's and teenagers' narratives. The examples have been separated base on type of focus.

[11] *Reduplication*

- (a) The rat run and run and run until it run no more
- (b) The goat fight and fight
- (c) The goats fighting and fighting fall in river

[12] *Cleft sentences?*

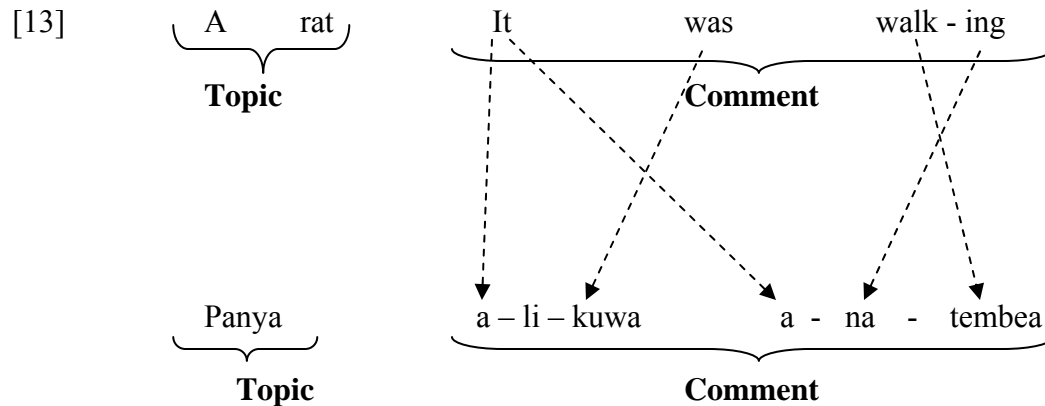
- (a) A rat it was walking
- (b) A rat it walking here and there
- (c) All animal it was be worry\*
- (d) Cat it is very hungry he saw a mouse and dog it is very hungry he saw a mouse  
too
- (e) Each one it can eat

In the case of examples in [11], it is very clear that the participants made use of reduplication. Reduplication of the verb is very common in Swahili as a means of focus. It is a type of verb focus that is intended to highlight the action denoted by the verb. It also highlights the intensity of the action thus drawing focus to the verb.

The constructions in [12] seem to fall as either cleft constructions or merely word for word translation, depending on how you view the argument. It is known that cleft constructions use the dummy pronoun '*it*' and as we look over these construction we may or may not find the value of '*it*' to the construction. If '*it*' was eliminated from these structures, we could conclude that these structures are cleft constructions which are used as a strategy by participants to highlight focus as they narrate their stories.

However, a common feature of the Bantu verb as discussed in chapter 2 begs to differ with the cleft analysis. The use of '*it*' may be similar to the subject prefix that learners use when they conjugate verbs. In this case there has been transfer of the concept of a subject prefix to its equivalent in the target language. Reanalysis of [12-a] has been done to elucidate this point further in example [13]. This reanalysis also attempts to highlight the information structure of the sentence by adopting a topic-comment structure.





A third argument could arise from this reanalysis. The fact that the children narratives also made use of similar constructions; except that in their case, these constructions were preceded by quantifiers. The following examples are from the children narratives; note the quantifiers and the pronouns that follow.

- [14] Every goat it want to go at its place
- [15] Two goat it working on the bridge
- [16] After the meat, everyone we wants pass faster
- [17] Nobody he won't pass on the bridge
- [18] One goat it want another goat to pass it
- [19] Everyone it like pass first
- [20] Then two animals it can jump on the mouse

Those children who wrote out their narratives in this manner seem to indicate that there probably is a system as to where they would assign a pronoun- right after the quantifier. It may be for emphasis of the topic, since such constructions were not found in teenager narratives. Further analysis could be done to decide on the factors influencing such constructions.

All in all, there seems to be a systematic use of these constructions. As learners progress, we notice these constructions diminish and/or totally disappear as in the case of the adults' narratives that did not have cleft sentences or direct translation. One thing is for sure; there is some form of conceptual transfer. However, in this case it was impossible to conclude that these constructions could be an artifact of instruction since instruction on this point was not part of the investigation.

Generally with a greater number of derivative ideas suggests a greater creativity in the medium. Many students made their derivation on what the story implies; only a few did not write anything apart from narrating what basically went on in the picture sequences. However, most of their ideas about the narratives were based on their indigenous knowledge of the relationships between the characters such as the dog and cat being enemies, cats eat rats etc. In other words one could claim that new ideas would suggest an element of imagination, but in this case some students were imaginative enough to even provide a setting for the plot of the story or by adding in an imaginative character to the story.

Vocabulary can be judged to be limited/not adequate if the story is merely a report of the plot. Vocabulary is judged to be adequate if the story is told with feeling and if there is an attempt to visualize the activities. The difference in adequacy may lie in the use or nonuse of adjectives and adverbs. Adverb and adjective use in the children's and teenagers' stories was very low when compared to the usage in adult stories. This illustrated the limitations of vocabulary on their part. In general, the findings indicated that the amount of exposure to English at these three levels affected their production of the past morpheme and that the adults who were at the end of their university level instruction performed better than the rest. Although the learners did well when it came to identifying opportunities for suppliance of the past tense morpheme they failed to

accurately supply the required morpheme and resorted to other ways of expressing temporality in the past. More importantly, the pilot study revealed that the main study would be successful in collecting written narratives from would be participants in the area of study for analysis with any framework that may suit the purpose. Since the pilot made use of a composite theory, the idea that emanated from the pilot study was to investigate the development of tense-aspect morphology under the aspect hypothesis framework. This would reduce emphasis of accuracy but rather highlight on describing the tense-aspect interlanguage system of the participants. Apart from these theoretical considerations, the pilot study revealed similar issues to studies that employ the aspect hypothesis for analysis. One such issue is the fact that the past tense is in competition with other tense-aspect forms, especially the progressive. This finding has been shared by a number of aspect studies (Bardovi-Harlig 1998; Collins 2004, 2006). The other issue that may be looked as evidence of native language ‘transfer’ is the use of direct translated structures. These structures are called this because it is within writing as an activity that a participant may make use of their monitor to come up with such structures where they translated word for word. Learners may have discovered that English possesses a similar word order to Kiswahili and may have used that as positive evidence on the learner’s part, thus developing it as a writing strategy. An added advantage in identifying translated structures is the fact that the researcher is a native speaker of Kiswahili; therefore identification of such structures comes easier.

### **3.3 Data Collection in the Main Study**

This section will describe the data collection procedures and techniques that were used in the main study. It will also introduce the area of study and the target population.

### **3.3.1 Area of Study**

The study was conducted in the hallways of educational institutions in Tanzania. Tanzania is a country located in East Africa and is officially referred to as the United Republic of Tanzania. It is bordered by Kenya and Uganda on the North, Rwanda, Burundi and the Democratic Republic of Congo on the West, and Zambia, Malawi and Mozambique on the South. The East part of Tanzania borders the Indian Ocean. Tanzania covers an area of 945,203 square kilometers (364, 898 square miles), comprising the mainland and the Zanzibar archipelago. It has an estimated population of over 34.4 million people (National Census, 2002). There is a rich contrast between rural and urban areas in terms of population distribution, household incomes, socioeconomic status and access to social services, with the rural areas being the underprivileged. For a better representation of the country in terms of the EFL learning environment, both aspects will be explored. The urban setting of Tanzania poses a complex linguistic situation with native speakers of different ethnic community languages (ECL) from all over the country; Dar es Salaam city is an example of a Tanzanian ‘melting pot’. However, such complexities cannot be totally ignored. The education system itself is diverse; it has embraced liberalization with a steady growth in private primary schools which use English as their medium of instruction (MOI) forming a parallel system to the public primary school system that has maintained Kiswahili as the MOI and English taught as a subject.

At the time of this study, there were a total of 15,624 primary schools in the country, of which 356 were private primary schools. These private primary schools are mostly located in or around urban areas in a bid to capture the growing market and demand for English medium schools in such areas. Only 81,493 children are enrolled in private schools while 8,235,432 children are enrolled in government/public primary schools with a total of 15,268 public schools to cater to

their needs. At the secondary level, there is an estimated 3,485 secondary schools of which 2,806 are public secondary schools and 679 are private secondary schools. English is the medium of instruction in all secondary schools (MOEVT, 2007). There are also 11 public higher learning institutions in the country, seven of these institutions offer courses that lead up to PhD degrees, and one offers Bachelor degrees only, the rest offer undergraduate and graduate degrees (MSTHE, 2006).

With regards to the vast nature of the area of study, it was pertinent for this study to maintain a certain amount of focus as to which parts would actively be involved in the data collection and research in general. The focus was on two areas; the Dar es Salaam Region and the Mara Region. Dar es Salaam, as earlier mentioned, is a complex area as far as languages are concerned. It has a total of 428 primary schools and the teacher-pupil ratio (TPR) is 1:41. The Mara region has a total of 680 primary schools with a TPR of 1:61. These two areas were chosen to represent the urban and rural distinctions; Dar es Salaam was the urban area and Mara the rural area. Secondly, these two areas are far apart with approximately 1058 kilometers between the two areas, therefore diminishing possibilities of any kind of influence that may result from spatial distribution. There are a total of 241 secondary schools in Dar es Salaam while in Mara region; there are a total of 152 secondary schools. The national average teacher pupil ratio for secondary schools is 1:34.

### **3.3.2 The Target Population**

The target population of this study was participants who were in educational settings; primary schools, secondary schools and universities. This particular target population is within the millions, a number and magnitude that cannot be represented in this study. Total primary school enrollment was 8,316,925 and the total secondary school enrollment was 1,020,510 at the time of

the study (BEST, 2007), while university enrolment is in the tens of thousands. Therefore, the researcher sought to choose a sample from this target population and at specific stages within the educational system. More on the sample and the sampling techniques employed is discussed in the following section.

### **3.3.3 The Sample and Sampling Techniques**

A sampling design is a definite plan for obtaining a sample from a given population. It refers to the technique or procedure the researcher would adopt in selecting items for the sample (Kothari 1985). Kothari (1985) goes on to mention that there are various steps that should be taken when developing a sample design. Among these steps are; type of universe, sampling unit, source list, size of sample, parameters of interest, budgetary constraints and the sampling procedure. Because of these aforementioned factors and in relation to the topic of research, the researcher saw that it would be feasible to use a non-probability sampling design. Among non-probability sampling designs are purposive or judgmental sampling, quota sampling, snowball sampling and reliance on the available subjects sampling (Kothari, 1985; Babbie, 1992; Rubin & Babbie, 2007). The researcher chose the purposive sampling technique. In purposive sampling, the researcher handpicks the cases to be included in his sample on the basis of his judgment of their typicality, his knowledge of a population, and the purpose of the study (Kothari, 1985; Babbie, 2001). In this way, he builds up a sample that is satisfactory to his specific needs.

Since the targeted population was to be found in educational settings, the sample was tailored to include participants from the initial and terminal stages in each educational level<sup>7</sup>. The sample that was extracted from primary schools included 2<sup>nd</sup> grade students and 6<sup>th</sup> grade students. The rationale for making this selection was based on the fact that first graders may not exhibit tense-

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<sup>7</sup> Exclusion of medial levels like 3<sup>rd</sup>, 5<sup>th</sup> grade, and Form three, does not preclude that these levels would not exhibit any form of temporality but rather by including groups of participants at both extremes would provide a description for the initial stages and final stages of an education level.

aspect morphology since at the time of the study they were only in the 6<sup>th</sup> month of instruction. Secondly, the 7<sup>th</sup> grade students were preparing for the National Primary School Leaving Examination (PLSE) and it was specifically requested that they be excluded from the study by the school authorities. The sample that was extracted from secondary schools included Form 2 students (U.S. equivalent 10<sup>th</sup> Grade) and Form 4 students (US equivalent 12<sup>th</sup> Grade). A similar rationale to that of the 2<sup>nd</sup> grade students applied to the Form two students since Form one students had also received instruction in English as the medium of instruction for six months. The shift at that point was hypothesized to have not provided measurable effects since these incoming Form one students would have only been introduced to English as the medium for all subjects for only six months. However, it was easier this time to involve true final year students, i.e. Form Four students, since their final school leaving exams were a number of months away in comparison to the 7<sup>th</sup> grade students who were expecting to sit for their exams in two months time. The sample extracted from the university included first year students (US equivalent freshmen) and final year students (US equivalent seniors). This particular group of participants was readily available at the time of the study, since the university had not yet closed for the long summer break. More importantly to note is that the sample of primary school learners and secondary school learners included participants from both the Dar es Salaam region and the Mara region therefore representing the rural and urban dichotomy. The university sample could not fall under the urban/rural dichotomy, first because of the location of most universities in the country are found in urban or semi-urban locations and secondly, this dichotomy was intended to capture the differences between learners based on their locality as well as their experiences in acquiring temporality since rural conditions are considered less favorable compared to urban conditions.

Table 3.4 provides a summary of the sample and it indicates the number of participants as well as the percentages.

**Table 3.4**  
**Summary of Study Participants**

<b>Participants</b>	<b>N</b>	<b>Percent</b>
2 <sup>nd</sup> Grade	63	20.3
6 <sup>th</sup> Grade	60	19.3
Form Two	61	19.6
Form Four	60	19.3
1 <sup>st</sup> Year students	32	10.3
Final Year Students	33	11.3
<b>TOTAL</b>	<b>309</b>	<b>100.0</b>

The following table presents the rural and urban dichotomy of the participants involved in the study.

**Table 3.5**  
**Summary of Study Participants based on Area Distribution**

<b>Participants</b>	<b>N</b>	<b>Percent</b>
2 <sup>nd</sup> Grade Rural	30	9.7
2 <sup>nd</sup> Grade Urban	33	10.7
6 <sup>th</sup> Grade Rural	30	9.7
6 <sup>th</sup> Grade Urban	30	9.7
Form Two Rural	31	10.0
Form Two Urban	30	9.7
Form Four Rural	30	9.7
Form Four Urban	30	9.7
First Year Students	32	10.4
Second Year Students	33	10.7
<b>Total</b>	<b>309</b>	<b>100.0</b>

In achieving the sample size, the researcher visited two secondary schools, two primary schools and one university. The main rationale for selecting these numbers of participants was that they



would provide an appropriate number for statistical analysis as well as produce an adequate amount of data for the study.

In addition to deciding on the sample size, the researcher also sought to determine the extent to which the issue of language complexity may influence the learners by asking for a brief biography of the participants L1 and whether they spoke other languages and the number of languages spoken. Table 3.6 provides insight to this opinion.

**Table 3.6**  
**Summary of Biographic Information on Languages**

Participants	First Language		# of other Languages			Total
	Kiswahili	ECL	1 language	2 languages	3 languages	
2 <sup>nd</sup> Grade Rural	30	0	26	4	0	30
2 <sup>nd</sup> Grade Urban	33	0	29	4	0	33
6 <sup>th</sup> Grade Rural	22	8	9	21	0	30
6 <sup>th</sup> Grade Urban	30	0	16	14	0	30
Form II Rural	29	3	9	16	6	31
Form II Urban	24	6	12	11	6	30
Form Four rural	20	13	4	17	9	30
Form four Urban	29	1	17	8	5	30
First year Students	26	5	5	18	9	32
Final year Students	27	4	3	18	12	33
<b>Total</b>	<b>270</b>	<b>40</b>	<b>128</b>	<b>135</b>	<b>46</b>	<b>309</b>

Table 3.6 indicates that from the outlook and the time dimension of the study learners at lower levels are increasing using Kiswahili as their L1, even in the rural areas where it has always been seen as the stronghold for ECL growth. This indicates a huge change in the demography and the use of language when you compare the younger participants to the final year students who seem to be true multilingual participants in the study. The learners were also asked to make a self

assessment of their language skills. Table 3.7 presents results of their self assessment on writing in English, Kiswahili, and the ethnic community language.

**Table 3.7**  
**Summary of Self-assessment of Writing Skills**

Participants	Writing Kiswahili			Writing English			Writing ECL		
	Excellent	Good	Fair	Excellent	Good	Fair	Excellent	Good	Fair
2 <sup>nd</sup> Grade rural	21	8	1	7	9	14	0	0	0
2 <sup>nd</sup> Grade urban	24	8	1	10	9	14	0	0	0
6 <sup>th</sup> Grade rural	10	20	0	4	22	4	1	0	1
6 <sup>th</sup> Grade urban	26	4	0	14	13	3	3	5	6
Form 2 rural	20	12	0	5	20	5	1	4	8
Form 2 urban	27	2	0	10	16	3	8	7	6
Form 4 rural	15	17	0	6	24	3	1	9	4
Form 4 urban	16	14	0	6	18	5	3	3	8
First year students	25	6	0	8	21	2	6	9	5
Final year students	30	1	0	9	21	1	5	12	8
<b>Total*</b>	<b>214</b>	<b>92</b>	<b>2</b>	<b>79</b>	<b>173</b>	<b>54</b>	<b>28</b>	<b>49</b>	<b>46</b>
<i>Percent</i>	<i>69%</i>	<i>29%</i>	<i>0.6%</i>	<i>25.5%</i>	<i>55.8%</i>	<i>17.4%</i>	<i>9%</i>	<i>15.8%</i>	<i>14.8%</i>

\*This was a self assessment exercise, reduction numbers is a result of few students not responding to the self assessment exercise as well as whether the assessment applied to the number of languages that they spoke.

The participants were given a choice to assess their language writing skills as being excellent, good or fair. From Table 3.7 we note that majority of the participants were confident about their writing skills in Kiswahili (69% said they were excellent compared to 25.5% who said they were excellent in English). 0.6% said that they had fair Kiswahili writing skills while 17.4% said the same about their English writing skills.

Furthermore, considering the complex nature of the language situation in Tanzania where over 120 local ethnic community languages are spoken, it was pertinent for the researcher to assess the distribution of languages spoken by the study participants so as to make appropriate decisions when it comes to the analysis of the data or interpretation of any cross-linguistic effects. From the study, it was determined that the several of the participants had more than one language that they spoke. Each participant was required to identify their L1 and a possible L2 or L3 and in a

few rare cases an L4. Unfortunately this analysis did not inquire as to the order in which they acquired these languages, simultaneously or one language after the other. Though it is suspected that some of these languages were acquired simultaneously depending on whether it was the language spoken at home, a lingua franca of the community inspite of Kiswahili or they were being taught in school. Most of the leaners listed out the languages based on their fluency and it is with this that the following tables summarize as L1 through to L4.

Overall, the study reveals that out of the total number of participants of the study, 269 study participants identified Kiswahili as their L1 while the rest identified other ethnic community language as their L1. This result indicates a probability of most cross-linguistic influences to be associated with Kiswahili than any other language spoken by the participants. None of the participants claimed English as their mother tongue though it featured strongly as an L2 for 52 participants and an L3 and L4 for 184 participants. This indicates a shift towards English as a second language for some Tanzanians. However, it should be noted that the researcher has chosen to maintain the use of prefix 'ki-' which in Kiswahili is used to denote a language as opposed to other prefixes that denote the type of noun as being human 'm-' and the like. Furthermore, some languages listed in the data were not included in the analysis of the data because they were not Bantu languages. This means that the study employed only Bantu language speakers.

Tables 3.8 shows the distribution of languages among rural study participants (study participants from mara region) while Table 3.9 illustrates similar information for urban participants. The tables also provide information on status of the languages across participants without identifying the groups of participants. From the Tables you will be able to identify languages that are indigenous to the location of study and those that are not indigineous. You will also find that

English is not however the only foreign language spoken or learned by the participants. We notice a number of learners of French which is also taught in some public schools. However, we see the number of French language learners in the urban data is more than those in the rural data. There are also unique cases of Arabic speakers who claimed that they learned Arabic from attending Quranic schools though this does not mean that they are fluent in the language.

**Table 3.8**

**Distribution of Languages among Rural Study Participants**

Languages	Number of Speakers			
	L1	L2	L3	L4
English*	0	28	86	4
Kisukuma	4	18	0	4
Kijita	7	29	3	3
Kihaya	2	1	0	0
Kisambaa**	0	1	0	0
Kichagga**	0	1	0	0
Kikurya	1	9	4	1
Kikerewe	2	2	0	0
Kisimbiti	0	1	0	0
Kikwaya	0	2	0	1
Kizanaki	2	2	0	1
Kiikizu	0	4	2	1
Kigogo**	0	0	1	0
Kinata***	0	0	0	1
Kinyamwezi**	0	0	1	0
Kihehe**	0	0	0	1
Kinyiramba**	0	1	1	0
Kiikoma***	0	0	1	0
Kijaluo <sup>#</sup>	1	1	0	0
Kingoni**	0	0	1	0
Kingurimi	1	0	0	0
French*	0	0	0	4

\* Foreign languages

\*\* Languages not native to the Mara region

\*\*\* These languages are considered dialects of the same language though speakers claim they have different identities. Further research on these languages is being done by SIL.

# Not a Bantu language

**Table 3.9**  
**Distribution of Languages among Urban Study Participants**

Language	Number of Speakers			
	L1	L2	L3	L4
English*	0	24	87	7
Kisukuma**	1	4	0	1
Kijita**	0	1	1	0
Kichagga	5	11	3	1
Kipare	0	2	1	0
Kinyakyusa	3	5	2	0
Kisafwa	1	1	1	0
Kihaya**	5	8	3	1
Kisambaa	0	6	1	0
Kinyaturu	1	3	1	0
Kibena	0	5	1	0
Kingoni	0	0	1	1
Kikurya**	1	0	1	0
Kigogo	0	2	0	0
Kimakonde***	0	1	0	0
Kiha	1	6	1	1
Kiyao***	0	1	1	0
Kimeru	0	0	1	0
Kinyiramba	1	0	2	0
Kihehe	0	3	0	0
Kijaluo**#	1	0	0	0
Kirangi	0	1	0	0
Kipogoro	0	1	0	0
Kizaramo***	0	0	1	0
Kindali	0	0	0	3
Kingindo	0	1	0	0
Kifipa	1	0	0	0
Kinyamwezi	0	0	1	0

Language	Number of Speakers			
	L1	L2	L3	L4
Kihangaza	1	0	1	0
French*	0	0	14	28
Arabic*	0	0	0	2

\* Foreign languages  
\*\* Languages located around the lake zone areas (Lake Victoria) which also includes the Mara region  
\*\*\* Languages that are native to coastal areas  
# Not a Bantu language

### 3.3.4 Research Instruments and Data Collection Techniques

There were two major experimental tasks that were performed by the participants: (1) written narrative task based on picture stories, and (2) personal narratives that were audio taped. A third activity that was required of the respondents was to fill out a questionnaire that collected biodata (age, gender, L1, other languages spoken by participants), a self assessment of their language skills (speaking, writing, reading, listening) and language data (how long they have been taught in English, language problems and language use at home). The personal narratives were audio recorded and transcribed, but unfortunately, could not be included in this study due to little to almost no past tense morphology. Learners had to be reinforced to use English through interviewing techniques and at times such coercion ended up in learners switching to Kiswahili.

#### 3.3.4.1 Picture Story Narratives

Three excerpts from *Picture Stories* written by N. Radlov (1960) were selected for this study. The book *Picture stories* was first published in 1960. The book was published in almost all Indian languages and was easily available for a few rupees. Unfortunately, the book has been out of print since the disintegration of the Soviet Union. The book contains child friendly picture stories full of fun, mischief and surprises. As the stories are wordless – only a series of pictures,

readers can make up their own stories. These picture stories are the same ones that were used in the pilot study. The participants were required to write a narrative based on the picture stories.

The three excerpts selected were (1) Two Foolish Goats (See Appendix A), (2) Toy Rat (See Appendix B), and (3) Bad Luck! (See Appendix C). The selected excerpts were chosen for the following reasons; first, the picture stories being open-ended tasks that required the students to write out a narrative about the picture sequences meant that the participants would relate the picture stories from an individual perspective. Secondly, the picture stories were sequenced and depicted a series of sequenced actions (foreground). Moreover, very little background was provided in the picture stories, so this would require the participants' creativity and it would be interesting to see how learners develop a background to the story. Third, the picture stories were selected based on the assumption that the participants and the researcher were familiar with the content. All picture stories involved animals that were common to the participants' environment (i.e. cat, dog, rat, goat). Bardovi-Harlig (1995) asserts that the use of a story whose content is known to both the researcher and participants makes the task of analyzing interlanguage data easier and more reliable.

More important to note is that all participants wrote out narratives based on different picture stories. Each group of participants at different education levels were given different picture stories for narration based on the number of years spent learning English and the difference in levels of education. Shorter picture stories were administered to younger participants. Differences in narrative topics have been noted to not affect the results of the study (Ayoun & Salaberry, 2008).

The majority of studies in the acquisition of tense-aspect morphology made use of film-retell tasks. This method could not be replicated in this study for reasons that include, (1) poor

infrastructure in public primary schools and secondary schools in Tanzania (lack of electricity to run film retell tasks on television), (2) limitation of funding for acquiring equipment for the study, and (3) the large distances to be covered during the study could not favor transportation of equipment and would thus increase hardships during the study that could have affected data collection procedures. Nevertheless, the written tasks were successfully completed by the participants.

The written task activity was limited to sixty minutes per participant, though several participants were finished before their time for writing lapsed. The picture story writing activity was preceded by filling out necessary forms that included; (1) human subject consent forms (see Appendix D-F) and (2) the questionnaire on their personal history and self assessment of language skills (see Appendix G). For participants below the age of 14, they only participated in the study after full consent was received from their parents/guardians.

#### **3.3.4.2 Questionnaires**

A questionnaire is a document containing questions and other types of items designed to solicit information appropriate to the analysis (Babbie, 2001). Questionnaires have the advantage of collecting the needed data and questionnaires are also easily administered. They are useful tools in situations where participants are free to give their views (Kothari, 1985).

As earlier mentioned, the questionnaire (see Appendix G) included two major parts, (1) biodata and (2) language data. The biodata had questions on age, gender, first language, other languages spoken and a self-assessment task. The language data aimed at collecting information on the length of time that the participant probably has learned English as well as the language spoken at home. The rationale for collecting this information was to attribute statistical analyses that were



aimed at checking whether there was a relationship between some the results and the personal information provided by the learners.

The questionnaires were administered before the participants could write out their picture story narratives. The filling of the instruments took an average of 5-10 minutes. Occasionally, the participants requested elucidation of some of the items in the questionnaire, but overall the filling out was successful. The self-assessment item was problematic for a few participants who did not request assistance, but eventually when sorting through the items, the researcher was able to follow-up with a second assessment.

### **3.3.5 Administration of Research Instruments**

Before any kind of administration of the questionnaires and the experimental tasks, the researcher had to seek permission from relevant authorities. Such authorities included the university, secondary and primary schools' administration. The University of Dar es Salaam is the overseer of academic research and being a funding source for the study, it provided research clearance letters and letters seeking research clearance from Regional Administrative Secretaries (RAS) for the regions included in the study. Subsequently, the respective Regional Administrative Secretaries granted the researcher with research clearance to work within their region.

The researcher received full cooperation from all the authorities as well as the university and the schools. The schools wrote supportive letters to parents requesting permission for their children to be included in the study. All of the parents/guardians approached gave their consent. The administration of the instruments was highly successful.

### 3.4 Validity and Reliability of Data

Several measures were taken to ensure validity and reliability of the expected data. First, the instruments' design and construction had to be approved by the researcher's advisor. Secondly, the researcher performed a pilot study using the research instruments on 97 participants from the same study area and saw that there was a possibility of yielding good results. Thirdly, the researcher had to administer the research instruments with great care, taking into consideration situational factors such as the mood of the participants, health and short term characteristics of the participants, especially in the case of the younger participants. Lastly, the researcher made sure that secondary participants such as teachers, the school authority, and parents, were adequately informed of the study so that the instruments employed would yield appropriate information.

A reliability analysis was run on the tense-aspect morphology of the participants focusing on the correct suppliance of verbal morphology and its relationship to suppliance in obligatory contexts. Table 3.10 indicates reliability as well as correlation between items. This indicates that the data collected is both reliable and valid for statistical analysis.

**Table 3.10**

#### **Reliability Tests of Verbal Morphology**

<b>Verbal Morphology</b>	<b>Chronbach Alpha</b>	<b>Pearson's correlation</b>	<b>Sig.</b>
Past Tense	.932	.906**	.000
Present Tense	.862	.860**	.000
Past Progressive	.806	.728**	.000
Present Progressive	.852	.778**	.000
Past Perfect	.796	.738**	.000
Present Perfect	.743	.603**	.000

\*\* Correlation significant at 0.01 (2 – tailed).

### **3.5 Methods of Data Analysis**

This section discusses the data coding procedures undertaken by the researcher, the data entry process and the software packages and their functions in this study.

#### **3.5.1 Data Coding**

Due to the fact that this study is mainly quantitative, its incorporation of questionnaires and the number of participants, some form of data coding was required. Data coding is the transformation of questionnaires into a format that a computer program can digest. This process not only allows easy access to data but ensures some form of secrecy and privacy of the study participants. Coding involves assigning separate code numbers to each category of each variable in the study. Some data are easily coded such as data that is inherently numerical. Open-ended questions are usually challenging to code (Rubin & Babbie, 2007). Within the questionnaire used to collect personal details of the participants, there was the question of whether the participant experiences any type of language problem, if so; it required them to list any of the problems. Indeed, this question yielded diverse and lengthy responses. The responses were collapsed into a smaller list of code categories, assigning the same code to responses that seem to belong together. This observation was also supported by Rubin and Babbie (2007).

A coding guide was established where variables were assigned codes. Table 3.11 summarizes the code categories that were assigned to variables from the questionnaire before the variables were entered for analysis, while Table 3.12 summarizes the code categories that were assigned to the raters' judgments of lexical aspect from the narratives. These coding guides were generated for working with SPSS.

**Table 3.11**  
**Coding Guide for Questionnaires**

Variable Name	Variable Description	Coding Information
QUEST	Questionnaire identification number	1 - 309
AGE	Age of participant	7 - N
GENDER	Gender of participant	1 = male 2 = female
GROUPAREA	Group and area	1 = 2 <sup>nd</sup> Grade Rural 2 = 2 <sup>nd</sup> Grade Urban 3 = 6 <sup>th</sup> Grade Rural 4 = 6 <sup>th</sup> Grade Urban 5 = Form II Rural 6 = Form II Urban 7 = Form IV Rural 8 = Form IV Urban 9 = First Year Students 10 = Final Year students
FIRSTLANG	First language spoken by participant	1 = Kiswahili 2 = Ethnic Community Language (ECL)
OTHERLANG	Number of other languages spoken by participant other than the first language	1 = 1 language 2 = 2 languages 3 = 3 languages 4 = 3 or more language 999 = no response
KISWAHILId	Reading skills in Kiswahili	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
KISWAHILId	Writing skills in Kiswahili	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
KISWAHILId	Speaking skills in Kiswahili	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
KISWAHILId	Listening skills in Kiswahili	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response

<b>Variable Name</b>	<b>Variable Description</b>	<b>Coding Information</b>
ENGLISHa	Reading skills in English	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
ENGLISHb	Writing skills in English	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
ENGLISHc	Speaking skills in English	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
ENGLISHd	Listening skills in English	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
ECLa	Reading skills in Ethnic Community Language	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
ECLb	Writing skills in Ethnic Community Language	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
ECLc	Speaking skills in Ethnic Community Language	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
ECLd	Listening skills in Ethnic Community Language	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
OTHERa	Reading skills in other language	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response

<b>Variable Name</b>	<b>Variable Description</b>	<b>Coding Information</b>
OTHERb	Writing skills in other language	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
OTHERc	Speaking skills in other language	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
OTHERd	Listening skills in other language	1 = Excellent 2 = Good 3 = Fair 4 = Does not apply 999 = No response
PROBLEMS	Do you have any trouble using English?	1 = Yes 2 = No 999 = no response
PROBTYPE	If yes, mention some of the problems	1 = Pronunciation and speaking 2 = Writing 3 = Listening/Understanding 4 = Reading 5 = Does not apply 999 = No response
HOMELANG	What language do you use at home	1 = English 2 = Kiswahili 3 = ECL 4 = English and Swahili 5 = Kiswahili and ECL 6 = Kiswahili, English and ECL 999 No response

**Table 3.12**  
**Coding Guide for Lexical Aspect**

Variable name	Variable Description	Coding Information
QUESTNUM	Questionnaire number	1-309
GROUP AREA	Group and Area	1 = Group One Rural 2 = Group One Urban 3 = Group Two Rural 4 = Group Two Urban 5 = Group Three Rural 6 = Group Three Urban 7 = Group Four Rural 8 = Group Four Urban 9 = First Year Students 10 = Final Year Students
GROUP	Group	1 = 2 <sup>nd</sup> Grade 2 = 6 <sup>th</sup> Grade 3 = Form Two 4 = Form Four 5 = First Year Students 6 = Final Year Students
AREA	Area	1 = Rural 2 = Urban
LEXICALASPECT	Are there Lexical Aspectual verbs?	1 = Yes 2 = No
RAT1STATPAST	Rater 1 Past Statives	
RAT1ACTPAST	Rater 1 Past Activities	
RAT1ACCPAST	Rater 1 Past Accomplishments	
RAT1AHPAST	Rater 1 Past Achievements	
RAT1STATPSTPROG	Rater 1 Past Progressive statives	
RAT1ACCPSTPROG	Rater 1 Past Progressive activities	
RAT1ACCPSTPROG	Rater 1 Past Progressive Accomplishments	
RAT1AHPSTPROG	Rater 1 Past Progressive Achievements	
RAT1STATPSTPERF	Rater 1 Past Perfect statives	
RAT1ACTPSTPERF	Rater 1 Past Perfect Activities	
RAT1ACCPSTPERF	Rater 1 Past Perfect Accomplishments	
RAT1AHPSTPERF	Rater 1 Past Perfect Achievements	

<b>Variable name</b>	<b>Variable Description</b>	<b>Coding Information</b>
RAT1STATPRES	Rater 1 Present statives	
RAT1ACTPRES	Rater 1 Present Activities	
RAT1ACCPRES	Rater 1 Present Accomplishments	
RAT1ACHPRES	Rater 1 Present Achievements	
RAT1STATPRESPROG	Rater 1 Present Progressive statitives	
RAT1ACTPRESPROG	Rater 1 Present Progressive Activities	
RAT1ACCPRESPROG	Rater 1 Present Progressive Accomplishments	
RAT1ACHPRESPROG	Rater 1 Present Progressive Achievements	
RAT1STATPRESPERF	Rater 1 Present Perfect statives	
RAT1ACTPRESPERF	Rater 1 Present Perfect Activities	
RAT1ACCTPRESPERF	Rater 1 Present Perfect Accomplishments	
RAT1ACHPRESPERF	Rater 1 Present Perfect Achievements	

### **3.5.2 Data Entry Software Packages**

Quantitative analysis for the main study was made possible through the use of the Statistical Package for the Social Sciences (SPSS) student version 16.0 for windows. The SPSS package is simply a tool that can help one to summarize data, create appropriate tables and graphs, examine relationships among variables and perform tests of statistical significance on hypotheses (Babbie, 2001). The SPSS package is a very convenient method for easy and quick analysis but before all of this is made possible, the researcher is required to feed the computer with the necessary information, in other words perform data entry.

Data entry, through SPSS, requires the researcher to first name all the important variables in their study and later feed that information into the computer. Data entry becomes possible when all data is coded, as previously discussed in the previous section. When one is done with data entry, the researcher can now make use of the analysis procedures within the program depending on



their needs. Such needs may include performing descriptive analysis, regression equations, and comparison of means, correlation, data reduction, non-parametric tests and reliability analysis.

The other software package used in the data analysis was *WordSmith tools*. *WordSmith tools Software* is a package that is used for text and corpus analysis. The package provides an integrated set of tools for analyzing texts, provides utilities for building corpus, finds collocates of words, identifies common phrases, displays a graphical map showing where a word occurs in the text, identifies words in a text whose frequency is unusually high in comparison with other texts which enable you to characterize a text or genre and enables you to compare texts lexically. It also provides statistics such as total number of words, length of words and number of sentences due to the fact that there were 309 narratives of differing lengths. For data manageability purposes, the researcher made use of WordSmith tools. In case of identification of various verbal morphology types used by participants, WordSmith tools made traceability much simpler. This way other types of analyses were easily performed.

### **3.5.3 Operational Tests for the Classification of Verbs**

In line with the first objective of this study, it was pertinent that operational tests be performed for the classification of verbs. With the classification of verbs, the researcher would then be able to address the question of how past inflection spreads and from which verb types. For quantitative purposes, all verbs were classified according to the actual marking of verbal morphology. Six different categories were considered for this analysis: present, past, present progressive, past progressive, present perfect and past perfect. The identification of the categories was straightforward. Concurrently, all verbs were classified according to their inherent lexical aspectual semantics. Four categories were considered for this classification:

statives, activities, achievements and accomplishments. The operational test used to distinguish lexical aspectual classes was adopted from Shirai and Andersen (1995).

**Step 1: State or nonstate**

Does it have a habitual interpretation in simple present tense?

If No → state (e.g. I love you)

If Yes → Non state (e.g. I eat bread) Go to step 2

**Step 2: Activity or non-activity**

Does 'X is Ving' entail 'X had Ved' without iterative/habitual meaning? In other words, if you stop in the middle of Ving, have you done the act of V?

If Yes → Activity (e.g. run)

If No → Non-activity (e.g. run a mile) \* Go to step 3

**Step 3: Accomplishment or achievement**

[If test (a) does not work, apply test (b) and possibly (c)]

(a) *If 'X Ved in Y time (e.g. 10 minutes) then 'X was Ving during that time.'*

If Yes → Accomplishment (e.g. He painted a picture)

If No → Achievement (e.g. He noticed a picture)

(b) *Is there ambiguity with "almost" + V?*

If Yes → Accomplishment (e.g. He almost painted a picture has two readings: He almost started to paint a picture/he almost finished painting a picture)

If No → Achievement (e.g. He almost notices a picture has only one reading).

(c) *'X will VP in Y time (e.g. 10 minutes)' = 'X will VP after Y time'*

If No → Accomplishment (e.g. *He will paint a picture in a hour* is different from *He will paint a picture after an hour* because the former can mean that he will spend an hour painting a picture, but the latter does not).

If Yes → Achievement (e.g. *He will start singing in two minutes* can have only one reading, which is the same as in *He will start singing after two minutes* with no other reading possible).

The reliability of the classification system of lexical aspectual classes was assessed by checking interrater reliability. The researcher employed two linguistic graduate students and one individual with a doctorate in Linguistics; all three raters were native speakers of English. The raters classified verbs independently according to the operational tests. The classification of the verbs yielded the following results as demonstrated in Table 3.13.

**Table 3.13**

**Interrater Reliability Scores for Lexical Aspect Analysis**

<b>Tense</b>	<b>Item</b>	<b>Cronbach's Alpha</b>
Past	Statives	.957
	Activities	.915
	Accomplishments	.625
	Achievements	.945
Present	Statives	.901
	Activities	.816
	Accomplishments	.485
	Achievements	.876
Past Progressive	Statives	.729
	Activities	.756
	Accomplishments	.481
	Achievements	.533
Present Progressive	Statives	.632
	Activities	.750
	Accomplishments	.156
	Achievements	.546

From Table 3.13, we notice widespread agreement among raters on the past aspectual classes all except for the accomplishments where the agreement is lower. The reason was low agreement between rater 3 and the other two raters, regardless of this, there was still a significant difference between groups. This disagreement rose from difficulties that rater 3 faced in distinguishing achievements from accomplishments.

By having the narratives rated by native speakers of English, it decreases risks of the researcher's native language influence as well as data manipulation.

#### **3.5.4 Suppliance in Obligatory Contexts (SOC)**

Another measure that is intended to be made use of is the SOC. The SOC as earlier mentioned, is a method of quantification used to determine whether the learners had acquired a particular grammatical morpheme. In the SOC, one determines whether or not Standard English requires a particular morpheme by identifying the obligatory contexts for the morpheme and checking whether they have been correctly supplied or misformed (Gass and Selinker 2001). From this, we know that SOC is an accuracy measure of language proficiency where it measures how learners accurately use grammatical structures in the contexts where they are required. Below is the formula for determining the SOC of various grammatical morphemes.

$$\text{Formula} = \frac{\text{number of correct suppliance} \times 2 + \text{number of misformations}}{\text{Total obligatory contexts} \times 2}$$

The SOC method of quantification has been criticized for its weaknesses, among which are its lack of taking into account all the relevant features of the learner's language use that contributes to their frequency and its lack of provision of the inaccurate use of a form (Pica, 1983; Rosansky, 1976; Cook, 1993). Despite these weaknesses, the SOC has proved to be a very valuable tool used in early studies of language acquisition (Brown, 1973; Dulay & Burt, 1974; Pica, 1983) and

in aspect hypothesis research (Robison, 1990; Bardovi-Harlig, 2000). In fact, it is not only the discourse context that shows a strong correlation between form-meaning connections, but also a learner's 'inability' to supply a morpheme. This inability can be measured by SOC (Shirai, 2007).

In applying this quantification method, the researcher is not seeking to only employ the inaccurate/accurate dichotomy for highlighting the overall performance by the study participants, but to also actively look at how different groups of learners diverge from each other and whether the difference is significant. The researcher intends to use a separate coding guide from the one provided in Table 3.9 for this procedure as well as engage statistical analysis that will put these differences in the spotlight. One such statistical measure is the Games-Howell Test. This test is a post hoc test that is used when variances between groups are unequal. It also takes into account unequal group sizes. Severely unequal variances can lead to increased Type I error, and, with smaller sample sizes, more moderate differences in group variance can lead to increases in Type I error. The Games-Howell test, which is designed for unequal variances, is based on Welch's correction to *df* with the *t*-test and uses the studentized<sup>8</sup> range statistic. This test appears to do better than the Tukey HSD if variances are very unequal (or moderately so in combination with small sample size) or can be used if the sample size per cell is very small (e.g., <6).

The researcher decided upon the definitions of constituents in the measures included in the study as follows;

- (a) **Correct suppliance:** The participant provides the correct form of the item in such a way that it does not make a construction ungrammatical.

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<sup>8</sup> *studentized* means adjusted by dividing by an estimate of a population standard deviation

- (b) **Obligatory context:** The participant creates a context of use of an item in such a way that without it the construction is deemed ungrammatical and with it the construction is deemed grammatical.
- (c) **Misformation:** The participant provides an incorrect item in the context of a correct item in such a way that it deems the construction ungrammatical.
- (d) **Non-Obligatory Context:** The participant provides an item in a context in which it was not required or not created for its inclusion.

These stringent definitions were decided upon so as to have a balanced assessment of the different occurrences of verbal morphology. Within this analysis, the inclusion of non-obligatory contexts was seen as an important aspect so as to be able to only work with obligatory contexts by disconnecting them from non-obligatory contexts as well as not exclusively ignoring the fact that there are non-obligatory contexts where learners may supply the morphemes.

The following table points up the scoring guide that was used in this study. The scoring guide was adopted from Rohde (2002) which also counted overgeneralizations; unfortunately such overgeneralizations were considered non-obligatory contexts in this study.

**Table 3.14**

**Suppliance in Obligatory Contexts Scoring Guide**

<b>Type</b>	<b>System</b>
Correct Morpheme	+/- supplied
Non- Obligatory context	+/- supplied
No morpheme	-supplied
Misformed Item	+/-suppled

This guide was to be used as the researcher identified the SOC scores of the narratives. The analysis was conducted as follows;

1. The researcher enlisted a linguistics student to do separate scoring of the narratives and the results were tested for interrater reliability which was calculated to be 86%.
2. The researcher and the linguistics student reviewed and coded the written narratives to identify verbal morphology produced in each context as correct suppliance, misinformation, non-obligatory context, and obligatory context.
3. The scores that the researchers awarded were first entered as raw data into SPSS and then the SOC was computed for each participant. Then it was entered into SPSS for further analysis.
4. Other statistical tests were also run to determine variability in group means and how they significantly differ from one another.

### **3.5.5 Research Hypotheses**

Based on the predictions made in the conclusion section of chapter 2, the following null and alternative hypotheses were operationalized for the analysis of data to be presented in the following chapter.

H<sub>0</sub>: The emergence of tense-aspect categories among Tanzanian EFL learners is independent of the effect of inherent lexical aspect of verbs.

H<sub>1</sub>: The emergence of tense-aspect categories among Tanzania EFL learners is correlated with the effect of inherent lexical aspect of verbs.

The above mentioned hypotheses are geared toward identifying whether inherent lexical aspect influences the distribution and emergence of tense-aspect morphology. To further analyze the use of tense-aspect morphology among Tanzanian EFL learners and different educational levels, a second set of null and alternative hypotheses was operationalized.

H<sub>0</sub>: The potential effect of instruction among Tanzanian EFL learners is independent of the appropriate use of morphosyntactic marking of temporality.

H<sub>1</sub>: The potential effect of instruction among Tanzanian EFL learners is correlated with the appropriate use of morphosyntactic marking of temporality.

### **3.6 Conclusion**

As indicated in this study, there seems to be a substantial difference in the research design, data collection and data analysis procedures across studies that investigate the development of verbal morphology. The selection of research methodology for the present study was based on a number of factors that include the study area, the type of participants and the results of the pilot study. Not only does the present study depart from previous studies based on the research instruments selected, it also differs in the diversity of the instruments which considered the participants exposure to the English language. The present study has also reviewed the type of instruction on tense-aspect morphology provided to the learners in an effort to marry the emergence of tense-aspect morphology to the actual pedagogical plan offered to learners.

These methodological decisions were reached after careful analysis of various methods and the weaknesses that some of these methods possessed. In minimizing risks in reporting inaccurate data and findings, each data entry procedure and scoring was reviewed and verified as being accurate. Apart from that data cleaning was also performed so as to pull out data, such as incomplete questionnaires, but which had counterpart narratives or vice versa. This was done to make sure that only data that was fully accounted for in both data collection methods was utilized.

Indeed, the pilot study has provided some preliminary evidence that makes claims about the development of verbal morphology among participants. One major positive aspect about the pilot



study is that the instruments, the story telling task, was administered in similar conditions as the main study regardless of the fact that it made use of fundamentally different theories. In particular, the pilot study has confirmed potential findings of conceptual transfer and differences in accurately supplying verbal morphology. It also affirms the educational potential of Tanzanian learners when writing narratives, and the significant improvement in their language skills as they proceed through the Tanzanian education system.

The following chapter will present data that has been analyzed using methods and procedures that were outlined and discussed in this chapter.

## CHAPTER FOUR

### PRESENTATION OF RESEARCH FINDINGS AND ANALYSIS

#### 4.0 Introduction

In this chapter I present the analysis of the data collected from participants of the study and the research findings. These research findings will be used as empirical evidence to corroborate the hypotheses stated in chapter three as well as to substantiate the claims to be advanced in chapter five. The sections in this chapter are organized according to the research hypotheses and questions. Each section will begin by highlighting the research hypothesis, questions and predictions followed by a presentation of the data and a brief discussion on the findings. First, I will deal with the objectives, hypothesis and research questions concerning the influence of lexical aspect. Second I will deal with the hypothesis concerning the potential effect of instruction as the overriding factor accounting for the distribution of tense-aspect morphology. Third, I will deal with findings on the influence of native language specifically on tense-aspect morphology usage in the target language. In this section I will also compare studies on lexical aspect with the present study, and expound on a scenario for the study of the acquisition of tense-aspect morphology. Finally, I present the conclusion to this chapter that will summarize the findings in preparation for the discussion in the following chapter.

#### 4.1 Distribution of Verbal Morphology by Lexical Aspect

This particular section focuses in answering questions that pertain to the distribution of tense-aspect morphology in the narratives of Tanzanian EFL learners. The main goal of this section is to present data that corroborates with this objective of the study. Research questions that will be answered in this section include;

- (1) Will the results of the study be consistent with earlier findings in support for the aspect hypothesis?
- (2) Will there be a difference among forms that compete with the simple past?
- (3) Will there be any cross-linguistic influence on tense-aspect morphology?

Moreover, this section will also attempt to regard or disregard the null hypothesis through a series of tests. The results of the hypothesis testing will be presented in the following sections.

The following predictions were made earlier on that relate to the following analysis;

- (1) Prediction that the inherent semantic aspect of verbs will strongly influence the distribution of tense-aspect morphology among Tanzanian learners of English.
- (2) Prediction that the aspect hypothesis will not be able to account for the early stages of the acquisition of tense-aspect morphology among Tanzanian learners.

The analysis of the distribution of verbal morphology will be presented two-fold; (1) based on lexical aspect, and; (2) based on verbal structure. This section provides the results from the analysis of the written narratives based on lexical aspect. Samples of the narratives are provided in the appendices. A total of 3,347 verb tokens were analyzed in the data from all groups of participants. Table 4.1 displays the raw counts of verb tokens across lexical aspectual class by level.

**Table 4.1**

**Raw Counts of Morphological Marking by Lexical Aspectual Class**

Group	Form	Statives	Activities	Accomplishments	Achievements
		n	n	n	n
2nd Grade Rural N = 30	Past	2	0	0	3
	Past Progressive	0	3	0	0
	Past Perfect	0	0	0	0
	Present	14	0	0	0
	Present Progressive	10	2	2	0
	Present Perfect	0	0	0	0

Group	Form	Statives	Activities	Accomplishments	Achievements
		n	n	n	n
	<b>Subtotal</b>	<b>26</b>	<b>5</b>	<b>5</b>	<b>0</b>
2nd Grade Urban N = 33	Past	3	0	0	1
	Past Progressive	0	0	0	0
	Past Perfect	0	0	0	0
	Present	20	3	12	0
	Present Progressive	0	4	2	13
	Present Perfect	0	0	0	0
	<b>Subtotal</b>	<b>23</b>	<b>7</b>	<b>15</b>	<b>13</b>
6th Grade Rural N = 30	Past	7	5	1	10
	Past Progressive	1	6	1	9
	Past Perfect	0	0	0	0
	Present	21	5	3	12
	Present Progressive	0	9	0	7
	Present Perfect	0	0	0	0
	<b>Subtotal</b>	<b>29</b>	<b>25</b>	<b>5</b>	<b>38</b>
6th Grade Urban N = 30	Past	48	6	11	31
	Past Progressive	0	4	2	9
	Past Perfect	0	0	0	0
	Present	37	8	16	19
	Present Progressive	0	0	3	5
	Present Perfect	0	0	0	0
	<b>Subtotal</b>	<b>85</b>	<b>18</b>	<b>32</b>	<b>64</b>
Form 2 Rural N = 31	Past	33	1	5	35
	Past Progressive	1	6	2	2
	Past Perfect	0	0	0	0
	Present	58	21	19	38
	Present Progressive	1	15	3	4
	Present Perfect	1	0	0	0
	<b>Subtotal</b>	<b>94</b>	<b>43</b>	<b>29</b>	<b>79</b>
Form 2 Urban N = 30	Past	59	9	17	45
	Past Progressive	5	7	6	5
	Past Perfect	1	0	0	2
	Present	71	27	23	64
	Present Progressive	4	2	2	0
	Present Perfect	1	0	0	5
	<b>Subtotal</b>	<b>141</b>	<b>45</b>	<b>48</b>	<b>121</b>
Form 4 Rural	Past	55	28	17	58

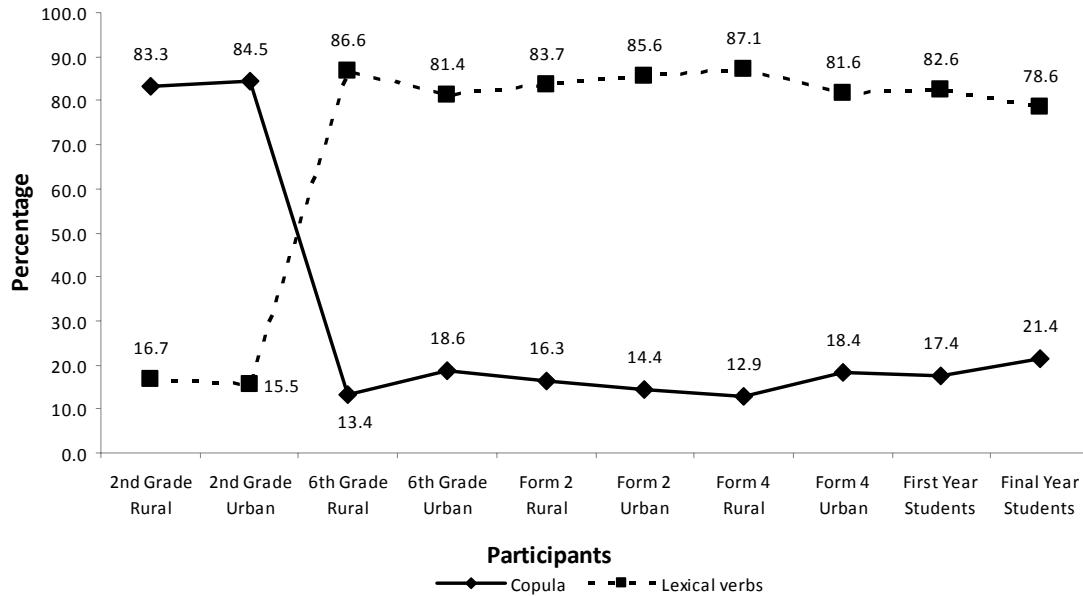
Group	Form	Statives	Activities	Accomplishments	Achievements
		n	n	n	n
N = 30	Past Progressive	2	12	5	4
	Past Perfect	0	0	0	0
	Present	102	23	24	37
	Present Progressive	0	6	8	3
	Present Perfect	0	0	0	5
	<b>Subtotal</b>	<b>159</b>	<b>69</b>	<b>54</b>	<b>107</b>
Form 4 Urban N = 30	Past	56	8	11	32
	Past Progressive	1	3	3	0
	Past Perfect	0	0	0	2
	Present	68	25	22	42
	Present Progressive	2	2	0	1
	Present Perfect	1	1	1	1
<b>Subtotal</b>	<b>128</b>	<b>39</b>	<b>37</b>	<b>78</b>	
First Year Students N = 32	Past	119	70	51	231
	Past Progressive	5	20	12	0
	Past Perfect	0	1	0	1
	Present	73	47	34	130
	Present Progressive	0	5	2	2
	Present Perfect	1	0	1	4
<b>Subtotal</b>	<b>198</b>	<b>143</b>	<b>100</b>	<b>368</b>	
Final Year Students N = 33	Past	197	70	44	236
	Past Progressive	4	24	5	6
	Past Perfect	0	0	0	3
	Present	73	43	29	115
	Present Progressive	0	8	1	7
	Present Perfect	1	1	4	6
<b>Subtotal</b>	<b>275</b>	<b>146</b>	<b>83</b>	<b>373</b>	
<b>TOTAL</b>		<b>1158</b>	<b>540</b>	<b>408</b>	<b>1241</b>
<b>GRAND TOTAL</b>					<b>3347</b>

The results displayed for the analysis of lexical aspectual class are the counts of Rater 1 whose reliability scores and correlation scores with the other two raters was considerably high. From the summary provided in Table 4.1, the use of grammatical labels of verbal morphology (i.e. present, progressive, perfect) was adopted for the following pragmatic reasons; first, various studies on the aspect hypothesis have made use of broad distinctions like imperfective and

perfective aspect which tends to combine distinctive verbal categories into one whole and leaves very little room for extricating effects of specific verbal forms in the verbal morphology used by the learner of the target language. By separating these categories, this study aims at determining whether specific forms of the verbs through overt morphological marking affects the aspectual choices that the participants have made. Second, the participants of this study are all classroom learners of English and their study of the language has been tailored towards the attainment of knowledge in these subcategories of tense and aspect in the analysis of data. Not only will this help the study to produce results effectively related to the participants learning experience, it will also be able to determine the specific effects and the magnitude of these effects through written narratives.

The analysis of Table 4.1 reveals that past tense marking is nonexistent among beginner participants (2<sup>nd</sup> grade participants). This is consistent with non-instruction of the past as indicated in the syllabi for English language learning. Furthermore, the present tense marking precedes past tense marking which confirms instruction in the simple present that has been offered at this level of instruction. However, it should be noted that this study may display more than usually expected number of stative verbs. Other studies have been noted to only include lexical stative verbs and not the copula (Bardovi-Harlig, 2000), since the copula carries tense morphology much earlier than other statives and is not viewed as representative of the tense marking of other statives (Bardovi-Harlig & Bergstrom, 1996; Bardovi-Harlig, 2000). In the current study, the copula has carried the weight of tense-aspect morphology in the beginner levels of the participants. Moreover, it is evident that through their use of the copula, (83.3% for 2<sup>nd</sup> grade rural, 84.5% for 2<sup>nd</sup> grade urban) that it is the only verbal form that they have truly

acquired. Gradual decrease in the dependence of the copula is evident as learners gradually progress in learning the target language as evident in Figure 4-1.



**Fig 4.1: Comparison of the Distribution of the Copula and Lexical Verbs**

Even further into this analysis, we find that the copula accounts for only 16.6% of the total verbal morphology, therefore exclusion of the copula from the overall morphological analysis precludes its significance in the analysis. Not only are we faced with the preclusion of its significance, but we are also not adequately describing the strengths and weaknesses of the participants in relation to the instruction received across varying levels. It is for this reason that the current study chooses to maintain the copula in its analysis.

The analysis of Table 4.1 reveals the following as well: (1) the number of verb token increases with the level of instruction of the participants. (2) the number of verb tokens is unequally distributed across lexical aspectual classes irrespective of the level of instruction, (3) past marking of activity verbs emerges later for rural participants than for their urban counterparts, and (4) emergence of verbal morphology marking is consistent with the instruction received by

the participants. Also noted was that the number of verb tokens is correlated to the length of the narrative produced by each participant. Whereas the length of the narratives increases with the level of instruction with the target language as noted in several studies (Salaberry, 2000), the length of narratives written by Form four urban students were relatively short compared to Form four rural students and 6<sup>th</sup> grade urban students narratives were somewhat similar in length to Form two rural students. In general the number of verb tokens increases steadily from the lowest (2<sup>nd</sup> grade) to highest level (university students) with exception of Form four urban and Form four rural students whose production was less than its preceding levels. In addition, Table 4.2 below demonstrates that the most stable distribution of verb tokens according to lexical aspectual classes across groups corresponds to advanced participants. Table 4.2 also summarizes the information provided in Table 4.1 without highlighting the subcategories of tense-aspect morphology.

**Table 4.2**  
**Summary of Raw Counts and Percentages of Verb Tokens according to Lexical Aspectual Classes**

Forms	Statives		Activities		Accomplishments		Achievements		Total
	N	%	N	%	N	%	N	%	
<b>2nd Grade Rural</b>	26	2.2	5	0.9	5	1.2	0	0.0	36
<b>2nd Grade Urban</b>	23	2.0	7	1.3	15	3.7	13	1.0	58
<b>6th Grade Rural</b>	29	2.5	25	4.6	5	1.2	38	3.1	97
<b>6th Grade Urban</b>	85	7.3	18	3.3	32	7.8	64	5.2	199
<b>Form 2 Rural</b>	94	8.1	43	8.0	29	7.1	79	6.4	245
<b>Form 2 Urban</b>	141	12.2	45	8.3	48	11.8	121	9.8	355
<b>Form 4 Rural</b>	159	13.7	69	12.8	54	13.2	107	8.6	389
<b>Form 4 Urban</b>	128	11.1	39	7.2	37	9.1	78	6.3	282
<b>First Year Students</b>	198	17.1	143	26.5	100	24.5	368	29.7	809
<b>Final Year Students</b>	275	23.7	146	27.0	83	20.3	373	30.1	877
<b>Total</b>	<b>1158</b>	<b>100</b>	<b>540</b>	<b>100</b>	<b>408</b>	<b>100</b>	<b>1241</b>	<b>100</b>	<b>3347</b>



The production of stative verb tokens increases steadily until it reaches the Form four urban students where it decreases. As for activity verb tokens and accomplishments production was less stable compared to the other aspectual classes. The production of achievements increased with each level of instruction with exception for the Form four students. The following section presents an across-category analysis of data on lexical classes of verbs.

#### 4.1.1 Across-Category Analysis

Bardovi-Harlig (2000) describes across-category analysis as a procedure that aims at finding answers to the question ‘where does verbal morphology occur’. It’s an analysis that highlights verbal inflections used by the learners (Rohde, 1996). Two means of presentation are employed in this approach: raw scores and percentages. Raw scores and percentages have been used variably in tense-aspect acquisition research whereas some use raw scores only (Rohde, 1996) in describing interlanguage, other used both percentages and raw scores (Salaberry, 1999; Housen, 1994; Shirai & Kurono, 1998), and a few others opted to use only percentages (Bardovi-Harlig, 2002).

The following table presents both raw scores and percentages of the distribution of lexical aspectual classes of verbs across the groups of participants. Table 4.3 also presents the different forms in which tense-aspect morphology was marked across the lexical aspectual classes of verbs.

**Table 4.3**

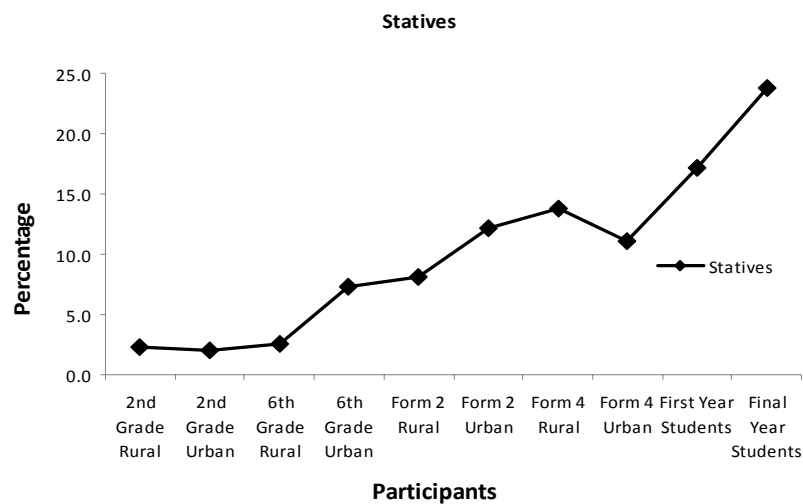
**Raw Counts and Percentages of Morphological Marking across Lexical Aspectual Classes**

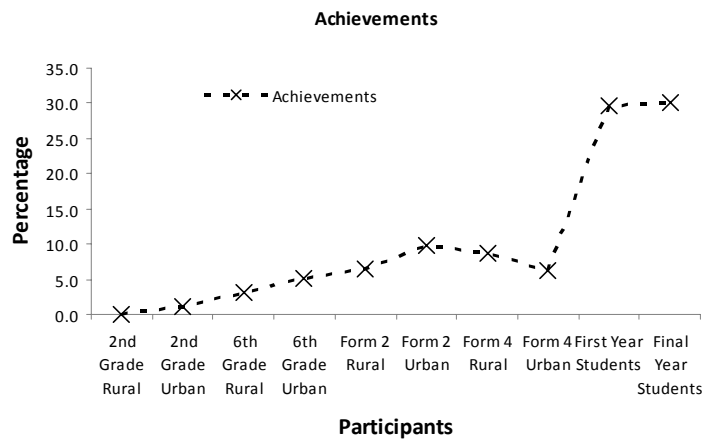
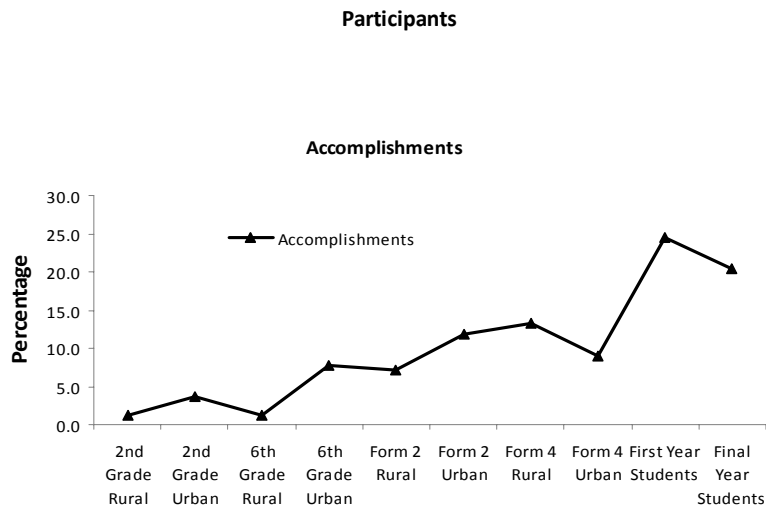
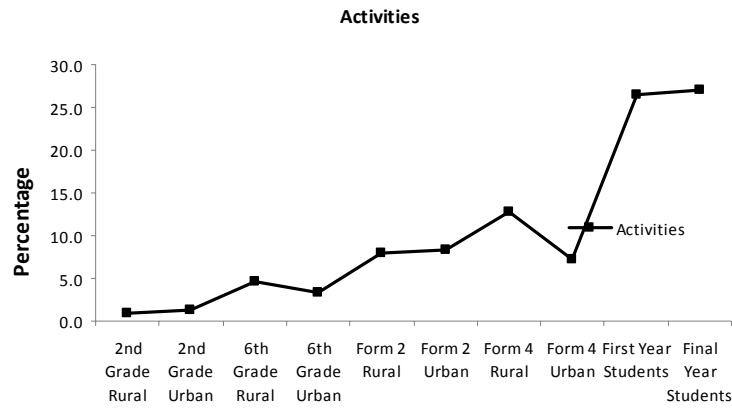
Group	Form	Statives		Activities		Accomp.		Achiev.		Total (%)	Total (n)
		%	n	%	n	%	n	%	n		
2nd Grade Rural N = 30	Past	40.0	2	0	0	0	0	60	3	<b>100.0</b>	<b>5</b>
	Past Progressive	0.0	0	100	3	0	0	0	0	<b>100.0</b>	<b>3</b>
	Past Perfect	0.0	0	0	0	0	0	0	0	<b>100.0</b>	<b>0</b>
	Present	100.0	14	0.0	0	0	0	0.0	0	<b>100.0</b>	<b>14</b>
	Present Progressive	71.4	10	14.3	2	14.3	2	0	0	<b>100.0</b>	<b>14</b>
	Present Perfect	0.0	0	0	0	0	0	0	0	<b>100.0</b>	<b>0</b>

Group	Form	Statives		Activities		Accomp.		Achiev.		Total (%)	Total (n)
		%	n	%	n	%	n	%	n		
2nd Grade Urban N = 33	Past	75.0	3	0	0	25	1	0	0	<b>100.0</b>	<b>4</b>
	Past Progressive	0.0	0	0	0	0	0	0	0	<b>0.0</b>	<b>0</b>
	Past Perfect	0.0	0	0	0	0	0	0	0	<b>0.0</b>	<b>0</b>
	Present	57.1	20	8.6	3	34.3	12	0.0	0	<b>100.0</b>	<b>35</b>
	Present Progressive	0.0	0	21.1	4	10.5	2	68.4	13	<b>100.0</b>	<b>19</b>
	Present Perfect	0.0	0	0	0	0	0	0	0	<b>0.0</b>	<b>0</b>
6th Grade Rural N = 30	Past	30.4	7	21.7	5	4.3	1	43.5	10	<b>100.0</b>	<b>23</b>
	Past Progressive	5.9	1	35.3	6	5.9	1	52.9	9	<b>100.0</b>	<b>17</b>
	Past Perfect	0.0	0	0	0	0	0	0	0	<b>0.0</b>	<b>0</b>
	Present	51.2	21	12.2	5	7.3	3	29.3	12	<b>100.0</b>	<b>41</b>
	Present Progressive	0.0	0	56.3	9	0.0	0	43.8	7	<b>100.0</b>	<b>16</b>
	Present Perfect	0.0	0	0	0	0.0	0	0.0	0	<b>0.0</b>	<b>0</b>
6th Grade Urban N = 30	Past	50.0	48	6.3	6	11.5	11	32.3	31	<b>100.0</b>	<b>96</b>
	Past Progressive	0.0	0	26.7	4	13.3	2	60.0	9	<b>100.0</b>	<b>15</b>
	Past Perfect	0.0	0	0	0	0	0	0	0	<b>0.0</b>	<b>0</b>
	Present	46.3	37	10.0	8	20.0	16	23.8	19	<b>100.0</b>	<b>80</b>
	Present Progressive	0.0	0	0	0	37.5	3	62.5	5	<b>100.0</b>	<b>8</b>
	Present Perfect	0.0	0	0	0	0.0	0	0.0	0	<b>0.0</b>	<b>0</b>
Form 2 Rural N = 31	Past	44.6	33	1.4	1	6.8	5	47.3	35	<b>100.0</b>	<b>74</b>
	Past Progressive	9.1	1	54.5	6	18.2	2	18.2	2	<b>100.0</b>	<b>11</b>
	Past Perfect	0.0	0	0	0	0	0	0	0	<b>0.0</b>	<b>0</b>
	Present	42.6	58	15.4	21	14.0	19	27.9	38	<b>100.0</b>	<b>136</b>
	Present Progressive	4.3	1	65.2	15	13.0	3	17.4	4	<b>100.0</b>	<b>23</b>
	Present Perfect	100.0	1	0	0	0.0	0	0.0	0	<b>100.0</b>	<b>1</b>
Form 2 Urban N = 30	Past	45.4	59	6.9	9	13.1	17	34.6	45	<b>100.0</b>	<b>130</b>
	Past Progressive	21.7	5	30.4	7	26.1	6	21.7	5	<b>100.0</b>	<b>23</b>
	Past Perfect	33.3	1	0.0	0	0.0	0	66.7	2	<b>100.0</b>	<b>3</b>
	Present	38.4	71	14.6	27	12.4	23	34.6	64	<b>100.0</b>	<b>185</b>
	Present Progressive	50.0	4	25.0	2	25.0	2	0.0	0	<b>100.0</b>	<b>8</b>
	Present Perfect	16.7	1	0	0	0.0	0	83.3	5	<b>100.0</b>	<b>6</b>
Form 4 Rural N = 31	Past	34.8	55	17.7	28	10.8	17	36.7	58	<b>100.0</b>	<b>158</b>
	Past Progressive	8.7	2	52.2	12	21.7	5	17.4	4	<b>100.0</b>	<b>23</b>
	Past Perfect	0.0	0	0	0	0	0	0	0	<b>0.0</b>	<b>0</b>
	Present	54.8	102	12.4	23	12.9	24	19.9	37	<b>100.0</b>	<b>186</b>
	Present Progressive	0.0	0	35.3	6	47.1	8	17.6	3	<b>100.0</b>	<b>17</b>
	Present Perfect	0.0	0	0	0	0.0	0	100.0	5	<b>100.0</b>	<b>5</b>
Form 4 Urban N = 30	Past	52.3	56	7.5	8	10.3	11	29.9	32	<b>100.0</b>	<b>107</b>
	Past Progressive	14.3	1	42.9	3	42.9	3	0.0	0	<b>100.0</b>	<b>7</b>
	Past Perfect	0.0	0	0	0	0	0	100	2	<b>100.0</b>	<b>2</b>
	Present	43.3	68	15.9	25	14.0	22	26.8	42	<b>100.0</b>	<b>157</b>
	Present Progressive	40.0	2	40.0	2	0.0	0	20.0	1	<b>100.0</b>	<b>5</b>

Group	Form	Statives		Activities		Accomp.		Achiev.		Total (%)	Total (n)
		%	n	%	n	%	n	%	n		
First Year Students N = 32	Present Perfect	25.0	1	25	1	25.0	1	25.0	1	<b>100.0</b>	<b>4</b>
	Past	25.3	119	14.9	70	10.8	51	49.0	231	<b>100.0</b>	<b>471</b>
	Past Progressive	13.5	5	54.1	20	32.4	12	0.0	0	<b>100.0</b>	<b>37</b>
	Past Perfect	0.0	0	50	1	0	0	50	1	<b>100.0</b>	<b>2</b>
	Present	25.7	73	16.5	47	12.0	34	45.8	130	<b>100.0</b>	<b>284</b>
	Present Progressive	0.0	0	55.6	5	22.2	2	22.2	2	<b>100.0</b>	<b>9</b>
Final Year Students N = 33	Present Perfect	16.7	1	0	0	16.7	1	66.7	4	<b>100.0</b>	<b>6</b>
	Past	36.0	197	12.8	70	8.0	44	43.1	236	<b>100.0</b>	<b>547</b>
	Past Progressive	10.3	4	61.5	24	12.8	5	15.4	6	<b>100.0</b>	<b>39</b>
	Past Perfect	0.0	0	0	0	0	0	100	3	<b>100.0</b>	<b>3</b>
	Present	28.1	73	16.5	43	11.2	29	44.2	115	<b>100.0</b>	<b>260</b>
	Present Progressive	0.0	0	50.0	8	6.3	1	43.8	7	<b>100.0</b>	<b>16</b>
	Present Perfect	8.3	1	8.3	1	33.3	4	50.0	6	<b>100.0</b>	<b>12</b>
<b>GRAND TOTAL</b>										<b>3347</b>	

Table 4.3 reaffirms steady increase in lexical aspectual marking of verbs across groups of participants. It also reaffirms the decrease in production in the Form four urban group. This particular group produced shorter narratives despite being closer to the advanced participants in terms of the level of instruction received. The following charts provide an illustration of the results provided in Table 4.3.





**Fig. 4.2: Comparison of Across-category Analysis of the Distribution of Lexical Aspectual Classes of Verbs in Written Narratives by Participants**

The charts in Figure 4.2 do not mark whether the increase in production by level is associated with morphological marking of tense-aspect. However, these charts reinforce the fact that the length of narratives has an effect in the production of verbs. The Form four urban group had significantly shorter narratives and as a result we see a dip in all charts. Consistent with the other studies is the fact that advanced learners tend to produce more tense-aspect morphology than less advanced or proficient learners.

In concluding this section, you will note that the findings represented here focused on the across-category analysis of the distribution of lexical aspectual classes of verbs. The following section will present findings based on within category analysis.

#### **4.1.2 Within-Category Analysis**

Bardovi-Harlig (2000) describes within-category analysis as a procedure than aims at finding answers to the question ‘How is verbal morphology marked by learners’. This particular section will present findings that aim at determining how each of the lexical aspectual classes are marked by participants of the current study. Several studies adopted this approach in the presentation of the results of their studies (Bardovi-Harlig & Bergstrom, 1993, 1996; Robison, 1995; Bergstrom, 1995; Hasbun, 1995; Bardovi-Harlig, 1998). This section has been broken down into subsections that will focus on particular aspects of the lexical aspect hypothesis. First to be presented is a subsection on the spread of the progressive and lastly the spread of other forms i.e. the perfect. Each of the subsections will present statistical analyses aimed at determining tests of significance. The following table presents both raw scores and percentages of the distribution of lexical aspectual classes of verbs within the groups of participants. Table 4.4 also presents the different forms in which tense-aspect morphology was marked within the

lexical aspectual classes of verbs. The results presented in Table 4.4 are expounded in the subsections as well.

**Table 4.4**  
**Raw Counts and Percentages of Morphological Marking within Lexical Aspectual Classes**

Group	Form	Statives		Activities		Accomplishments		Achievements	
		%	n	%	n	%	n	%	n
2nd Grade Rural N = 30	Past	7.7	2	0	0	0	0	100	3
	Past Progressive	0.0	0	60	3	0	0	0	0
	Past Perfect	0.0	0	0	0	0	0	0	0
	Present	53.8	14	0	0	0	0	0.0	0
	Present Progressive	38.5	10	40	2	100	2	0	0
	Present Perfect	0.0	0	0	0	0	0	0	0
		<b>100.0</b>	<b>26</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>	<b>0</b>
2nd Grade Urban N = 33	Past	13.0	3	0	0	6.7	1	0	0
	Past Progressive	0.0	0	0	0	0.0	0	0	0
	Past Perfect	0.0	0	0	0	0.0	0	0	0
	Present	87.0	20	42.9	3	80.0	12	0.0	0
	Present Progressive	0.0	0	57.1	4	13.3	2	100.0	13
	Present Perfect	0.0	0	0	0	0.0	0	0	0
		<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>	<b>13</b>
6th Grade Rural N = 30	Past	24.1	7	20.0	5	20.0	1	26.3	10
	Past Progressive	3.4	1	24.0	6	20.0	1	23.7	9
	Past Perfect	0.0	0	0.0	0	0.0	0	0.0	0
	Present	72.4	21	20.0	5	60.0	3	31.6	12
	Present Progressive	0.0	0	36.0	9	0.0	0	18.4	7
	Present Perfect	0.0	0	0.0	0	0.0	0	0.0	0
		<b>100.0</b>	<b>29</b>	<b>100.0</b>	<b>25</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>	<b>38</b>
6th Grade Urban N = 30	Past	56.5	48	33.3	6	34.4	11	48.4	31
	Past Progressive	0.0	0	22.2	4	6.3	2	14.1	9
	Past Perfect	0.0	0	0.0	0	0.0	0	0.0	0
	Present	43.5	37	44.4	8	50.0	16	29.7	19
	Present Progressive	0.0	0	0.0	0	9.4	3	7.8	5
	Present Perfect	0.0	0	0.0	0	0.0	0	0.0	0
		<b>100.0</b>	<b>85</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>32</b>	<b>100.0</b>	<b>64</b>
Form 2 Rural N = 31	Past	35.1	33	2.3	1	17.2	5	44.3	35
	Past Progressive	1.1	1	14.0	6	6.9	2	2.5	2
	Past Perfect	0.0	0	0.0	0	0.0	0	0.0	0
	Present	61.7	58	48.8	21	65.5	19	48.1	38

Group	Form	Statives		Activities		Accomplishments		Achievements	
		%	n	%	n	%	n	%	n
	Present Progressive	1.1	1	34.9	15	10.3	3	5.1	4
	Present Perfect	1.1	1	0.0	0	0.0	0	0.0	0
		<b>100.0</b>	<b>94</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>	<b>79</b>
Form 2 Urban N = 30	Past	41.8	59	20.0	9	35.4	17	37.2	45
	Past Progressive	3.5	5	15.6	7	12.5	6	4.1	5
	Past Perfect	0.7	1	0.0	0	0.0	0	1.7	2
	Present	50.4	71	60.0	27	47.9	23	52.9	64
	Present Progressive	2.8	4	4.4	2	4.2	2	0.0	0
	Present Perfect	0.7	1	0.0	0	0.0	0	4.1	5
		<b>100</b>	<b>141</b>	<b>100</b>	<b>45</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>121</b>
Form 4 Rural	Past	34.6	55	40.6	28	31.5	17	54.2	58
	Past Progressive	1.3	2	17.4	12	9.3	5	3.7	4
	Past Perfect	0.0	0	0.0	0	0.0	0	0.0	0
	Present	64.2	102	33.3	23	44.4	24	34.6	37
	Present Progressive	0.0	0	8.7	6	14.8	8	2.8	3
	Present Perfect	0.0	0	0.0	0	0.0	0	4.7	5
		<b>100.0</b>	<b>159</b>	<b>100.0</b>	<b>69</b>	<b>100.0</b>	<b>54</b>	<b>100.0</b>	<b>107</b>
Form 4 Urban N = 30	Past	43.8	56	20.5	8	29.7	11	41.0	32
	Past Progressive	0.8	1	7.7	3	8.1	3	0.0	0
	Past Perfect	0.0	0	0.0	0	0.0	0	2.6	2
	Present	53.1	68	64.1	25	59.5	22	53.8	42
	Present Progressive	1.6	2	5.1	2	0.0	0	1.3	1
	Present Perfect	0.8	1	2.6	1	2.7	1	1.3	1
		<b>100.0</b>	<b>128</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>37</b>	<b>100.0</b>	<b>78</b>
First Year Students N = 32	Past	60.1	119	49.0	70	51.0	51	62.8	231
	Past Progressive	2.5	5	14.0	20	12.0	12	0.0	0
	Past Perfect	0.0	0	0.7	1	0.0	0	0.3	1
	Present	36.9	73	32.9	47	34.0	34	35.3	130
	Present Progressive	0.0	0	3.5	5	2.0	2	0.5	2
	Present Perfect	0.5	1	0.0	0	1.0	1	1.1	4
		<b>100.0</b>	<b>198</b>	<b>100.0</b>	<b>143</b>	<b>100.0</b>	<b>100</b>	<b>100.0</b>	<b>368</b>
Final Year Students N = 33	Past	71.6	197	47.9	70	53.0	44	63.3	236
	Past Progressive	1.5	4	16.4	24	6.0	5	1.6	6
	Past Perfect	0.0	0	0.0	0	0.0	0	0.8	3
	Present	26.5	73	29.5	43	34.9	29	30.8	115
	Present Progressive	0.0	0	5.5	8	1.2	1	1.9	7
	Present Perfect	0.4	1	0.7	1	4.8	4	1.6	6
		<b>100.0</b>	<b>275</b>	<b>100.0</b>	<b>146</b>	<b>100.0</b>	<b>83</b>	<b>100.0</b>	<b>373</b>

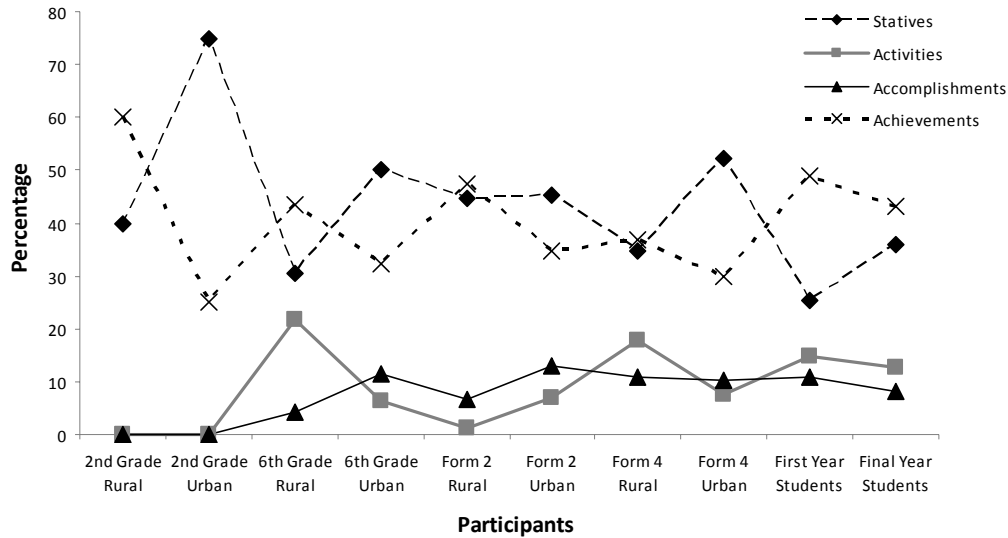
#### 4.1.2.1 The Spread of Past Marking

The within-category analysis has revealed that the spread of past marking across lexical aspectual classes does not have a definite route as far as groups are concerned. This means that these findings do not support the predictions of the aspect hypothesis about the use of past tense. Table 4.4 reveals the following facts; (1) the results do not show support for the aspect hypothesis, (2) learner mark tense-aspect following different paths most of the time, (3) there is definitely support for progressive marking on activities, and (4) stability in past marking seems to surface at the university level.

Past marking of the lexical verbs among groups indicates that 2<sup>nd</sup> grade rural students mark the past with achievements and statives though they have far more past achievements than they do past statives. Notwithstanding, this group produced overall more stative verbs than any other type of lexical verbs. Most of the stative verbs at this level were marked in the present tense (53.8%). Meanwhile, their 2<sup>nd</sup> grade urban counterparts marked the past on statives and accomplishments but not on achievements. With regards to 6<sup>th</sup> grade participants, the rural students began by marking achievements with the past followed by statives then activities and then lastly accomplishments. As for their urban counterparts, the past spread from statives > achievements > accomplishments > activities. As for Form two students, the urban ones marked the past from statives > achievements > accomplishments > activities, whereas the rural students marked the past from achievements > statives > accomplishments > activities. Past marking in Form four rural spread from achievements > statives > activities > accomplishments whereas in their urban counterparts the past spread from statives > achievements > accomplishments > activities just as it had spread for the Form two urban students. As for the university students, past marking among First year students spread from achievements > statives > activities >



accomplishments the same way it did among the Final year students. The following chart presents an illustration of past marking within each lexical category across the groups of participants.



**Fig 4.3: Within-category Analysis of the Distribution of Simple Past**

Figure 4.3 captures the earlier discussion presented in earlier about the spread of the past. we are able to note that past tense marking for accomplishments and activities is inexistent in the 2<sup>nd</sup> grade learners (lowest level of participants). The only types of verbs that are marked in the past at these levels are the statives (40% n=2 for 2<sup>nd</sup> grade rural and 75% n=3 for 2<sup>nd</sup> grade urban) and achievements (60% n=3 for 2<sup>nd</sup> grade rural and 25% n=1 for 2<sup>nd</sup> grade urban). The only overt marking of the past, at these levels, was done on the achievements.

As we look at the distribution, we note that with an increase in past marking on achievements results into a decrease in past marking of states for each of the groups' participants. Sharp contrasts can be found in the 2<sup>nd</sup> grade urban students, Form two urban students as well as Form

four urban students, and First year students. A similar relationship is found with activities and accomplishments.

#### 4.1.2.2 The Spread of the Progressive

Giacalone-Ramat (1995) investigated the spread of progressive and reported that 63% of all progressive tokens occur with activities and an additional 22% appear with mental states. He also discovered that progressive seems to spread slowly to accomplishments (8%) and achievements (4%). Whereas in cross-sectional studies of English, it is reported that progressive associates quite robustly with activities (Bardovi-Harlig & Reynolds, 1995). The same was also found true in written narratives by Bardovi-Harlig & Bergstrom (1996). The following table presents the results of progressive marking across-categories in the current study.

**Table 4.5**

**Distribution of Progressive Marking across Lexical Aspectual Classes**

Groups	Time	Statives	Activities	Accomplishments	Achievements
2 <sup>nd</sup> Grade Rural	Past	0 (0.0)	3 (42.8)	0 (0.0)	0 (0.0)
	Present	0 (0.0)	2 (28.6)	2 (28.6)	0 (0.0)
2 <sup>nd</sup> Grade Urban	Past	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	Present	0 (0.0)	4 (21.1)	2 (10.5)	13 (64.2)
6 <sup>th</sup> Grade Rural	Past	1 (3.0)	6 (18.2)	1 (3.0)	9 (27.3)
	Present	0 (0.0)	9 (27.3)	0 (0.0)	7 (21.2)
6 <sup>th</sup> Grade Urban	Past	0 (0.0)	4 (17.4)	2 (8.7)	9 (39.1)
	Present	0 (0.0)	0 (0.0)	3 (13.0)	5 (21.7)
Form 2 Rural	Past	1 (2.9)	6 (17.6)	2 (5.9)	2 (5.9)
	Present	1 (2.9)	15 (44.1)	3 (8.8)	4 (11.8)
Form 2 Urban	Past	5 (16.1)	7 (22.6)	6 (19.4)	5 (16.1)
	Present	4 (12.9)	2 (6.5)	2 (6.5)	0 (0.0)
Form 4 Rural	Past	2 (5.0)	12 (30.0)	5 (12.5)	4 (10.0)
	Present	0 (0.0)	6 (15.0)	8 (20.0)	3 (7.5)
Form 4 Urban	Past	1 (8.3)	3 (25.0)	3 (25.0)	0 (0.0)

<b>Groups</b>	<b>Time</b>	<b>Statives</b>	<b>Activities</b>	<b>Accomplishments</b>	<b>Achievements</b>
	Present	2 (16.7)	2 (16.7)	0 (0.0)	1 (8.3)
First Year Students	Past	5 (10.9)	20 (43.5)	12 (26.1)	0 (0.0)
	Present	0 (0.0)	5 (10.9)	2 (4.3)	2 (4.3)
Final Year Students	Past	4 (7.3)	24 (43.6)	5 (14.5)	6 (10.9)
	Present	0 (0.0)	8 (14.5)	1 (9.1)	7 (12.7)
<b>Total</b>	<b>Present</b>	7 (2.3)	53 (17.7)	23 (7.7)	42 (14.0)
	<b>Past</b>	19 (6.3)	85 (28.3)	36 (12.0)	35 (11.7)
	<b>N</b>	26 (8.6)	138 (46)	59 (19.6)	77 (25.6)

Table 4.5 demonstrates that activities are robustly marked by the progressive followed by achievements, then accomplishments then lastly the statives. Though these findings agree with other studies that have indicated the predominance of progressive marking on activities (Bardovi-Harlig & Reynolds, 1995; Bardovi-Harlig & Bergstrom, 1996; Robison, 1995) they go against the order of emergence of past tense marking as discovered by Andersen and Shirai (1994) and Shirai (1991) which indicates that the progression of progressive marking would proceed from activities to accomplishments and then lastly achievements with no overgeneralization in the statives. The progression revealed from these findings indicates the following order:

**Activities > Achievements > Accomplishment > Statives**

Apart from the change in order, Table 4.5 also reveals that in terms of past progressive usage, the order of emergence of progressive marking is in line with Shirai and Andersen (1994) and follows a similar order. However there seems to be a very small difference between telics (Accomplishment 12% n = 36 and achievements 11.7% (n = 35).

Activities seem to be the only category in which progressives were used to a noticeable extent in the advanced participants of this study with the occasional increase with rural learners as well as urban participants at middle and lower levels. This suggests that learners respond to the

durativity of activities in their use of progressive forms by marking lexical aspect redundantly with morphological aspect. Indicative of this claim, is the increasingly strengthening of the progressive marking with activities as instructional level goes higher up to university students. Similar findings in support of this claim are found in Robison (1995).

Table 4.5 also reveals overgeneralization of the progressive in statives. Note the following examples from the narratives;

- e.g. [1] One day mouse sit a sleeping gots. She was having [STA] fun  
[2] One day a rat was staying [STA] at a certain place  
[3] The are living [STA] together  
[4] One day dog and cat was becoming [STA] in competition in rat

Robison (1990) reported noticeable use of progressive with statives by an untutored learner of English he investigated. However, other studies (Bardovi-Harlig, 1998; Bardovi-Harlig & Bergstrom, 1996) reported not greater than 3% use of progressive with statives in written and oral narratives by tutored learners of English. Looking back at Table 4.5, we notice 8.6% use of progressive with statives whereby 2.3% is overgeneralization use with present progressive and 6.3% is use with past progressive. Higher rates of overgeneralization were noticed in Form two urban and Form four urban groups in comparison with the other groups. We notice very low overextension rates to almost none in the lower levels. Thus it appears low level learners rarely over extend the use of progressives. However, it may be important to note that this may be due to the amount of input that they receive at these levels.

Moreover, the examples provided [1] – [4] display the use of statives which also happen to be copula verbs as well. These examples from the data demonstrate cross-linguistic influence where it is alright to mark stative verbs with the progressive in Bantu languages like Kiswahili the same

cannot be said of the target language. This is also an indication of the learners mapping out the target language on their L1/L2 frame. For example using similar verbs in Kiswahili the following notion is acceptable.

e.g. Panya                    a – li – kuwa                    a – na – kaa                    shimo – ni  
 Rat                            3S.SM – PAST – be                    3S.SM – PROG – stay                    hole – LOC  
*“The rat was staying in a hole”*

#### 4.1.2.3 The Spread of other Forms

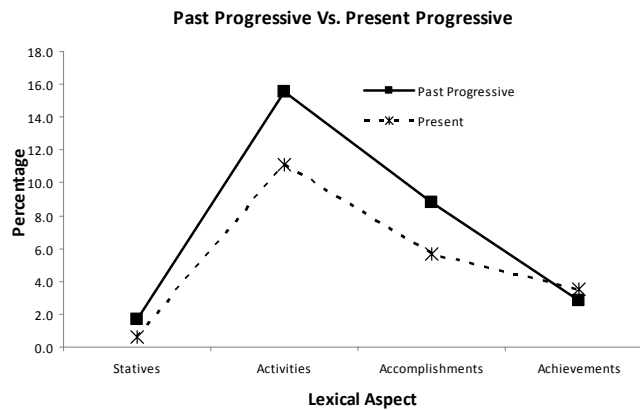
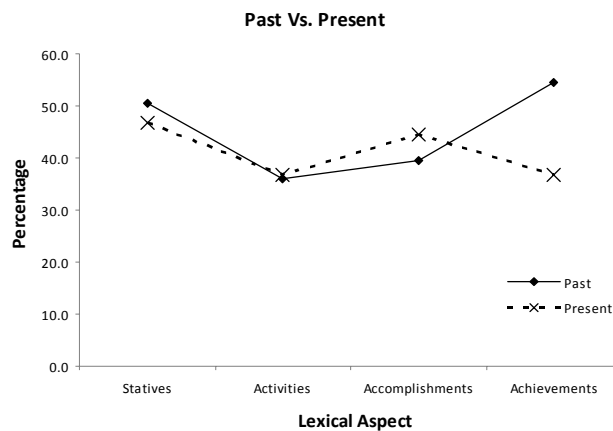
Tense variation in the narratives was expected considering the fact that the study participants were nonnative users of the target language. Variety of tense marking was found in the narratives; from past to present tense, past progressive to its present counterpart, present and past perfect as well as future tense. Future tense instances were not included in the data analysis considering the theoretical assumptions that were adopted by the study. Other forms of tense marking were included in the analysis because of either the overwhelming number of instances involved, or the peculiar usage of the tense form in the narratives. For such reasons, this section will briefly discuss the distribution of the present tense as well as the perfect tense. The present form of the verb has included base as well as ‘-s’ third person present forms and the present form of the copula ‘*be*’. Table 4.6 summarizes the distribution of the present.

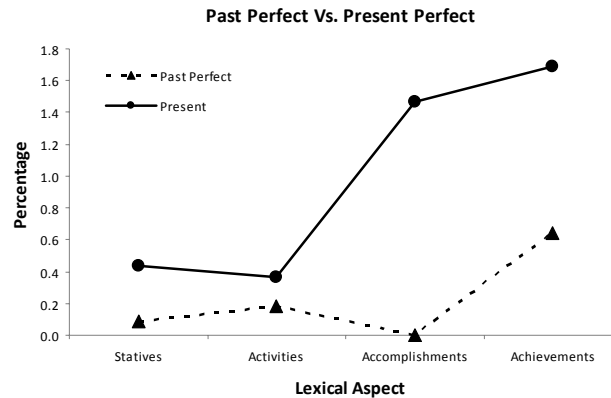
**Table 4.6**

#### **Distribution of Present in the Narratives**

<b>Aspectual Classes</b>	<b>Past</b>	<b>Past Progressive</b>	<b>Past Perfect</b>	<b>Present</b>	<b>Present Progressive</b>	<b>Present Perfect</b>	<b>Total</b>
Statives	579 (50.4)	19 (1.7)	1 (0.1)	537 (46.8)	7 (0.6)	5 (0.4)	1148 (100)
Activities	197 (35.9)	85 (15.5)	1 (0.2)	202 (36.8)	61 (11.1)	2 (0.4)	548 (100)
Accomplishments	161 (39.5)	36 (8.8)	0 (0.0)	182 (44.6)	23 (5.6)	6 (1.5)	408 (100)
Achievements	678 (54.5)	35 (2.8)	8 (0.6)	457 (36.8)	44 (3.5)	21 (1.7)	1243 (100)
<b>Total</b>	<b>1615(48.3)</b>	<b>175 (5.2)</b>	<b>10 (0.3)</b>	<b>1378 (41.2)</b>	<b>135 (4.0)</b>	<b>34 (1.0)</b>	<b>3347 (100)</b>

The total number of tokens counted as present was 1,378 tokens among which include 260 present copula tokens as well. Most of the tokens were base forms of the verb. The number of ‘present’ forms accounts for 41.2% of all verbs forms used in the participants narratives and in comparison to the past that accounts for 48.3% of the total verbs. In so saying, the ‘present’ is the actual competitor of the past tense in this current study. More over, the analysis of Table 4.6 when illustrated in a chart reveals significant competition between the present and past dichotomy of verbs. This may suggest an almost parallel ability among learners in the proficiency of tense-aspect marking as well as an indication of the instruction process as one that pairs extremes in the instruction of verbal morphology. The following charts illustrate the competition between these dichotomies.





**Fig 4.4: Comparison of Verbal Dichotomies based on Lexical Aspect**

The percentages in the figure that presents the comparison between the present perfect and past perfect are incredibly low. Table 4.6 indicates the overall percentage of these forms at 0.3% for past perfect and 1% for present perfect. As insignificant as these amounts may be, the occasions when the participants sought to use these forms indicate a contrast in events as consequently happening/occurring. The following are a few examples.

- e.g. [5] When the cat arrived, the rat had already escaped
- [6] Later, the cat came with a hook but unfortunately enough, the rat had gone
- [7] They have used their rail to move it away
- [8] After they have struggled for a long time they all manage to have each one side of the rat

The use of the perfect tense suggests an awareness of its functions among its users. Despite its total absence in lower levels which is consistent with the syllabi. Its heightened use at advanced levels suggests increased proficiency of its usage as instruction progresses to these levels. According to the syllabi, the perfect tense is first introduced in the 6<sup>th</sup> grade. However, it is nonexistent at this particular level.

## 4.2 Distribution of Verbal Morphology by Verb Structure

This section will present results based on the verb structure as part and parcel of the analysis. These results highlight the type of verb structures used by the participants across groups as well as identify the most common structures in the participant repertoire.

The analysis will also reveal the verbal structure and the types of conjugation that the participants made use of. Below are explanations of the verbal structures followed by examples consistent with the structures from the narratives.

**[A] Copula** - The participants made use of the copula in its traditional function as a linking verb. A few examples from the narratives include:

- e.g. [9] Once upon time there is a cat and dog.
- [10] but that food it is a rat.
- [11] The dog is the animal who runed faster.
- [12] Rat is not a good animal at all.
- [13] Rat is a good and delicious food to cat as is to rat
- [14] They are great enemy.

**[B] Base forms** – the base form of the verb is the entry in the dictionary, in that it is independent from agreement (i.e. subject-number), tense (*-ed* past, *-s* present) or participle endings (i.e. *-ing*). The base form of the verb in the participants narrative emerged in four forms.

(1) *Base verbs*

- e.g. [15] Cat want to eat rat and dog want to eat
- [16] Dog it want to eat a rat
- [17] When they see it they start to run
- [18] Everyone start to complain



[19] So they decide to run away

(2) *Double base verbs*

e.g. [20] The goats start fight on bridge

(3) *Base + gerund/participle*

e.g. [21] The goats start fighting

[22] The cat want eating rat

(4) *Has/have/had + base*

e.g. [23] Cat has pull the meat of mouse

[24] Dog has already catch a rat

[25] Everyone it has start to eat meat

[26] They have already catch the rat

[27] Dog have jump to eat a mouse and

[28] Cat have jump to eat a mouse

**[C] Auxiliary verb constructions** - The participants also made use of auxiliary verbs in their traditional functions. The most common auxiliary form used by the participants was ‘be’; which was used to indicate progressive aspect and passive voice. The auxiliary ‘have’ was used to indicate perfect aspect. The following forms of the auxiliary verbs were identified;

(1) *Aux (be) + base* - This group of verbs was the hardest to interpret because one cannot be too sure of the intentions of the participants; whether they meant to mark the past or the passive. The following are examples from the data.

e.g. [29] One goat was go to his friend

[30] Her friend goat is look you friend

[31] One day the goats was work on bridge

[32] Because cat was need to eat itself

[33] The situation was continue for long time

[34] One day cat and dog was see the rat.

(2) *Aux (be) + participle(-ed, -ing)* - There was quite a number of these forms in the narratives. Below are a few examples from the data.

e.g. [35] Hence the mouse was hidden in that place

[36] These cats begun to bite that rat until the

[37] Rat was died.

[38] Cat he was running faster

(3) *Has/have/had + Participle/base* - Though the use of the perfect aspect was realized in the data, its usage was mainly confined to one group, – Form two urban. Despite the fact that the present perfect was used by this group of participants, its usage was very inconsistent, in that most of the resulting forms were erroneously utilized.

e.g. [39] A mouse had cry but in that time of mouse crying, a dog and cat has pull the meat of mouse.

[40] It saw that rat has walking into the road

[41] The dog and the cat has done things which is good example to follow.

[42] Both had looked a mouse have keep eat

[43] Cat and dog has already catch a rat

[44] Soon, later they had seen a rat.

[D] ***Lexical verb-headed constructions*** - These type of constructions are those that are formed with a lexical verb being the head of the verbal component in a sentence. The highest

number of verbal constructions were headed by lexical verbs. Such constructions emerged in four forms;

(1) *Verb + -ing* - In most cases, one would expect such forms to appear as gerunds, however in this case, these forms were used as main verbs within the narratives. The following are a few examples from the data.

- e.g. [45] And falling in the water  
[46] goat it calling  
[47] They eating until pulling the intestine of rat  
[48] The dog and rat coming  
[49] It eating himself up

(2) *Verb + -ed* -As expected, this was the most produced form of the verb in the narratives. Despite its production, there were several cases of overregularization that was noted. Examples of overregularization from the data include the following;

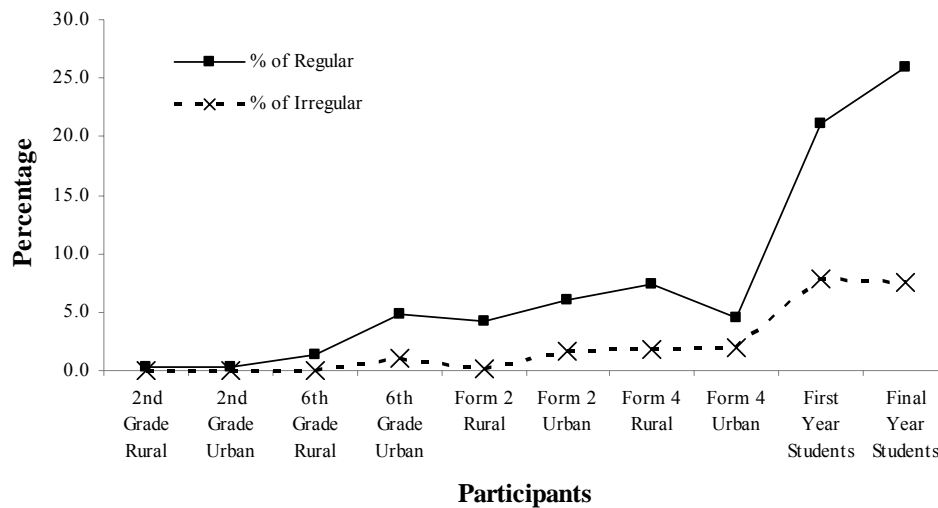
- e.g. [50] As they were fighting, the falled in the river  
[51] They catched it short time  
[52] The dog is the animal who are runed faster  
[53] The dog was runned and the cat was runned  
[54] They pull it until it was cuted into two pieces

The following table summarizes the distribution of past tense regular and irregular lexical verbs in the children narratives. It also indicates the emergence of overregularization in the data.

**Table 4.7****Distribution of Past Tense Regular and Irregular Lexical Verbs**

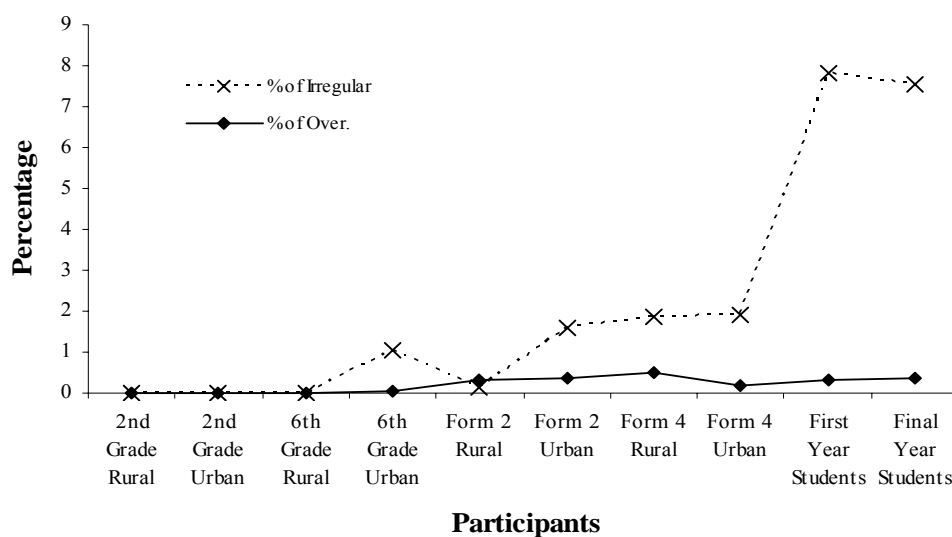
<b>Forms</b>	<b>Regular</b>	<b>% of Regular</b>	<b>Irregular</b>	<b>% of Irregular</b>	<b>Over.</b>	<b>% of Over.</b>	<b>Total</b>
<b>2nd Grade Rural</b>	5	0.3	0	0	0	0	<b>5</b>
<b>2nd Grade Urban</b>	4	0.2	0	0	0	0	<b>4</b>
<b>6th Grade Rural</b>	23	1.4	0	0	0	0	<b>23</b>
<b>6th Grade Urban</b>	78	4.8	17	1.1	1	0.1	<b>96</b>
<b>Form 2 Rural</b>	67	4.1	2	0.1	5	0.3	<b>74</b>
<b>Form 2 Urban</b>	98	6.1	26	1.6	6	0.4	<b>130</b>
<b>Form 4 Rural</b>	120	7.4	30	1.9	8	0.5	<b>158</b>
<b>Form 4 Urban</b>	73	4.5	31	1.9	3	0.2	<b>107</b>
<b>First Year Students</b>	340	21.1	126	7.8	5	0.3	<b>471</b>
<b>Final Year Students</b>	419	25.9	122	7.6	6	0.4	<b>547</b>
<b>Total</b>	<b>1227</b>	<b>76.0</b>	<b>354</b>	<b>21.9</b>	<b>34</b>	<b>2.1</b>	<b>1615</b>

The within group analysis presented in the Table 4.7 answers the question ‘How each group of participants made use of the regular and irregular verb distinction in their narratives.’ The within group analysis calculates the percentage of the category i.e. regular verbs or irregular verbs, as used by the participants. For example out of the total number of verbs used by final year students 25.9% (419 verbs) were regular verbs and 7.6% (122 verbs) were irregular verbs. A general view of the verbs indicates that 76% of the verb tokens produced by the participants were regular verbs while 21.9% were irregular verbs, which also means that the use of regular verbs was evidently higher compared to the use of irregular verbs. The following chart illustrates this point further by indicating consistently low use of irregular verbs within groups.



**Fig 4.5: Distribution of Regular vis-à-vis Irregular Verbs**

The analysis represented in Table 4.7 focuses on where certain categories occur most as compared to others across groups. In this analysis, percentages of occurrence are calculated from the grand total of that particular type category. Figure 4.5 illustrates further about the occurrences of the regular vis-à-vis irregular verbs across the groups of participants, where the highest number of occurrences is found among university students (7.6% irregular verbs and 25.9% regular verbs for final years students, 21.1% and 7.8% for first year students respectively). The following chart illustrates the comparison of overregularization of the past which was significantly lower compared to the use of irregular past.



**Fig 4.6: Overregularization of the Past**

The distribution of irregular and regular verbs indicates that the most advanced groups (university students) here outperformed the other groups and not only in the raw scores of verbal production but in the percentages as well.

(3) *Verb + -ed + Base* - Though such constructions were among the least produced verbal forms, their occurrences could be associated with an attempt by the participants to construct past participles (*-ing*). The following are the only two examples found in the data.

e.g. [55] On that place they found the \*chane (*chain*), that \*chane, the cat catch in another position also the dog catch another position, hence they started pull themselves.

[56] After seen it they started chase it

(4) *Verb + ed + -ing participle* - There are several distinguishable syntactic constructions that call for an *-ing*-inflected verb apart from its traditional role as an indicator of the progressive aspects. Of general concern to this study would be (1) complements to verbs

of temporal aspect (e.g. keep looking, start running) and, (2) the progressive aspect, however (1) is also pertinent to this particular discussion. The verb ‘start’ was widely used by participants and in most cases the verb took a gerundive complement. The verb ‘start’ is considered an aspectual verb since it focuses on the beginning of an event. The following are examples from the data.

- e.g. [57] After find a mouse, cat and dog they started eating the meet
- [58] The cat started roaring
- [59] Suddenly they started biting each other when they rich at the middle of the bridge, they started fighting.

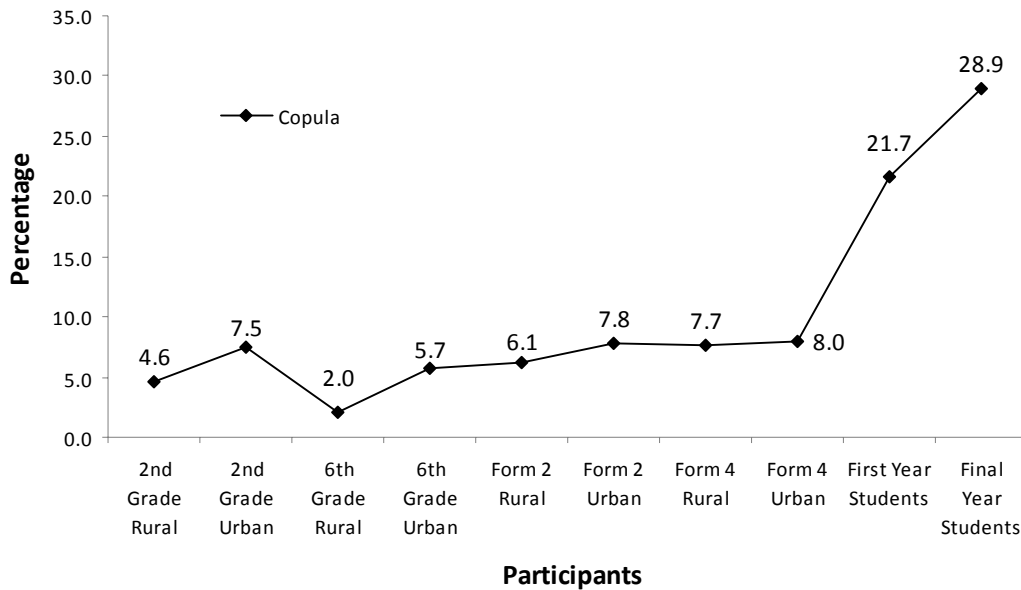
This section has previewed the types of verbal constructions that emerged from the narratives. Within the discussion of this section, examples from the data were also presented. The sections that follow will discuss within-category analysis and across-category analysis of the verbal structures discussed in this section.

#### **4.2.1 Across-Category Analysis**

For this particular analysis, the groups stand in place of the category, in that the analysis will be referred to as across-group analysis. From the particular analysis, we will be able to draw comparisons of the types of verbal structures and how they occur across-groups. This analysis lends itself in explicating which groups produce what types of verbal structures and in which forms. The presentation of data in this section will follow the previous section’s discussion of verbal structure. I will present data on 4 major verbal structure types - copula, base, auxiliary verb constructions (AVCs) and lastly lexical verb-headed constructions.

The across-group analysis of the distribution of the copula reveals that the most advanced participants (university students) produced the highest number of the copula. Out of the total of

651 copula used in all narratives by the participants, the final year and first year students production of the copula accounted for 28.9% (n=188) and 21.7% (n=141) of the total respectively. The lowest production of the copula was noted in the 6<sup>th</sup> Grade rural group that used only 2% (n=13) copula. The following chart presents an illustration of the distribution of the copula in the learner narratives.



**Fig 4.7: Across-group Distribution of the Copula**

In analyzing the distribution of the copula further, the researcher also looked at the tense (past/present) of the copula. Table 4.8 presents a summary of the across-group distribution of copula in the narratives

**Table 4.8  
Across-group Distribution of the Copula**

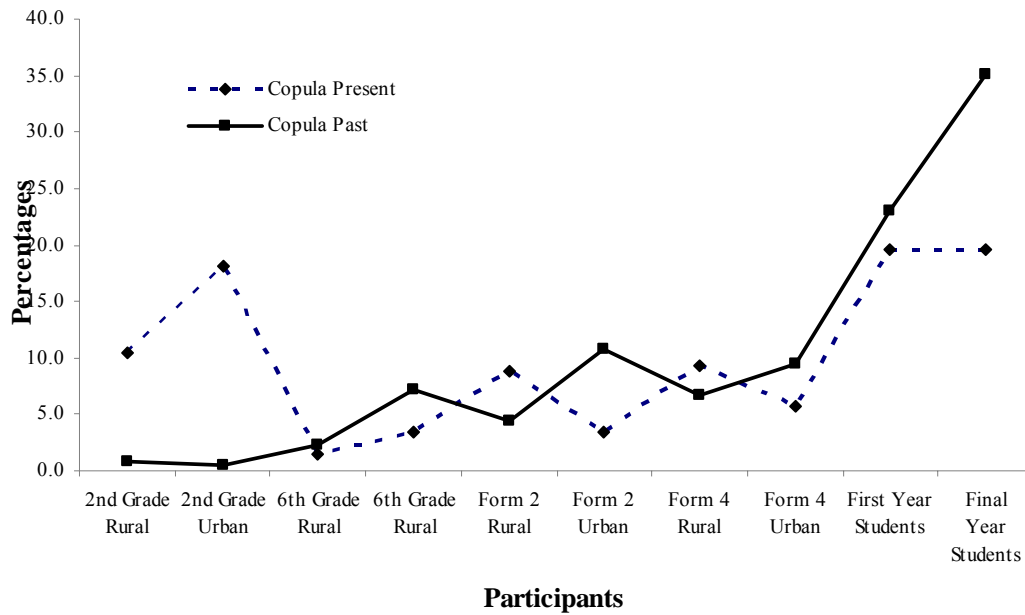
Group	Copula			
	# of Present	% of Present	# of Past	% of Past
2 <sup>nd</sup> Grade Rural	27	10.4	3	0.8
2 <sup>nd</sup> Grade Urban	47	18.1	2	0.5
6 <sup>th</sup> Grade Rural	4	1.5	9	2.3



6 <sup>th</sup> Grade Urban	9	3.5	28	7.2
Form 2 Rural	23	8.8	17	4.3
Form 2 Urban	9	3.5	42	10.7
Form 4 Rural	24	9.2	26	6.6
Form 4 Urban	15	5.8	37	9.5
First Year students	51	19.6	90	23.0
Final Year students	51	19.6	137	35.0
<b>Total</b>	<b>260</b>	<b>100%</b>	<b>391</b>	<b>100%</b>

Table 4.8 reaffirms that the most advanced participants have out performed the other participants and in this particular summary, we note that past tense copula was produced more than the present tense copula. In the lower level participants (i.e. 2<sup>nd</sup> grade students), we note that present tense copula surpassed the production of past tense copula at a ratio of 9:1. The Figure 4.8 is an illustration of Table 4.8.

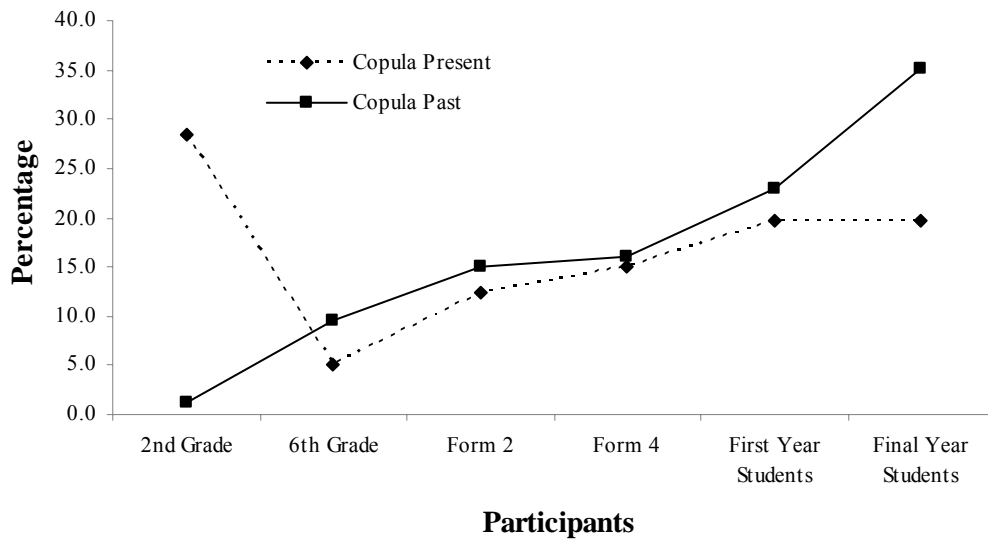
Figure 4.8 shows fluctuation in the production of the copula in that it begins at a distinctive difference at the lower levels and ends at a distinctive difference at advanced levels however the distribution fluctuates at middle levels. Form two rural and Form four rural groups both show different distribution when compared to their urban counterparts. These findings however, raised the question whether if the scenario was not determined by the rural/urban distinction, would there been a possible effect of the scenario presented? In running a deterministic simulation of a different scenario, the rural/urban distinction was deferred and the result in this case is summarized in Figure 4.9. Both charts are presented on the following page for easier comparison of both scenarios i.e. rural/urban distinction and deferred rural/urban distinction.



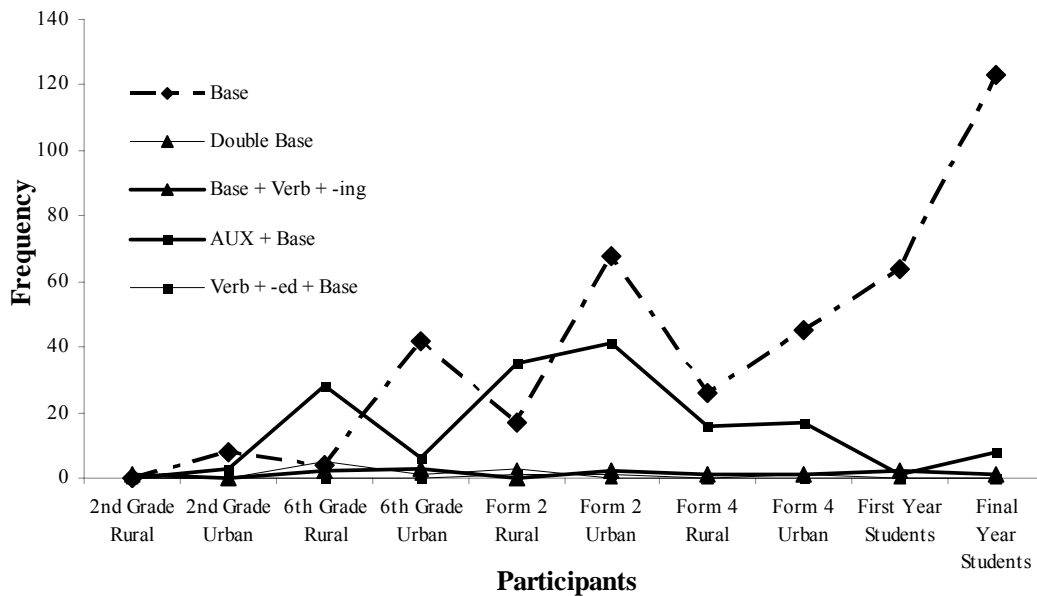
**Fig 4.8: Across-group Distribution of Past and Present Tense Copula**

Figure 4.8 produces what we can term as an optional description of the distribution of the copula in a group of participants ranging from lower proficiency levels to advanced levels. This simulation presents a strong case for the urban/rural distinction in that, it has an effect on how the participants may have generated the copula. From the chart, we see a steady increase in the past copula, which could be considered as part of the norm of narratives especially in expressing states.

The following figure presents the distribution of verbal morphology that's main verb was a lexical verb in its base form or whose complement was a verb in its base form.



**Fig 4.9: Reduced Across-group Distribution of the Copula**



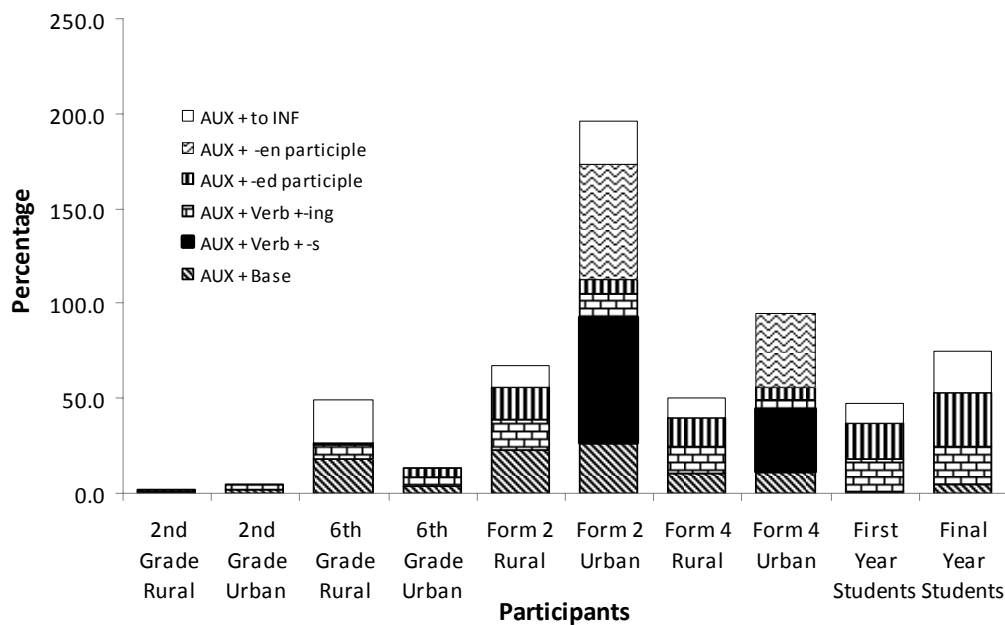
**Fig 4.10: Across-group Distribution of Base Forms in Narratives**

Looking back at the previous section’s operationalization of base forms and the examples from the data, we are able to tell from Figure 4.10, that structures such as *base + verb + -ing* (e.g. *The goats start fighting*) and *Double base* (e.g. *The goats start fight on bridge*) were the least produced constructions. *Aux + base* constructions were commonly produced at middle levels

however; these constructions seem to have emerged in the 2<sup>nd</sup> grade for urban participants and the 6<sup>th</sup> grade for their rural counterparts; whereas for simple base constructions, these were produced more among the advanced learners, than the other participants. Notably as well, Form two rural and Form four rural participants produced less base forms compared to the other groups. A within group analysis will confirm further on how these types are distributed.

Auxiliary verb constructions are the next most produced form after past tense verbal structures and the copula. Six types of auxiliary verb constructions (AVCs) were discussed in the previous section; however, within this section the distribution of AVCs across groups is more important.

The following chart displays the distribution of AVCs.

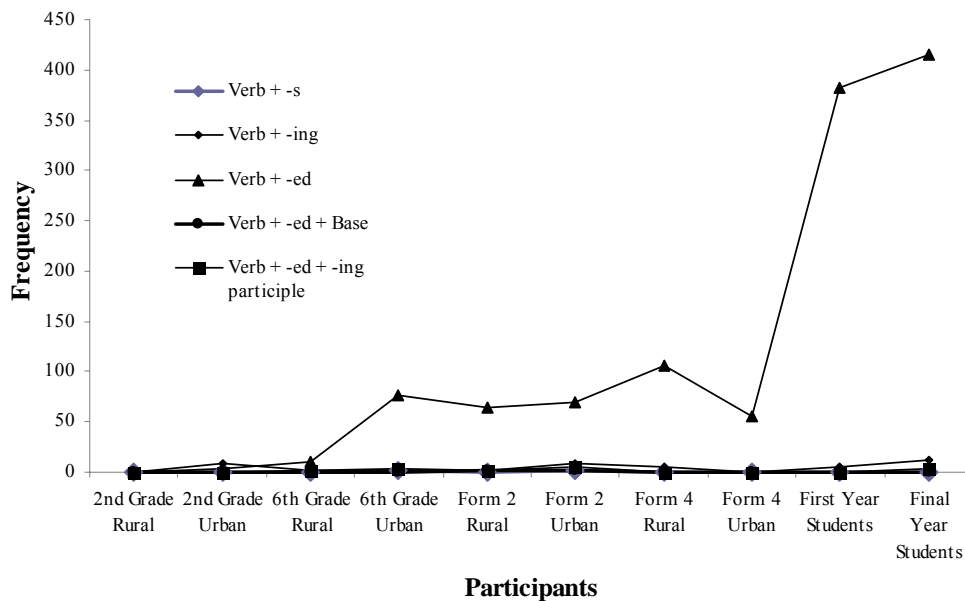


**Fig 4.11: Across-group Distribution of Auxiliary Constructions**

From Figure 4.11, there seems to be an emerging pattern of how Form two and Form four urban participants differ from the rest of the participants. Notably from the distribution of AVCs, these two groups are the only participant the produced *AUX + Verb + -s* and *AUX + en participle*

structures. Indications from the chart show that 2<sup>nd</sup> grade urban had an increased usage of *AUX + base structures*. This reaffirms the analysis of base forms as well.

The last verbal structure form to be presented in the across-group analysis is lexical verb-headed constructions. The following chart presents the frequency of distribution of lexical verb-headed constructions. Indeed, the chart confirms that *verb + ed* structures were the widely produced structures when compared to other lexical verb-headed constructions. The chart also reaffirms the dominance of the advanced participants in this study as far as *verb + ed* structures are concerned.



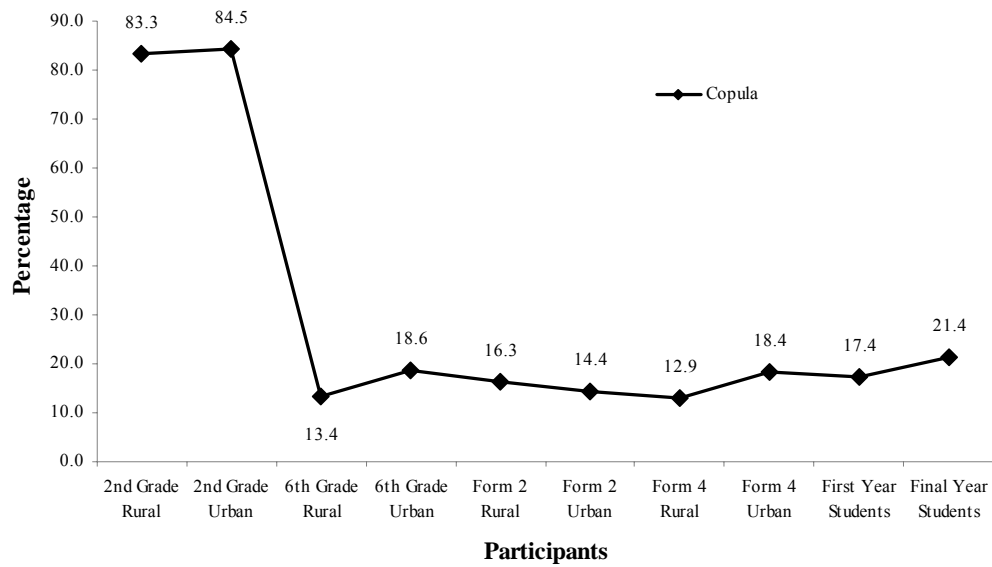
**Fig 4.12: Across-group Distribution of Lexical Verb-headed Constructions**

In concluding this section, you will note that the findings that are presented, first focus on the verbal structure as part and parcel of what can be termed as verbal morphology and second, the data has only focused on one aspect; across-group analysis. The following section will present findings based on within-group analysis.

#### **4.2.2 Within-Category Analysis**

This approach has been adopted by the present study in that it will aim to describe the distribution of verbal morphology within groups, and for this reason the findings will be presented as a within-group analysis. In these types of analysis, the percentage scores are not sensitive to the distribution of verbal morphology across groups, in that the percentages add up to 100% within particular group columns and not across verbal structure rows. The presentation of within group data will follow suit the previous discussion of across-group data presentation. I will first present the within group analysis of the copula, followed by base forms, auxiliary verb constructions and lastly lexical verb-headed constructions.

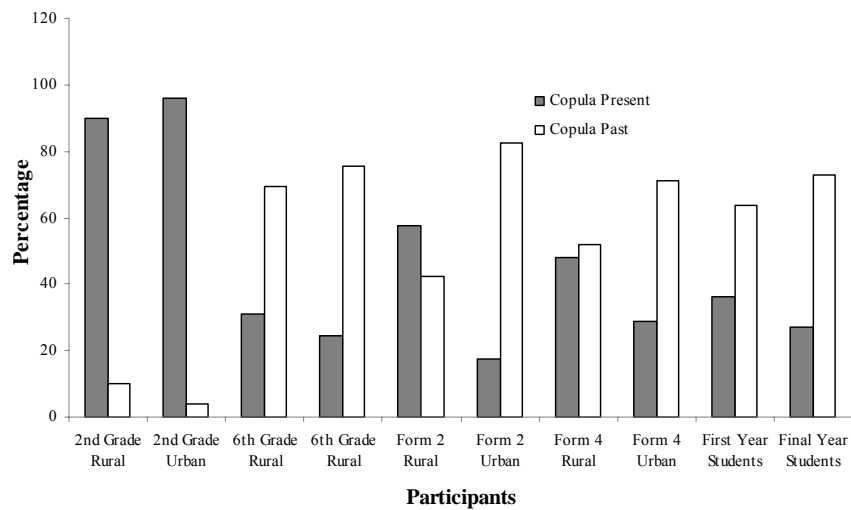
The following chart on the distribution of the copula reveals that the lower level learners produced higher amounts of the copula in their narratives. 2<sup>nd</sup> grade rural had the highest percent (83.3%) of copula compared to other groups in the total number of verbal structures produced by the group. This groups is followed closely by 2<sup>nd</sup> grade urban whose verbal morphology comprises 84.5% of copula verbs and only less than 16% were other verbal morphology types. Previously we noted that these two groups had the least amount of verbal morphology however this analysis suggests that regardless of the lesser amount of verbal morphology, most of it comprised of the copula.



**Fig 4.13: Within-group Distribution of the Copula**

The lowest production was again the 6<sup>th</sup> grade rural group at 13.4% (n=13) however in this case, the lowest production was within the group.

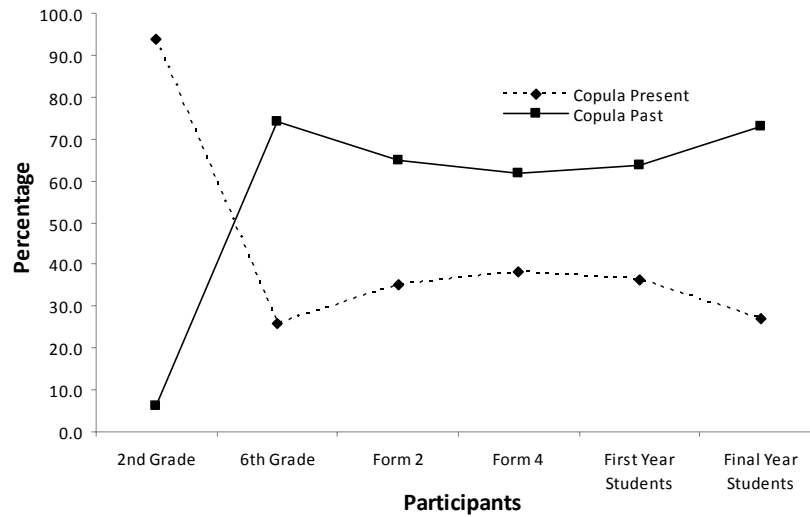
Just as it was done in the across-group analysis of the copula where a distinction of the percent of present tense copula was tested against the past tense, a similar analysis was done for the within group analysis. The following chart is extracted from Table 4.6 to illustrate the within group distribution of present tense copula and past tense copula.



**Fig 4.14: Within-group Distribution of Present and Past Tense Copula**

Figure 4.14 reaffirms the findings from the across-group analysis where we noticed fluctuations with the middle level groups. Not only do we see these fluctuations, we see an opposite increase in the past with the advanced participants and lower production with the lower level participants. We also notice higher generation of the present tense copula that falls as participants advance. A deterministic simulation of a different scenario that deferred the rural/urban distinction was also run in the within group analysis of verbal structures. The following chart is a result of the simulation.



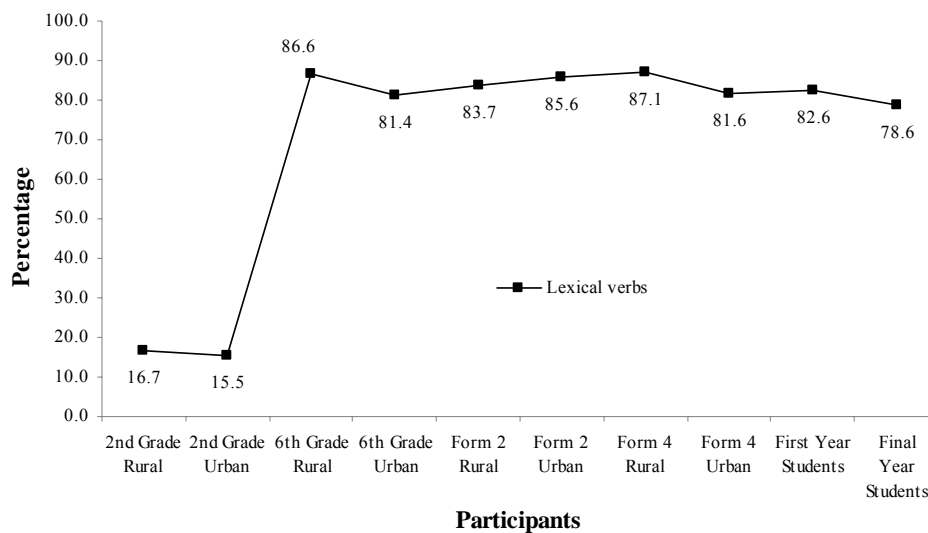


**Fig 4.15: Reduced Within-group Distribution of Present and Past Tense Copula**

Figure 4.15 indicates a sharp rise in the generation of past tense at 6<sup>th</sup> grade urban compared to the lowest levels recorded for 2<sup>nd</sup> graders. However, we cannot predict that 6<sup>th</sup> graders performed better than Form two and Form four students since at these levels there is more diversity in verb morphology type. What can be predicted from the chart is the sensitivity among the participants on narrative norms i.e. through the increased percentage of past tense copula and the decrease in percentage use of the present tense copula.

From the data as well, it was noted that most base form constructions were produced by 6<sup>th</sup> grade rural out of their overall generation of verbal morphology. Despite the fact that advanced participants produced the largest amount of base forms (see. Fig 4.9), the within group analysis indicates that the base forms accounted for the least amount of verbal morphology in their repertoire. Furthermore, the analysis of within-group distribution of AVCs reaffirms the distribution of *AUX + base* constructions as being widely produced by 6<sup>th</sup> grade rural students, Form two rural group, Form two urban and both Form four groups. No instances were recorded for 2<sup>nd</sup> grade rural and First year students.

The last verbal structure form to be presented in the within group analysis is the lexical verb-headed constructions. The following chart presents a overall percent distribution of lexical verb-headed constructions. Figure 4.16 indicates that the advanced participants show increased use of lexical verb-headed constructions. Figure 4.16 indicates that the advanced participants show increased use of lexical verb-headed structures increase as the level of instruction goes higher up. Ultimate production was noted among advanced students with the 2<sup>nd</sup> graders producing the least amount of lexical verb-headed constructions.



**Fig 4.16: Within-group Distribution of Lexical Verb-headed Constructions**

### 4.2.3 Summary of Verbal Structure Analysis

This section and its subsections have attempted to put forth a verbal structure analysis towards the overall question on the distribution of verbal morphology. The analysis was done across-group and within-group whereby, the across group analysis aimed at demonstrating where verbal morphology/inflection occurred and the within group analysis aimed at pointing out how participants marked verbal morphology. Both analyses reveal that the advanced groups outperformed the rest of the participants in both suppliance of verbal morphology. Though

percentages in the within group of particular verbal structures may have seemed lower compared to other groups, the advanced groups indicated diversity in most verbal structures usage.

### **4.3 Hypothesis 1: The Influence of Lexical Aspect**

The experiment that was conducted to test this particular hypothesis was aimed at accomplishing study objective one that states 1;

H<sub>0</sub>: The emergence of tense-aspect categories among Tanzanian EFL learners is independent of the effect of inherent lexical aspect of verbs.

H<sub>1</sub>: the emergence of tense-aspect categories among Tanzanian EFL learners is correlated to the effect of inherent lexical aspects of verbs.

Based on the study objective and hypotheses, I made the prediction that the inherent semantic aspect of verbs will influence the developmental pattern of tense-aspect morphology among Tanzanian learners. This prediction was made because various studies in L1 and L2 acquisition (Shirai & Andersen, 1995; Weist, 2002; Robison, 1995; Bardovi-Harlig & Reynolds, 1995) also have discovered that the developmental sequence follows a universal pattern and is strongly influenced by the inherent semantic aspect of verbs. The following sections present results of the data analysis. First, I present group results and then I present individual results.

#### **4.3.1 Results**

In this section, I will present tests of statistical significance for the hypothesis stated earlier. These statistical tests of significance will aim at rejecting or accepting the null hypothesis.

##### **4.3.1.1 Group Results**

A one-way ANOVA was run for all lexical aspectual classes to determine whether there was a significant difference between groups and production of lexical aspectual classes of verbs. In

determining these tests, each lexical aspectual class is independently tested across groups. The following table presents the ANOVA table for these tests.

**Table 4.9**

**ANOVA Tests of Significance of Lexical Aspect in relation to Groups and Area**

Lexical Aspect		Sum of Squares	df	Mean Square	F	Sig.
Past Statives	Between Groups	969.008	9	107.668	20.284	.000
	Within Groups	1587.070	299	5.308		
	Total	2556.078	308			
Past Activities	Between Groups	209.047	9	23.227	16.842	.000
	Within Groups	412.358	299	1.379		
	Total	621.405	308			
Past Accomplishments	Between Groups	84.565	9	9.396	8.202	.000
	Within Groups	342.549	299	1.146		
	Total	427.113	308			
Past Achievements	Between Groups	2156.288	9	239.588	37.155	.000
	Within Groups	1928.062	299	6.448		
	Total	4084.350	308			
Past Progressive Statives	Between Groups	1.163	9	.129	1.870	.056
	Within Groups	20.668	299	.069		
	Total	21.832	308			
Past Progressive Activities	Between Groups	16.501	9	1.833	4.762	.000
	Within Groups	115.117	299	.385		
	Total	131.618	308			
Past Progressive Accomplishments	Between Groups	3.692	9	.410	2.111	.029
	Within Groups	58.113	299	.194		
	Total	61.806	308			
Past Progressive Achievements	Between Groups	4.022	9	.447	2.429	.011
	Within Groups	55.013	299	.184		
	Total	59.036	308			
Present Statives	Between Groups	251.254	9	27.917	5.504	.000
	Within Groups	1516.513	299	5.072		
	Total	1767.767	308			
Present Activities	Between Groups	73.242	9	8.138	5.784	.000
	Within Groups	420.707	299	1.407		
	Total	493.948	308			
Present Accomplishments	Between Groups	32.221	9	3.580	4.642	.000
	Within Groups	230.581	299	.771		

Lexical Aspect		Sum of Squares	df	Mean Square	F	Sig.
	Total	262.803	308			
Present Achievements	Between Groups	557.376	9	61.931	19.095	.000
	Within Groups	969.737	299	3.243		
	Total	1527.113	308			
Present Progressive Statives	Between Groups	.540	9	.060	1.743	.079
	Within Groups	10.301	299	.034		
	Total	10.841	308			
Present Progressive Activities	Between Groups	5.921	9	.658	2.428	.011
	Within Groups	81.036	299	.271		
	Total	86.958	308			
Present Progressive Accomplishments	Between Groups	1.555	9	.173	2.007	.038
	Within Groups	25.733	299	.086		
	Total	27.288	308			
Present Progressive Achievements	Between Groups	3.915	9	.435	2.839	.003
	Within Groups	45.819	299	.153		
	Total	49.735	308			

Note: Significance at .05

Past and present perfective not included in table because tests were all insignificant

The results of the one-way ANOVA revealed significant differences for the past in all lexical aspectual classes of verbs. At an alpha of .05, a statistically significant difference was found on the emergence of the following tense-aspect categories; past statives,  $F(9,299) = 20.284$ ,  $p = .000$ ,  $r = .37$ , past activities,  $F(9,299) = 16.842$ ,  $p = .000$ ,  $r = .33$ ; past accomplishments  $F(9,299) = 8.202$ ,  $p = .000$ ,  $r = .198$  and; past achievements  $F(9,299) = 37.155$ ,  $p = .000$ ,  $r = .52$ . Although the ANOVA showed that the means were significantly different for all past lexical aspectual categories, the effect sizes for past statives was medium ( $r = .37$ ), past activities was medium ( $r = .33$ ) as well. However, the effect size for past accomplishments was small ( $r = .19$ ). Moreover, past achievements effect size was larger than typical ( $r = .52$ ). On the basis of these results for the past lexical aspectual categories, the null hypothesis has been rejected and these findings provide support, for the emergence of past tense-aspect categories is correlated to the effect of inherent lexical aspectual aspects of verbs.

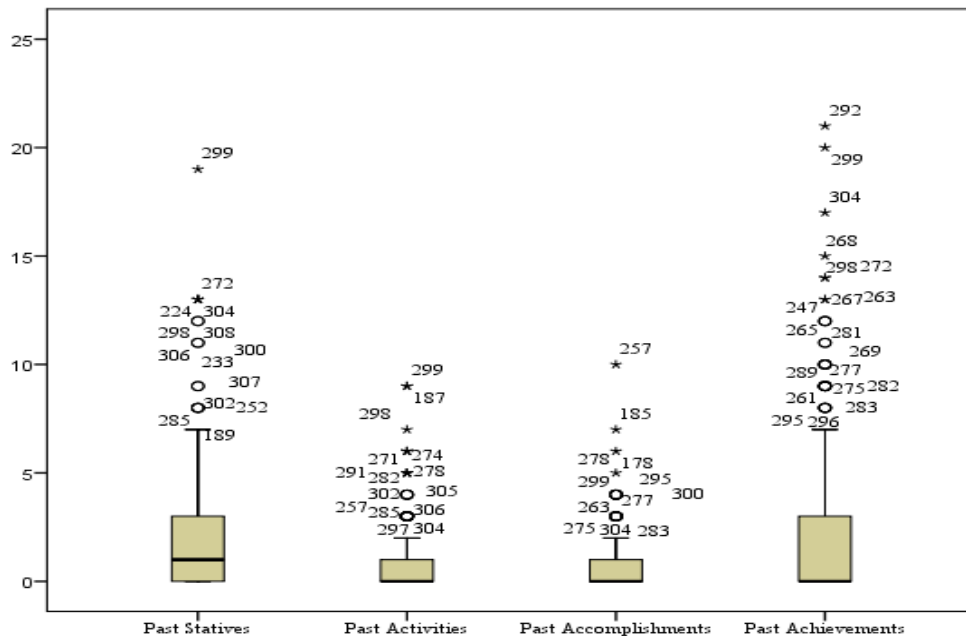
Table 4.9 also indicates that there are significant differences for the past progressive lexical aspectual categories with exception of the statives. At an alpha of .05, a statistically significant difference was found on the following categories; past progressive activities  $F(9,299) = 4.762$ ,  $p = .000$ ,  $r = .12$ ; past progressive accomplishments  $F(9,299) = 2.111$ ,  $p < .05$ ,  $r = .06$ , and; past progressive achievements  $F(9,299) = 2.429$ ,  $p < .05$ ,  $r = .06$ . Although the ANOVA showed that the means were significantly different for past progressive activities, achievements and accomplishments, the effect sizes were smaller than typical. On the basis of these findings the null hypothesis is rejected and the alternative hypothesis is adopted in the case of the past progressive activities, accomplishments and achievement. However in the case of past progressive statives ( $F(9,299) = 1.870$ ,  $P > .05$ ,  $r = .05$ ) the null hypothesis has failed to be rejected and in this case it is adopted. In contrast, this finding is significant in that it supports the fact that overgeneralization of the progressive to statives does not imply an effect of lexical aspect as well as the fact that such overgeneralizations were not significant.

Table 4.9 also reveals that there are significant differences for present lexical aspectual categories. At an alpha of .05, statistical differences was found for the following categories; present statives  $F(9,299) = 5.504$ ,  $p = .000$ ,  $r = .14$ ; present activities  $F(9,299) = 5.784$ ,  $p = .000$ ,  $r = .14$ ; present accomplishments  $F(9,299) = 4.642$ ,  $p = .000$ ,  $r = .12$ , and; present achievements  $F(9,299) = 19.095$ ,  $p = .000$ ,  $r = .36$ . Both the ANOVA and effect size for the present achievements is significant. The effect size for the present achievements is medium. In contrast, the effect size for its other present lexical aspect counterparts is small. More over, we find a parallel relationship with the present progressive and the past progressive in that both type reject the null hypothesis partially, and accept the null hypothesis for the statives in their respective types. Both types of effects sizes are relatively

smaller than typical as well. These findings correspond in many ways with the earlier findings on the distribution of lexical aspect. However, it is also important to note that though prior results presented in raw scores and percentages inform that there is no support for the aspect hypothesis; these statistical findings reveal whether there is a relationship in the distribution of tense-aspect morphology and the inherent semantics of verbs.

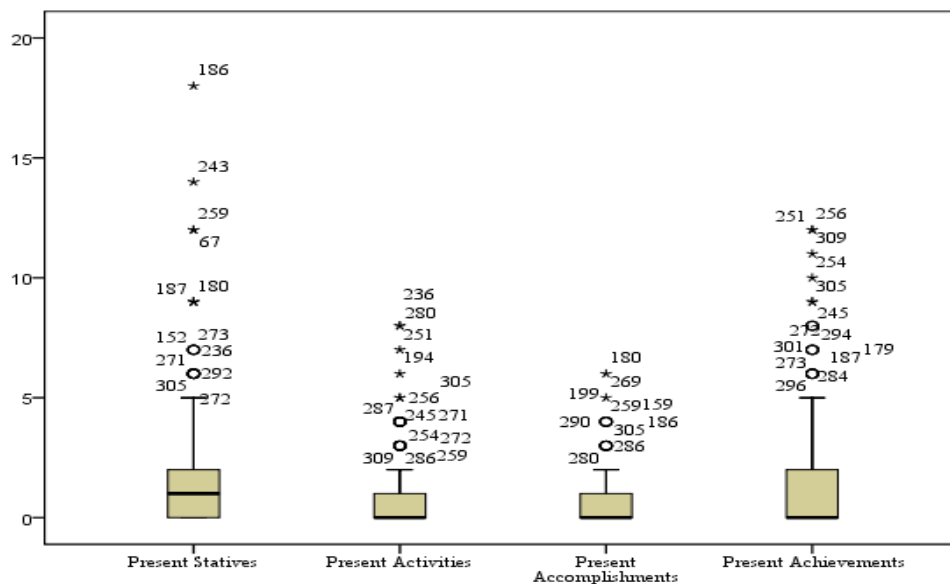
### 4.3.1.2 Individual Results

Though these results indicate statistical significance for a number of tense-aspect morphological marking on lexical aspectual verbs, it is important to look at individual data that has contributed to these findings and determine whether there are cases attributed to the findings of the current study. A box plot analysis was done so as to show outliers and/or extreme cases. The following box plot illustrates past lexical aspectual categories.



**Fig 4.17: Box Plot of Individual Performance on the Distribution of Past Lexical Categories by Study Participants**

The outliers and extreme cases in the box plots are signified by questionnaire number. This identification of outliers and extreme cases assisted in the review of the narratives in determining what the reason was behind. From the box plot, we found that most of the extreme cases and outliers were advanced learners – First year and Final Year university students. This is an indication that these groups were way above the rest in terms of generation of verbs. Similar explanation can be given for the following box plot on present lexical categories as illustrated in Figure 4.18.



**Fig 4.18 Box Plot of Individual Performance on the Distribution of Present Lexical Categories by Study Participants**

#### 4.4. Hypothesis 2: The Potential Effect of Instruction

The experiment that was conducted to test this particular hypothesis was aimed at accomplishing study objective two that states: “To provide an account for particular distribution of tense-aspect morphology among Tanzanian EFL learners”. Its consequent hypotheses, both null and alternative are;



H<sub>0</sub>: The potential effect of instruction among Tanzanian EFL learners is independent of the appropriate use of morphosyntactic marking of temporality.

H<sub>1</sub>: the potential effect of instruction among Tanzanian EFL learners is correlated to the appropriate use of morphosyntactic marking of temporality.

In drawing focus on the potential effect of instruction, this study relies upon the fact that all its participants are classroom instructed learners with limited contact with the target language outside their learning environment. In its attempt to account for the distribution of tense-aspect morphology, tests of significance were done to determine within group differences and across group differences on how they appropriately use morphosyntactic marking of temporality. To determine the tests of significance, appropriate morphosyntactic marking of temporality was coded (see chapter 3) based on the correct suppliance on obligatory contexts. Unlike various studies (Shirai, 1991; Salaberry, 2000; Bardovi-Harlig & Reynolds, 1995) that have also researched appropriate use of morphosyntactic marking of temporality, this study has incorporated the use suppliance in obligatory contexts as a means of accurately marking appropriate use. The process involved in the data analysis has been discussed in detail in chapter three. The following sections present the results of the data analysis. Initially, I present the group results and then I present individual results.

#### **4.4.1 Results**

In order to capture the differences among groups of participants included in this study, I run Games-Howell tests for multiple comparisons on the groups. Each tense-aspect category was run independently so as to determine the extent to which there was a potential effect of instruction of that particular category. The alpha level chosen for the tests of significance was

p=.05. In the following section I go on to present group results followed by results, on the same categories, after running multiple comparison tests.

#### 4.4.1.1 Past Tense

Table 4.10 displays the results of a one way ANOVA test of significance on the appropriate use of past tense between groups.

**Table 4.10**

**Results of ANOVA Test of Significance on Past Tense Correct Suppliance**

Item	Sum of squares	df	Mean squares	F	P
Between groups	9818.901	9	1090.989	39.776	.000*
Within Groups	8200.982	299	27.428		
Total	18019.883	308			

\* Significant at .05

At an alpha of .05, the analysis of variance revealed a significant difference between the groups of participants,  $F(9,299)=39.776$ ,  $p=.000$ . Though the ANOVA results are significant, they do not express how the means of the groups are significantly difference from each other neither does it explain the effect size. Table 4.11 presents a summary of multiple comparisons of means between each group.

**Table 4.11**

**Games-Howell Multiple Comparison Test for Past Tense Correct Suppliance**

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2nd Grade Rural	2nd Grade Urban	.067	.046	.904	-.09	.23
	6th Grade Rural	-.533	.290	.706	-1.52	.45
6th Grade Rural	6th Grade Urban	-2.800*	.433	.000	-4.28	-1.32
	Form Two Rural	-2.578*	.463	.000	-4.15	-1.00
	Form Two Urban	-4.400*	.878	.001	-7.40	-1.40
	Form Four Rural	-4.367*	1.133	.018	-8.24	-.49
Form Four Urban	-2.800	.822	.051	-5.61	.01	

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	First Year Students	-15.340*	1.360	.000	-19.97	-10.71
	Final Year Students	-15.600*	1.839	.000	-21.84	-9.36
2nd Grade	2nd Grade Rural	-.067	.046	.904	-.23	.09
Urban	6th Grade Rural	-.600	.286	.543	-1.58	.38
	6th Grade Urban	-2.867*	.431	.000	-4.34	-1.39
	Form Two Rural	-2.645*	.460	.000	-4.22	-1.07
	Form Two Urban	-4.467*	.877	.001	-7.47	-1.47
	Form Four Rural	-4.433*	1.132	.015	-8.31	-.56
	Form Four Urban	-2.867*	.820	.042	-5.67	-.06
	First Year Students	-15.406*	1.359	.000	-20.03	-10.78
	Final Year Students	-15.667*	1.838	.000	-21.91	-9.43
6th Grade	2nd Grade Rural	.533	.290	.706	-.45	1.52
Rural	2nd Grade Urban	.600	.286	.543	-.38	1.58
	6th Grade Urban	-2.267*	.517	.002	-3.98	-.56
	Form Two Rural	-2.045*	.542	.014	-3.84	-.25
	Form Two Urban	-3.867*	.923	.006	-6.98	-.75
	Form Four Rural	-3.833	1.168	.064	-7.79	.13
	Form Four Urban	-2.267	.869	.250	-5.19	.66
	First Year Students	-14.806*	1.389	.000	-19.50	-10.11
	Final Year Students	-15.067*	1.860	.000	-21.36	-8.77
6th Grade	2nd Grade Rural	2.800*	.433	.000	1.32	4.28
Urban	2nd Grade Urban	2.867*	.431	.000	1.39	4.34
	6th Grade Urban	2.267*	.517	.002	.56	3.98
	Form Two Rural	.222	.630	1.000	-1.85	2.29
	Form Two Urban	-1.600	.977	.822	-4.86	1.66
	Form Four Rural	-1.567	1.211	.949	-5.64	2.51
	Form Four Urban	.000	.927	1.000	-3.09	3.09
	First Year Students	-12.540*	1.426	.000	-17.33	-7.75
	Final Year Students	-12.800*	1.888	.000	-19.17	-6.43
Form Two	2nd Grade Rural	2.578*	.463	.000	1.00	4.15
Rural	2nd Grade Urban	2.645*	.460	.000	1.07	4.22
	6th Grade Urban	2.045*	.542	.014	.25	3.84
	Form Two Rural	-.222	.630	1.000	-2.29	1.85

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	Form Two Urban	-1.822	.991	.708	-5.12	1.48
	Form Four Rural	-1.788	1.222	.898	-5.89	2.31
	Form Four Urban	-.222	.941	1.000	-3.35	2.91
	First Year Students	-12.761*	1.435	.000	-17.58	-7.94
	Final Year Students	-13.022*	1.895	.000	-19.40	-6.64
Form Two Urban	2nd Grade Rural	4.400*	.878	.001	1.40	7.40
	2nd Grade Urban	4.467*	.877	.001	1.47	7.47
	6th Grade Urban	3.867*	.923	.006	.75	6.98
	Form Two Rural	1.600	.977	.822	-1.66	4.86
	Form Two Urban	1.822	.991	.708	-1.48	5.12
	Form Four Rural	.033	1.432	1.000	-4.69	4.76
	Form Four Urban	1.600	1.201	.942	-2.35	5.55
	Final Year Students	-11.200*	2.037	.000	-17.97	-4.43
Form Four Rural	2nd Grade Rural	4.367*	1.133	.018	.49	8.24
	2nd Grade Urban	4.433*	1.132	.015	.56	8.31
	6th Grade Urban	3.833	1.168	.064	-.13	7.79
	Form Two Rural	1.567	1.211	.949	-2.51	5.64
	Form Two Urban	1.788	1.222	.898	-2.31	5.89
	Form Four Rural	-.033	1.432	1.000	-4.76	4.69
	Form Four Urban	1.567	1.398	.980	-3.05	6.18
	Final Year Students	-10.973*	1.769	.000	-16.79	-5.16
Form Four Urban	2nd Grade Rural	2.800	.822	.051	.00	5.61
	2nd Grade Urban	2.867*	.820	.042	.06	5.67
	6th Grade Urban	2.267	.869	.250	-.66	5.19
	Form Two Rural	.000	.927	1.000	-3.09	3.09
	Form Two Urban	.222	.941	1.000	-2.91	3.35
	Form Four Rural	-1.600	1.201	.942	-5.55	2.35
	Form Four Urban	-1.567	1.398	.980	-6.18	3.05
	Final Year Students	-12.540*	1.587	.000	-17.79	-7.29
Final Year Students	-12.800*	2.013	.000	-19.50	-6.10	
First Year	2nd Grade Rural	15.340*	1.360	.000	10.71	19.97

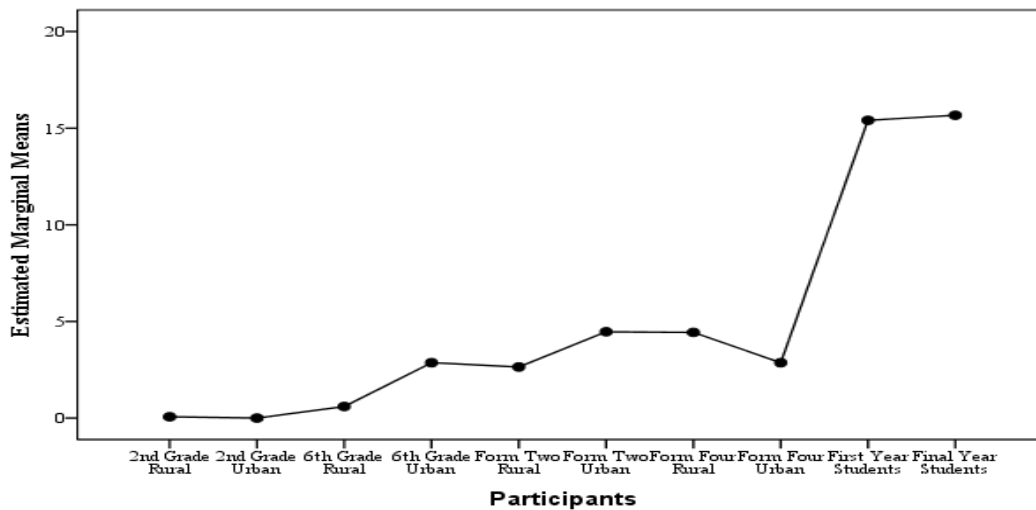
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Students	2nd Grade Urban	15.406*	1.359	.000	10.78	20.03
	6th Grade Urban	14.806*	1.389	.000	10.11	19.50
	Form Two Rural	12.540*	1.426	.000	7.75	17.33
	Form Two Urban	12.761*	1.435	.000	7.94	17.58
	Form Four Rural	10.940*	1.617	.000	5.60	16.28
	Form Four Urban	10.973*	1.769	.000	5.16	16.79
	First Year Students	12.540*	1.587	.000	7.29	17.79
	Final Year Students	-.260	2.286	1.000	-7.78	7.26
Final Year Students	2nd Grade Rural	15.600*	1.839	.000	9.36	21.84
	2nd Grade Urban	15.667*	1.838	.000	9.43	21.91
	6th Grade Urban	15.067*	1.860	.000	8.77	21.36
	Form Two Rural	12.800*	1.888	.000	6.43	19.17
	Form Two Urban	13.022*	1.895	.000	6.64	19.40
	Form Four Rural	11.200*	2.037	.000	4.43	17.97
	Form Four Urban	11.233*	2.159	.000	4.10	18.36
	First Year Students	12.800*	2.013	.000	6.10	19.50
Final Year Students	.260	2.286	1.000	-7.26	7.78	

\*. The mean difference is significant at the 0.05 level.

The Games-Howell comparisons revealed that not all means were significantly different from each other in terms of correct suppliance of past tense. University students had significantly higher past tense correct suppliance ratings (mean=15.67 final year students, mean=15.41 first year students) though the two groups were not significantly different from each other. This is an indication that instruction at their level of education at the point in time of the study does not have any potential effect on correct suppliance of past tense morphosyntactic marking. Despite the fact that the overall results indicate that there is a potential effect of instruction across groups. Apart from the results on university students, the Games-Howell comparison in Table 4.11 also reveals that Form four urban students(mean = 2.87) is not significantly different in its correct suppliance of the of the past tense from 6<sup>th</sup> grade rural students (mean = .60), 6<sup>th</sup> grade urban students (mean=4.47) and form four rural students (mean=4.43). 6<sup>th</sup> grade rural students are

significantly different from 6<sup>th</sup> grade urban students, Form 2 rural and urban students, and the university students, in that its performance had very low ratings than the other groups. Overall, 2<sup>nd</sup> grade participants performed miserably in the correct suppliance of past tense. This is an indication that there was no potential effect of instruction to aid their suppliance, considering that past tense instruction is introduced at 3<sup>rd</sup> grade to 4<sup>th</sup> grade level depending on the syllabus.

Figure 4.19 displays a profile plot of estimated marginal means of past tense correct suppliance in obligatory contexts. The plot is a result of an effect size measure of the past tense between groups. As earlier mentioned, that the null hypothesis was rejected and a need to determine the degree of significance between groups gave way to doing multiple comparisons but it also necessitated effect size measures so as to eliminate family wise errors. An effect size of  $r = .54$  was realized which is larger than typical. The profile plot illustrates group-area interaction with past tense correct suppliance.

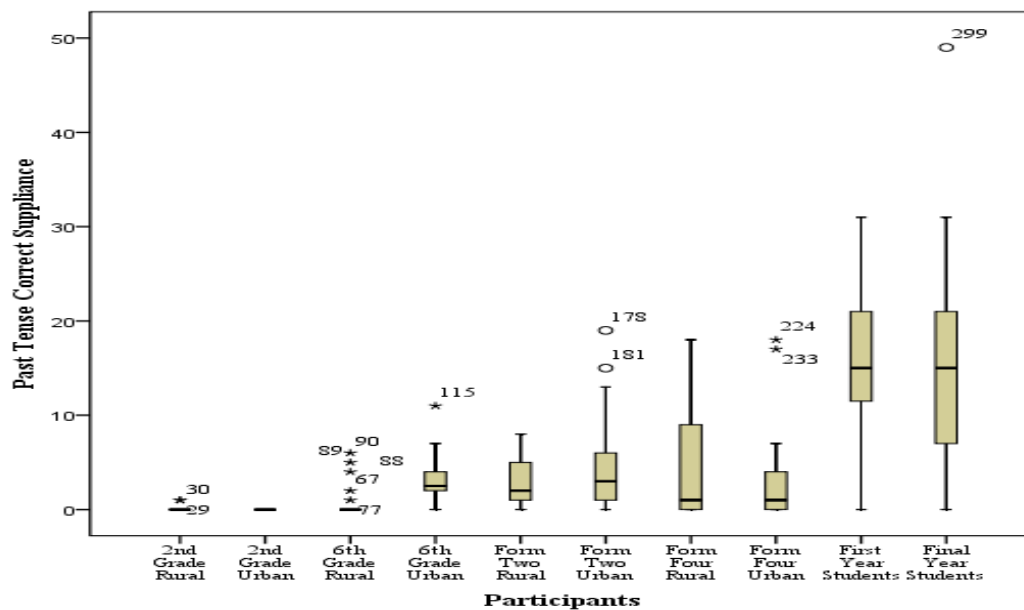


**Fig 4.19: Estimated Marginal Means of Past Tense Correct Suppliance**

Figure 4.19 augments the prior discussion of the results that indicates the university student outperforming other study participants. The steep increase between Form four urban participants and first year students was anticipated since the educational system is one of meritocracy, where only better performing students are enrolled in higher education. This could also be partly attributed to the post-secondary education which entails 2 year instruction at an advanced secondary education level.

#### 4.4.1.2 Individual Results

In even further analysis of individual performance of participants, a box plot analysis was done so as to show any outliers or extreme cases, which was also noted during the initial rating of the narratives. Few outliers and extreme cases were identified. These outliers and extreme cases are indications of participants who were well above the level of their fellow group members. These learners performance in the correct suppliance of past tense was more advanced. Below is a box plot that illustrates these findings within each specific group.



**Fig 4.20: Box Plot of Individual Performance by Participants on Past Tense Correct Suppliance**

Extreme cases are marked by an asterisk (\*) and the questionnaire number is identified beside the symbol. Outliers are signified by a lying oval shape consistent with previous findings are indications of poor performance at lower levels (2<sup>nd</sup> grade rural & urban participants and 6<sup>th</sup> grade rural participants).

#### **4.5 Other Findings**

This section presents findings of the study that may in one way or another influence aspectual choices made by the participants of the study. These findings highlight issues of equivalence as well as cross-linguistic influences that were overtly articulated in the data by the participants. Such issues have been presented in various studies (Bardovi-Harlig and Reynolds, 1994; Shirai and Andersen, 1995; Gass, 1990; Shirai and Kurono, 1995; Salaberry 2000) as part of the discussion of the study. However, in this study, these issues will be presented as part of the formal data collected with an emphasis on evidentiary expressions made by participants in the narratives.

Of particular notice in the presentation of other findings in this section, is the presentation of data that envisions the likelihood of linguistic relativity or conceptual transfer (as it has commonly been referred to in SLA research). Language acquisition discussions invoking linguistic relativity are not new, but the focus on this problem has been sporadic, however with increased investigation into the matter in the recent years and especially in studies on language transfer, this research area is now frequently designated with the phrase conceptual transfer (Odlin, 2008). In the presentation of the findings based on linguistic relativity, focus will be made in highlighting evidential data as presented by the participants in their narratives.

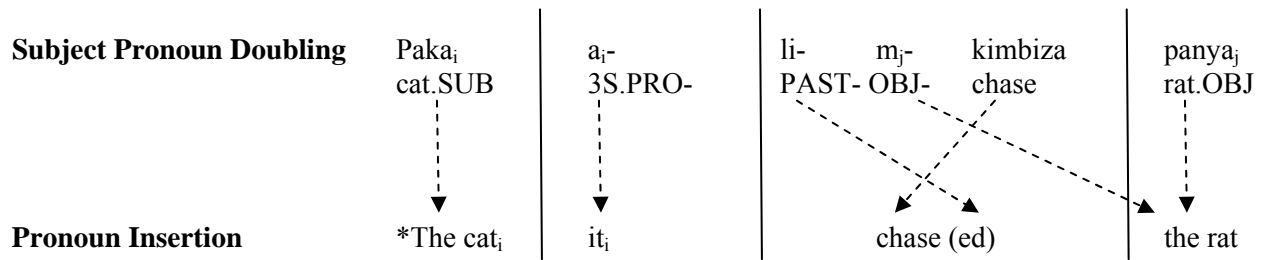


#### 4.5.1 The Equivalence Assumption

As earlier discussed in chapters 2 and 3 about there being an equivalence assumption made by language learners about the target language and their own native language and that based on these assumptions language learners hypothesize on how they produce the target language. The equivalence assumption made by language learners seems to bear similarities to the Equivalence constraint that was proposed by Susan Poplack (1980:585, 1981). The Equivalence constraint states that “*codes will tend to be switched at points where the surface structures of the languages map onto each other*”

The Equivalence constraint has been supported in very few studies on code switching mainly because of the ill formed-ness of resulting structures contrary to its prediction of switches; even though surface word orders of languages may be similar. However, the Equivalence constraint is not intended as a simple surface-level description of code switching but as an actual linguistic principle which is part of a bilingual’s linguistic competence (MacSwan 2004).

In this study, as it was in the pilot study, the participants made use of what I will now refer to as pronoun insertion based on the fact that their native languages (Bantu languages) have the tendency of subject pronoun doubling. According to Barbiers (2008) subject pronoun doubling is a type of pronoun doubling and has reportedly been occurring in various European languages such as Swedish, Flemish, Milanese, Colloquial Norwegian, Finland Swedish and Colloquial Finnish. Pronouns in these languages seem to be the prototypical candidate for syntactic doubling. I have chosen to extend this concept to refer to the traditional subject-verb agreement in Bantu languages since it highlights the role of pronouns. The following presentation demonstrates the link between the two concepts where pronoun insertion is an artifact of subject pronoun-doubling in the native language of the participant.



More important to this study is whether, this discussion on pronoun insertion has any type of influence on the aspectual choices that the participants have made when writing their narratives. The presentation of the data collected that indicated pronoun insertion will be presented based on the pronoun types. The discussion thereafter will focus on whether there was any relationship between the pronoun insertion and aspectual choice of the verb that followed thereafter.

The participants made use of three types of pronouns, -person, partitive and universal pronouns. Most pronouns used in pronoun insertion was in the form of person pronouns and universal pronouns. Notably was the use of partitive pronouns as subjects followed by person/universal pronouns. Moreover, there was no dislocation of pronouns and subjects found in the data. Dislocation of pronoun and subject is noted to have a discourse effect where the dislocated subject is interpreted as a contrastive topic (Barbiers, 2008). Subject pronoun doubling without dislocation has no discourse effect.

Person pronouns were the most commonly used among participants. Below are some examples from the data.

- e.g. [60] \* [Those animal<sub>i</sub>] they<sub>i</sub> see a small animal  
 [61] \* One day [a dog and cat]<sub>i</sub> they<sub>i</sub> saw a rat  
 [62] \* Final [cat]<sub>i</sub> he<sub>i</sub> get a meat also a dog he get meat

[63] \*[Cat]<sub>i</sub> he<sub>i</sub> was running faster in order to find rat

One important thing to note, the use of person pronouns did not affect the aspectual choice of verbs, since there wasn't any consistency noted in the verbs used after pronoun insertion. The other type of insertion involved partitive pronouns as subjects followed by personal pronouns in sentence constructions. The following [64] – [65] are a few examples from the data.

e.g. [64] \*[Nobody]<sub>i</sub> he<sub>i</sub> passed on the bridge

[65] \*[Anybody]<sub>i</sub> he<sub>i</sub> told other one wait me across

Though partitive pronouns were the least used form among the other types of pronouns, their usage went hand in hand with the use of past forms of the verb. There was no instance where the partitive pronoun was used and the verb choice was either progressive or present. Moreover, only the non-assertive form of the partitive was used. However, these findings also do not suggest any relationship between pronoun insertion and aspectual choices.

In terms of universal pronouns, each one and everyone were also used in abundance, but only as subjects of sentences. The use of 'each one' was very consistent in the use of plural person pronouns 'they' and 'we'. The following are examples from the data indicating pronoun insertion after universal subject pronouns.

e.g. [66] \*[Each one]<sub>i</sub> it<sub>i</sub> take it, cat it take half of rat and also a dog

[67] \*[Each one]<sub>i</sub> it<sub>i</sub> look happy

[68] \*[Each one]<sub>i</sub> it<sub>i</sub> want to catch the rat

[69] \*[Everyone]<sub>i</sub> they<sub>i</sub> think to become a win

[70] \*[Everyone]<sub>i</sub> they<sub>i</sub> meat eating

[71] \*[Everyone]<sub>i</sub> we<sub>i</sub> will be died

[72] \*[Everyone]<sub>i</sub> it<sub>i</sub> was take a phone

Words like ‘each’ ‘every’ of universal pronouns can also be termed as distributive because they pick out the members of a set singly, rather than considering them in mass. (Quirk et. al, 1985). It is perhaps this property of these pronouns that has influenced the participants to use the non-personal pronoun like ‘it’ and its plural counter part ‘they’. However, more important here is whether this selection imposes on the verb. In most cases, the verb used was in its base form with the case of ‘each’ while with ‘every’ there was no consistency in marking the verb. Apart from the other types of pronouns that were used as subjects, the participants also utilized determiners as subjects in the form of cardinal numbers, ordinal numbers, ‘both’, and ‘all’. Regardless of their use of determiners as subjects, the participants still went on to insert pronouns right after the subjects. The following are a few examples from the data.

- e.g. [73] \*All they tried to run and to get that food  
[74] \*All they got something which is not food  
[75] \*All of them we will be angry  
[76] \*All of them they want to pass first  
[77] \*One day two goats they are meet on the bridge  
[78] \*One goat it want another goat to pass it  
[79] \*Both of them they saw a mouse hanging around  
[80] \*Both of them they think that they were get food.

The participant’s usage of determiners did not influence their choice of aspect of the verbs that followed the pronouns. There was not enough data in this aspect to conclude any form of consistency.

The data collected generated the following findings about the general use of pronoun insertion by the participants; (1) the lower level learners i.e. 2<sup>nd</sup> grade students and 6<sup>th</sup> grade students from

rural areas did not display any form of pronoun insertion regardless of the fact that their native languages possessed subject pronoun doubling, and (2) the higher level learners i.e. university students both 1<sup>st</sup> year and final year students, also did not display any form of pronoun insertion. These findings reveal that pronoun insertion is a characteristic of a stage in which learners realize that there are certain similarities between the target language and their native languages such as word-order. As a result of this realization, the participants included in this study reflect these distinctive phenomena. Pronoun insertion across groups has been captured in the following table to illustrate the emergence of the feature.

**Table 4.12**

**Pronoun Insertion across Groups of Participants**

Groups	Native Language SPD	Pronoun Insertion				
		General Pronoun Insertion	Person Pronouns	Universal Pronouns	Determiners	Partitive Pronouns
2 <sup>nd</sup> Grade Rural	+	-	-	-	-	-
2 <sup>nd</sup> Grade Urban	+	-	-	-	-	-
6 <sup>th</sup> Grade Rural	+	-	-	-	-	-
6 <sup>th</sup> Grade Urban	+	+	+	+	+	-
Form 2 Rural	+	+	+	+	+	+
Form 2 Urban	+	+	+	+	+	+
Form 4 Rural	+	+	+	+	+	+
Form 4 Urban	+	+	+	+	+	+
1 <sup>st</sup> Year Students	+	-	-	-	-	-
Final Year Students	+	-	-	-	-	-

Note: SPD – Subject Pronoun Doubling.

**4.5.2 Linguistic Relativity/Conceptual transfer**

Boroditsky (2003) suggests that human languages each differ from the other in innumerable ways like obvious differences in pronunciation and vocabulary to subtle differences in grammar.

She listed examples of subtle grammatical differences from Mandarin and Indonesian, where indicating when an event occurred would be optional and could not be included in the verb. On the other hand in Russian, one would need to include the gender of an actor apart from assigning a verb which is obligatory in the context. Interestingly as well, is Turkish where apart from assigning the verb with gender, through the use of a suffix one has to indicate whether the action was witnessed or if it were hear say. These examples provided by Boroditsky (2003) are associated with the Whorfian hypothesis on how language shapes thought. Though answers to the question have proven to be a difficult task, some studies have claimed evidence to the affirmative (Boroditsky, 2001; Bowerman, 1996; Levinson-, 1996). The resurgence on research on linguistic relativity in the recent year has penetrated language acquisition research and is often referred to as cross-linguistic influence or conceptual transfer, thus the title of this section.

Support for conceptual transfer in aspectual research has been found in Collins (2002) study on a group of English learners. Her study provides evidence of transferability of verb tenses and aspect. Collins found that the Francophone natives frequently overused the present perfect in contexts where the simple past was required, a behavior fully consistent with the influence of the French *passé composé*. Other studies that used a similar tool to Collins (2002), participants did not of ten supply present perfects erroneously in the same discourse contexts (Bardovi-Harlig & Reynolds, 1995). This result is not surprising since the native languages of these learners did not have tense forms comparable to the French *passé composé* (Odlin, 2008).

The study by Collins (2002) established the transferability of tense and aspect, however this finding does not preclude other studies of its nature that adopted the aspect hypothesis as a theoretical framework for their analysis. Other studies under the aspect hypothesis such as Shirai

and Nishi (2003) do not rule out possible influences from native language. This is an indication of support for the results from Collins study.

The current study has uncovered three forms of conceptual transfer as far as tense-aspect morphology is concerned. These include; (1) verbal reduplication as imperfective aspect; (2) copula as the formative for the progressive, and; (3) progressive marking of the by-phrase verbal complement.

Bybee et al (1994) presents a cross-linguistic scenario of reduplication; one that is morphophonological - full reduplication of the verb stem or partial reduplication (normally the first syllable), and the other that is functional - associating reduplication with the iterative aspect. Additionally, they go on to suggest two paths of development of reduplication: **Iterative > continuative > progressive > imperfective** and **Iterative > frequentive > habitual > imperfective**. Clearly from Bybee et als' characterization of reduplication is that it is closely connected to the imperfective. The following examples [81] – [82] from the narratives illustrate reduplication.

[81] When they see it they start to run in order to get it and to eat it. They run  
and run and run.

[82] They fight and fight. They fall down

Participants, who made use of reduplication, reduplicated full verbs as indicated in [81] and [82]. Both examples can be interpreted as a progressive action that continued over time. Clearly from these examples we see that it is the base form of the verb that has been used. The verbs have not been inflected and the imperfective meaning comes from the repetition of the action and not the morphological marking of the verb.

Several Bantu languages are known to use the copula as a formative for the progressive (Nurse, 2003; Moshi, 1994; Philippon & Montlahuc, 2003). In English progressive constructions such as ‘*we were fishing when you saw us all this week*’ is both progressive and continuous, many Bantu languages may contrast the two (Nurse, 2003). Progressive across Bantu is mainly expressed by grammaticalized forms that visibly derive from ‘*be*’ or ‘*have*’ plus locative and verbal noun<sup>9</sup> (‘*be in, be at, be with etc*’). Non-present often add an auxiliary to indicate time.

e.g.	Lunda (L52) (Nurse, 2008)	wu – di – <u>na</u> – ku – hema 3s – be – with – to – play/playing <i>‘He is playing’</i>
	Swahili (G42)	Tu – <u>na</u> – cheza 1p – with/have – play/playing <i>‘We are playing’</i>

From the narratives, several examples of learners making use of the copula followed by the base form of the verb, is an indication of some sort of transfer. These types of constructions persisted across groups of participants. Below are few examples from the data.

- [83] Dog was need to eat itself and that situation was continue
- [84] It is sit down and to start to eat
- [85] The rat is not go out
- [86] One day cat and dog is eat a rat
- [87] The dog was take all to eat
- [88] The dog was push its friend
- [89] A dog is like eat meat

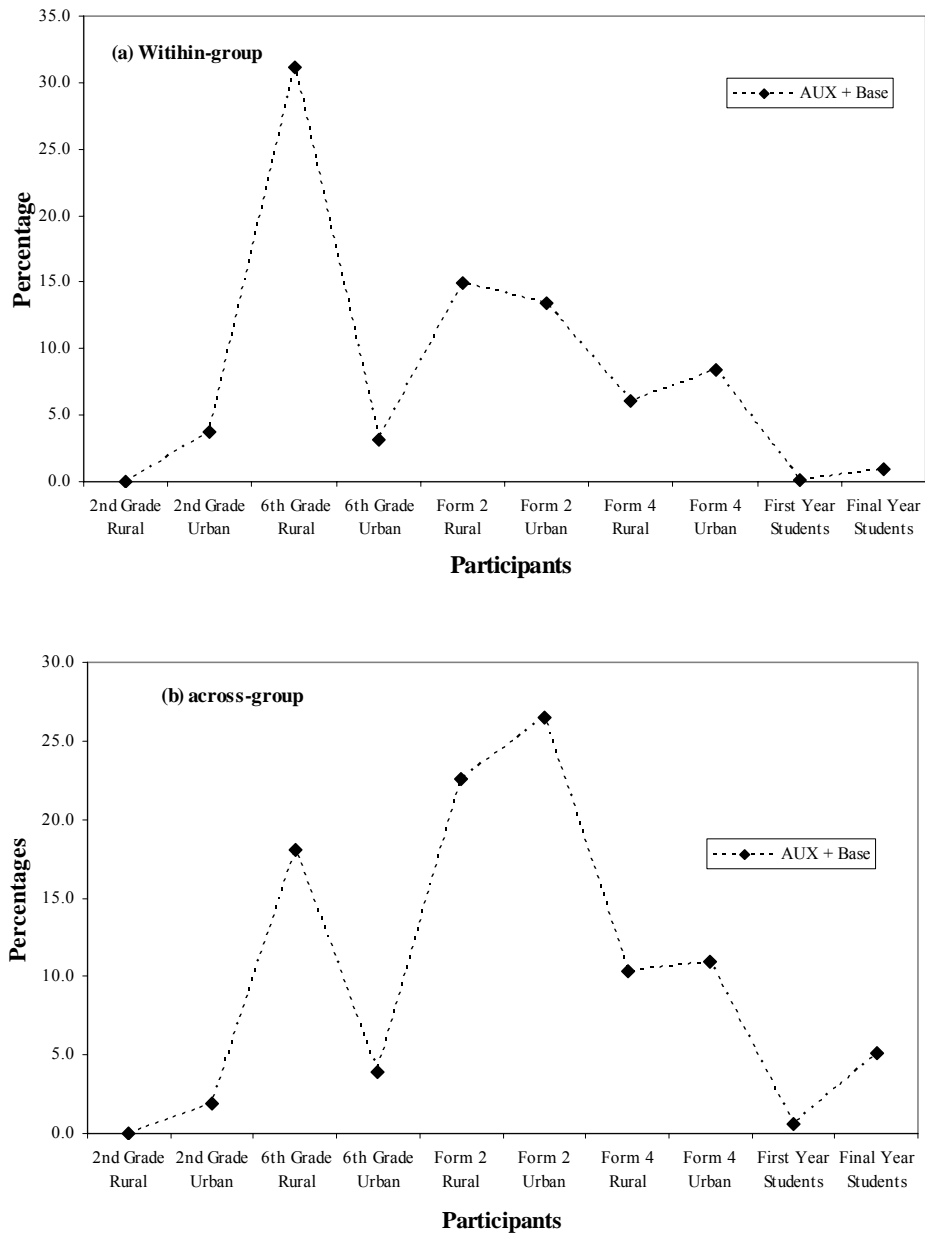
Constructions in [83] – [89] could also be looked at as way learners attempted to mark tense on the lexical verbs, however what seems to be constant is their use of the root infinitives and not

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<sup>9</sup> Can also be referred to as a gerundive complement



marking these infinitives with the progressive, a characteristic of their native languages. Moreover, this could also be looked at as a stage in their acquisition of the target language of how they marked the present or past or the progressive for this matter. The following charts display the use of these forms in the narratives within- and across-groups.



**Fig. 4.21: A Comparison of Within- and Across- group Distribution of AUX + Base Structures**

The within-group chart demonstrates that the 6<sup>th</sup> grade rural participants had the highest generation of *AUX + base* structures within their total production of verbal morphology compared to other participants. However, the across-group chart demonstrates that Form two participants both rural and urban had considerably higher amounts of this type of structures across all groups of participants. This may come as a surprise since 6<sup>th</sup> grade urban exhibited very low levels of such structures unlike their rural counterparts whose productions was much higher than theirs. Overall, there are only two groups that did not produce *AUX +base* structures and these were 2<sup>nd</sup> grade participants and first year university students.

The third form of conceptual transfer is the progressive marking of the verbal complement of the by-phrase. Though the by-phrases traditional complement in English is a noun phrase, it also takes a clause (*WH*-clause or *V-ing* clause) in the nominal function (See example [91]). Another function of ‘by’ is an actor of means or it heads the instrument of an act as demonstrated in [90]. ‘By’ can also express the meaning of ‘*by means of*’:

[90] I usually go to church by bus/train/car

[91] By working tirelessly, we were able to finish the assignment on time.

However, similar notions of the use of ‘by’ in the some narratives of most advanced learners and middle level learners were not evidenced. Their use of the by-phrase was followed by a gerundive complement that was marked with the progressive. As noted in the following examples.

[92] The rat started jumping by using that stick

[93] Unfortunately, the rat’s effort ended by going in a bottle

[94] Cat tried to catch it by using its hand

[95] Cat take the rat by using his fore leg

- [96] One day rat used to insult a cat by saying “you have big eyes like oranges”
- [97] The rat was trying to save it life by entering in the bottle
- [98] They decided to help their fellow by making a stair of their own
- [99] This situation made it surprised by not believing the vacant bottle stood.....
- [100] When the cat come end up by wondering that the rat was not there

Constructions in [92] –[100] suggest cross-linguistic influence. The equivalent of ‘by’ in Swahili is ‘*kwa*’. ‘*kwa*’ is a preposition that is used to introduce adverbial phrases (Loogman, 1965).

e.g.	<i>kwa ghafla</i>	‘suddenly’
	<i>kwa gari</i>	‘by car’
	<i>kwa miguu</i>	‘on/by foot’
	<i>kwa nguvu</i>	‘by force’
	<i>kwa sharti</i>	‘by necessity’

Moreover, it is also noted to use infinitives. Always such construction are translated, the translated infinitive is equivalent to the progressive in the target language, as seen in the examples presented below from Loogman (1965).

e.g.	<i>kwa kumpiga</i>	‘by beating him’
	<i>kwa kuiba</i>	‘by stealing’
	<i>kwa kuwadanganya watu</i>	‘by deceiving people’
	<i>kwa kusahau</i>	‘by forgetting’

This is one of the strongest evidence of conceptual transfer noticed in the narratives when compared to the other two forms of conceptual transfer.

In the next chapter, I will discuss how these findings relate to results of previous studies and the hypothesis regarding the acquisition of tense-aspect morphology.

## CHAPTER FIVE

### DISCUSSION AND CONCLUSION

#### 5.0 Introduction

The findings of experiments reported in Chapter 4 reveal the following ; (1) limited influence of lexical aspect on the emergence of tense-aspect morphology among Tanzanian EFL learners based on the results of the hypothesis testing, (2) limited support for the Aspect hypothesis based on the results of raw scores analysis and percentages, (3) a potential effect in the instruction of the simple past, (4) cross-linguistic influences on the distribution of tense-aspect and, (5) crosslinguistic influence on the framing of narratives in terms of sentence structure. In this chapter, I will discuss the important issues that arise in the data and how the results relate to the findings of previous studies. At the end of the chapter, Table 5.1 provides a brief summary of the findings of this study in comparison to other studies on the acquisition of tense-aspect morphology. I will also present the implications of this study for research in the acquisition of tense-aspect morphology and more importantly, its implications for English language pedagogy in Tanzania. Furthermore, I will discuss the limitations of the current study and what it implies. Finally, I will conclude this chapter by reiterating key issues.

#### 5.1 Discussion

In this section, I will discuss how the results of each of the research questions and hypothesis demonstrate evidence for the influence of lexical aspect, distribution of alternatives to simple past, interaction between group and lexical aspect, the potential effect of instruction, distribution of verbal morphology and lastly cross-linguistic influence. Additionally, I will also address possible factors and issues that might contribute to some unexpected patterns in the study.

### **5.1.1 The Influence of Lexical Aspect**

Results from primary research on the acquisition of tense-aspect morphology have indicated that there is an effect of the inherent semantics on verbal morphology, (Shirai & Andersen, 1995; Weist, 2002; Robison, 1995; Bardovi-Harlig, 1995; Andersen, 1991; Collins, 2002, 2004; Salaberry, 2000a; Ayoun & Salaberry, 2008). Despite increasing recognition of the tenets of the Aspect Hypothesis adopted in these studies, predictions to the contrary of some of the tenets have widely been realized as well (Bardovi-Harlig & Reynolds, 1995; Collins, 2002, 2004; Salaberry, 2000a; Robison, 1990; Shirai, 1991).

One of the most important findings of this study includes its partial adherence to the aspect hypothesis. Contrary to the predictions of the aspect hypothesis, accomplishments rather statives presented the greatest challenge to the participants of the study. Following close by were activities which have been noted to present great challenges to learners in other studies (Bardovi-Harlig & Reynolds, 1995; Collins, 2002). Apart from that, the spread of morphological marking, both progressive and the past, was marked by intermittent emergence of the progressive and the past unlike the prediction of the aspect hypothesis. The aspect hypothesis predicts spread of the past from achievements > accomplishments > activities > statives, whereas progressive marking is not overgeneralized in the statives but it spreads from activities > accomplishments > achievements. In this study, there was unstable spread of the past across groups even within groups of participants. This instability of past marking may be attributed to a few reasons; first the lower levels produced more statives than they produced achievements and any other type of lexical aspectual category; second, there was no clear path for past marking since most groups began marking the past on statives rather than achievements; third, where production of achievements exceeded the production of statives, past marking began with achievements and

vice versa where the number of statives exceeded the number of achievements as well. These results that indicate past marking heavily on statives corroborates with Ayoun and Salaberry's (2008) findings of the states being marked with the past due to its higher number of tokens compared with other lexical aspectual classes. Though, the results in discussion do not resonate support for the Aspect Hypothesis as far as the use of the past is concerned, the total number of tokens may seem to suggest a spread from achievements > statives > activities > accomplishments. The only reason achievements seem to overtake statives in the overall number of tokens is because of its increased production among university students compared with all the other participants. Therefore we could also conclude that its spread is intermittent with a telic > atelic > telic > progression.

Support for the aspect hypothesis in this study has been evidenced in the spread of progressive marking. The progressive spread from activities > achievements > accomplishments > statives. Evidence of the spread of progressive to statives in this study is an indication of overgeneralization of the progressive, which is the opposite of the prediction made by the aspect hypothesis. Support for the aspect hypothesis has been found in several studies (Bardovi-Harlig, 1998; Bardovi-Harlig & Reynolds, Shirai & Andersen, 1995; Collins, 2002, 2004) with regards to the spread of the progressive. Otherwise, evidence in the affirmative for overgeneralization has been found in untutored adult learners (Robison, 1990; Shirai, 1991). Nevertheless, in this particular study, evidence points to tutored learners as candidates for overgeneralization of the progressive as well. This evidence has shown instances of overgeneralization in all groups except the lower level groups of 2<sup>nd</sup> grade and 6<sup>th</sup> grade urban. Though the syllabi does not overtly indicate instruction of appropriate use of progressives, through the limited instances of overgeneralization of the progressive, I deduce that appropriate use may have been taught though

there is a limitation to its reflection in the learners production. Moreover, we tend to see cross-linguistic effects with the progressive since there are discrepancies with progressive marking on statives between the target language and the participants' native language (assuming that most Bantu languages mark progressive in a similar manner to Kiswahili whereas we find in the data that Kiswahili is the L1 of 269 participants in the whole study).

As previously established, the accomplishments presented a challenge to the participants of this study; these challenges resulted from it being the least marked category in the simple past. Other studies such as Ayoun and Salaberry, (2008) indicate that performance in statives was higher than other classes. These differences could be attributed to the type of tasks given to participants on studies of the acquisition of tense-aspect morphology as a critical determinant of results. Studies that adopted similar tasks tended to yield somewhat similar findings (Bardovi-Harlig & Reynolds, 1995; Collins, 2002), whereas studies that diversified tasks tended to bring about different findings; as in the case of this study. Despite this disagreement, lexical aspect was still a strong predictor of the use of tense marking.

Overall, we note that inherent semantics influenced the distribution of tense-aspect morphology where by the most widely produced lexical, aspect class was the achievements due to its large numbers in the most advanced participants. Unfortunately, early indications of past tense marking were more strongly associated with statives in this study and not as in other studies (Rohde, 1996; Robison, 1995; Collins, 2002, 2004; Shirai, 1991; Bardovi-Harlig & Bergstrom, 1996; Bardovi-Harlig & Reynolds, 1995) that adopted the aspect hypothesis. The least category to be marked for simple past was the accomplishments rather than the statives as predicted by the aspect hypothesis where as Collins (2002, 2004) identifies activities as the least category to be marked for the simple past. Since the current study elected to maintain the copula in its analysis

unlike other studies (Bardovi-Harlig & Reynolds, 1995; Salaberry, 2000b; Bardovi-Harlig & Bergstrom 1996) that excluded the copula; one could predict that the inclusion of the copula may have affected the results based on other lexical aspectual classes which in this case, it did not affect the results neither did it affect the interpretation. With or without the inclusion of the copula, the accomplishments were still the least generated lexical aspectual class. Other studies have noted the tendency for the lexical '*be*' to be overrepresented in the statives (Bardovi-Harlig & Bergstrom, 1996; Salaberry, 1998). In the current study, overrepresentation of the lexical '*be*' was found at lower levels (2<sup>nd</sup> graders and 6<sup>th</sup> grade rural). A good explanation for the overrepresentation at these levels would be limited instruction provided on lexical verbs and focused instruction on learners describing states using the copula '*be*' (especially the simple present) at these levels according to the syllabi. More importantly to also note, is that the aspect hypothesis failed to account for the lower levels of participants (2<sup>nd</sup> graders); levels that may be seen as similar to the initial stages of acquisition of tense-aspect. This is also attributed to the overdependence of these learners on the copula '*be*' to mark tense as well as it being the main/linking verb in their narratives. Not only was there a failure of the Aspect hypothesis but also severe spelling deficiencies at the lowest levels affected the ability to predict whether aspect was used to learn tense; in other words the Primacy of Aspect (POA).

### **5.1.2 Distribution of Alternatives to Simple Past**

It has been established that learners of a target language have difficulty maintaining tense continuity; infact, and at several points in the narrative tense switches frequently occur. Schiffrin (1981) argues that tense switches can be a grammatical resource in expressing experiences in narratives. However, there are cases where the context requires a learner to produce a past form



of the verb and the learner falls short. These obligatory contexts for the past are filled with forms of the verb that in this discussion will be referred to as alternatives to simple past.

Discussion about the distribution of alternatives to simple past has been included in studies as those done by Bardovi-Harlig & Reynolds (1996) as well as Collins (2002). Their studies disclosed that the most frequent alternative to the past was the perfect especially in the case of accomplishments and achievements. On the contrary to the current study, alternatives provided in past tense contexts were the simple present (base) and the perfect. However, when the perfect was used by the participants it was restricted to achievements and accomplishments with very few instances in statives and activities. Furthermore, the perfect accounted for only 0.3% (past) and 1% (present) of the total number of verbal morphology generated by the participants. However, the use of the perfect in most occasions was more of a grammatical resource rather than an alternative to the past, but only in cases that were clearly articulated. Moreover, in most cases it was difficult to come up with the correct interpretation of its use since most learners did not use the participle but instead they used base to complement the auxiliary '*has/have/had*'.

Apart from the suppliance of the perfect in the learner narratives, there was the issue of competing morphological marking on particular lexical aspectual classes. Two studies (Bardovi-Harlig & Reynolds, 1995; Collins, 2002) identified that the main forms competing for statives were the base/simple present, for activities was the progressive, which also indicates that there was a distributional bias of statives with base and activities with progressive. However in the current study there was intense competition by present tense marking over lexical aspectual classes. Therefore the main form competing for the statives was base/simple present, for activities there was base as well, regardless of the fact that the progressive ranked high in marking activities more than it did other classes and for accomplishments was the past.

Conversely, the achievements lacked a strong competitor. The closest competitor was the simple present. A good explanation for the simple present being a strong competitor for most of the lexical aspectual classes is its overwhelming production in the narratives. The simple present/base accounted for 41.2% of the total number of tokens in the study.

### **5.1.3 Interaction between Group and Lexical Aspect**

Most studies on the acquisition of tense-aspect morphology have employed cross-sectional studies as it was done in this study. The use of cross-sectional designs tends to amplify group characteristics and the extent to which the participants' classification is pivotal to the understanding and interpretation of results.

The findings of this study demonstrate that there was interaction between group and lexical aspect; specifically in this case where group is doubly defined with the area – rural vs. urban. The findings revealed significant differences in use of past lexical aspectual classes of verbs as well as lexical aspectual classes of verbs that were marked for the progressive and the simple present. However, there was no significant difference in the use of past and present progressive statives. This result was interpreted as a reflection of no support for overgeneralization of the progressives to the statives. Despite, the few instances of overgeneralization in the data, it does not imply an effect of lexical aspect. Furthermore, these the interaction between lexical aspect and group proves that the rural/urban distinctions are significant to the study. These distinctions have been recognized for the conditions in which education is being provided within the country. With claims that urban conditions are more favourable (teacher pupil ratio 1:41) than rural conditions (TPR 1:61), the results of the study provide evidence where we consistently see urban participants outperforming the rural participants on several occasions.

Similar findings that indicated an interaction between lexical aspect and level of proficiency were disclosed by Bardovi-Harlig and Reynolds (1995), where they indicated that the level of proficiency with past tense morphology. Collins (2002) study, however, did not have true beginners but placed participants in four levels after a battery of placement tests that focused on a range of grammatical structures and lexical items. Her placement of participants may have not provided ideal conditions for registering interaction between group and lexical aspect. However, her findings prove that there are conditions that may suggest interaction and conditions that may not. Moreover, Collins' analysis revealed large effect sizes for comparison between activities and both accomplishment and achievements, large effect sizes for stative and accomplishments and achievements as well but moderate for stative/activity comparison. These effect sizes confirm that the differences were not trivial. On the other hand, Bardovi-Harlig & Reynolds (1995) found similar results to Collins (2002) though, they did not report findings from post hoc analyses and they also collapsed accomplishments and achievements into a single telic category. The current study revealed large effect sizes for the past tense marking across all lexical aspectual classes, with medium to small effect sizes for other forms of tense marking. Achievements had, by far, the largest effect size among all lexical classes and across groups and accomplishments had the smallest effect size. This may entail the lexical hypothesis claim the emergence of past marking starts with achievements however; we should proceed with caution since the production of achievements over other types of lexical verbs was evidenced in the advanced participants. Despite these findings look like they confirm LAH predictions, they do not coincide with the previous results rendered in raw counts and percentages. However, in cases where small effect sizes were discovered, we claim that the differences between groups may not be as huge as one would expect learners at distinct levels of instruction to possess. The reason for

these small effect sizes is the minimal amount of variance between some groups. Even so, post hoc analyses (Table 4.11) reveal that the middle group participants show no significant difference from each other. This is attributed to the smaller than typical effect sizes between these groups.

Looking at accomplishments that had a smaller than typical effect size, you will recall that there was a significant difference across groups. This result indicates that despite the differences between groups, there seems to be a very narrow margin of competence in accomplishments. Moreover, this result reaffirms that accomplishments presented a great challenge to the participants of the study. Whereas in the case of achievements that possessed a larger than typical effect size, we will note that it is this particular lexical class that has robust evidence of early past marking. Therefore, it would not only be just to claim that since it emerges earlier but also on the basis of its emergence, its growth and development across distinct levels of instruction will be easily reflected on the expected level of proficiency of groups as they advance in their education.

All means for the past and present tense forms of the lexical classes were significantly different with larger than typical to smaller than typical effect sizes. However, the means for the perfect were insignificant while the means for the progressives, past and present, were significant, all except for the statives. Even so, the issue of progressive marking on statives has earlier in this section been attributed to overgeneralization.

In the case of group differences, the 2<sup>nd</sup> grade participants performed poorly in the suppliance of past tense when compared to the other groups however it should be noted at this level of instruction, the participants had not been introduced to the past tense. Since the introduction to the past is done in the 3<sup>rd</sup> grade, these participants were limited to the use of copula mostly

present tense copula. This confirms that the lexical aspect theory does very little to explain the acquisition of tense-aspect morphology at initial stages of acquisition as previously indicated by Bardovi-Harlig (2000) and Salaberry (2000b). Nevertheless, the inclusion of 2<sup>nd</sup> graders in the study provides evidence for the initial stages of acquisition of temporality.

Furthermore, the emergence of the past begins to show strongly in 6<sup>th</sup> grade participants, despite rural participants being outperformed by their urban counterparts. The length of 6<sup>th</sup> grade urban narratives was considerably longer than that of the rural participants. Form 2 participants had equally long narratives. Emergence of the perfect is evidenced at this level though its introduction was done during the 6<sup>th</sup> grade; where evidently it's absent in their narratives. Form 2 rural narratives are of almost equal length to 6<sup>th</sup> grade urban. Form 4 participants had longer narratives; however we see the urban group this time around being outperformed by Form 4 rural. Form 4 urban narratives were somewhat equal in length to Form 2 Urban. There seemed to be no significant difference among the two groups in many aspects. In general there was a seesaw performance especially in the middle levels (secondary school students – Form 2 and 4) The university participants continually outperformed the rest of the other participants first in generation of tense-aspect morphology, second in correct suppliance of categories and lastly in the appropriate use of verbal morphology. However, there was no significant difference between the two groups of university participants

Other studies have shown that the lowest levels were equally successful with accomplishments and achievements as their advanced counterparts were (Collins, 2002). However, it should be noted that in other studies such as the one done by Collins (2002), the participants were learners enrolled in university programs, unlike most of the participants involved in this study. Factors like task types seemed to influence the use of morphological markers of past tense among

learners (Salaberry 2000a) and may probably influence the distribution of tense-aspect morphology, therefore rendering different results. Moreover, Salaberry (2000a) noted that effect of planning time where more extended use of past tense in written narratives than in oral narratives not only affected the results of the study but also demonstrated monitoring.

#### **5.1.4 The Potential Effect of Instruction**

Salaberry (2000b) suggests that instruction on verbal morphology is associated with the extended use of verbal morphology. In saying so, the tendency of advanced learners outperforming lower levels is expected; however, the question may lie in how different these learners are from one another. By determining the variance among participants, we are also demonstrating the potential effects of instruction since all participants are at particular grade levels of their schooling. The notion herewith is that with completion of a grade level, the expectation is that there has been an increase of proficiency in the target language.

From the review of the syllabi for language instruction with specific focus on the tense-aspect morphology (see Tables 2.14 & 2.15), the simple present was ascertained as the front runner among other tense forms in the lower levels of instruction due to its frequent inclusion in the syllabus. The frequency of its instruction and the saliency of the feature are highly indicative of the lower levels in which there was evidence of consistent use of the simple present in the form of the copula. This result accords with Kaplan (1987), Schmidt (1990) and Harley (1989) who maintain that increased frequency and saliency of input increases chances of acquisition of features.

Performance in past tense suppliance was selected for testing the potential effect of instruction. The findings revealed a significance difference between groups of participants  $F(9,299) = 39.766$ .  $P=.000$ ,  $r=.54$ . The effect size was larger than typical across groups of participants

however; there was a need to run post hoc analyses to determine how groups were significantly different from each other. The post hoc analysis revealed that the lowest levels (2<sup>nd</sup> graders) were not significantly different from each other. This maintains that instruction at this level did not matter where the participant hailed from in terms of rural-urban distinction; they would still be at the same level. Moreover, the 2<sup>nd</sup> grade rural students were not significantly different from 6<sup>th</sup> grade rural students though they were different from 6<sup>th</sup> grade urban students. This is highly indicative in that there is no potential effect of instruction from 2<sup>nd</sup> grade to 6<sup>th</sup> grade rural students in terms of correct suppliance of past tense despite instruction in past tense surfacing in the 3<sup>rd</sup> grade and instruction continuing well into the 6<sup>th</sup> grade. For some reason, it did not reflect in their suppliance of past.

Other groups that were not significantly different from each other were the advanced participants i.e. first year students and final year students. This can be attributed to the almost equal suppliance of past tense between groups and the considerably equal length of narratives (see Appendix L). One important thing to note about these groups of advanced learners is that none of the groups received instruction in English as a course except for attending a compulsory communication skills course in the first year that they enrolled in university. The middle level participants i.e. Form two and Form four students were all not significantly different from one another. These are the groups where seesaw production of verbal morphology was noticeable across the board. Interestingly enough, 6<sup>th</sup> grade urban students were also not significantly different from these middle level groups. This indeed speaks volumes in that there is not a potential effect of instruction. These groups do not show a considerable amount of variance even though they are more than a grade level higher than the other participants. Though there may be evidence of improvements in appropriate use of past marking noted from lower proficiency

levels to upper proficiency levels, this evidence does not make a distinction about whether these groups in particular are different from one another in terms of the potential effect of instruction.

Table 4.11 provides a detailed view of the post hoc analysis.

### **5.1.5 Distribution of Verbal Morphology**

Present tense marking, as earlier mentioned, was a strong competitor to past tense marking across all lexical aspectual classes, except for the simple past and the perfect in achievements. Moreover, the copula 'be' was widely used across groups with numbers of copula generated in the narratives increasing by level even though the actual percentage value of the copula decreased by level. This can be attributed to the increasing exposure to the target language as participants progressed in the educational system where heavy dependency on the copula in the initial stages decreases gradually from being the main linking verb in most contexts expressed. Despite its emergence at the lower levels, it changed from heavy restriction to the present time (copula 'be' – is, are) to gradually changing to the past time (copula 'be' – was, were) in the later levels.

These findings accord well with what Shirai and Andersen (1995) calls the Distributional Bias hypothesis, namely, that the distribution of tense and aspect markers follow the distribution found in the language around the learners. The initial stages of the English syllabus indicate predominance of the simple present being taught at these levels (See Table 2.14).

Also noted was that the past tense morphology (regular *-ed*, irregular *-en* forms) was initially restricted to prototypical telic-punctual predicates; -the achievements. This behaviour left atelic and durative predicates uninflected. This particular finding accords with the lexical aspect hypothesis.



Most auxiliary verb constructions (AVCs) were complemented by verbal complements in the base form. These structures are attributed as probable artifact of Bantu languages where auxiliaries carry the weight of tense and their complements; infinitival constructions that are most times equated with the English progressive aspect or the persistive aspect carry the weight of aspect. This particular finding accords with Nurse (2008) who suggests that Bantu languages encode tense on the left and aspect to the right. However, it seems the participants assume that tense on the component to the right, the component to the left does not require any form of marking. Even so, we note that in the syllabus, the participants have been exposed to the progressive despite that, they do not mark the progressive until much later. Nonetheless, there have been attempts made by a few early learners (2<sup>nd</sup> grade urban) in marking the progressive though it has appeared misspelled in the data.

A distributional bias of progressive marking towards activities was also noted in the participants' narratives. This finding is in support of the aspect hypothesis which suggests that learners first associate the progressive marker *-ing* with prototypical-durative predicates (activities) regardless of the tense or aspect meaning of the target language. From this analysis, it seems that learners rely on both lexically based procedures and rule-based procedures to not only mark past tense but also other types of verbal morphological marking as the progressive.

#### **5.1.6 Cross-linguistic/Native Language Influence**

This study has determined three forms of cross-linguistic influence;

- [1] Verbal reduplication as imperfective aspect e.g.

*They fight and fight*

- [2] The copula as the formative for the progressive e.g. *It is sit down and to start to eat;*

*The dog was take all to eat.*

[3] Progressive marking of the by-phrase verbal complement e.g. *The rat started jumping by using that stick; the rat was trying to save it life by entering in the bottle.*

[1] and [3] have been discussed in detail in Chapter 4, however, this discussion will scrutinize [2] more since there are more than one probable explanation to the use of *AUX + bare verb/base*. The first explanation was explained in detail, as the copula being the formative in the participants' native language and as a result the copula/auxiliary emerges as a formative as well in the target language. It is assumed by the learner as being representative of the progressive aspect as well. This is what I will call a weak claim. A stronger claim lies in the Optional Infinitive stage suggested by Wexler (1994). According to Wexler (1994), the Optional Infinitive stage is derived from the assumption that the child does not distinguish tense values and does not understand tense. It is a stage that will go away once past tense has developed. The assumption for the data which exhibited *AUX + base* structures is that learners could not distinguish tense values of the auxiliary or the lexical verb therefore chose to mark tense on the auxiliary and not on the base form of the verb. Notably, this phenomena emerged in the 6<sup>th</sup> grade rural where it featured strongly and fewer instances emerged as levels of instruction progressed. The following section discusses the implications for research on the acquisition of tense-aspect that this study has for future studies.

## **5.2 Implications for Research on the Acquisition of Tense-Aspect**

[1] *Longitudinal studies and studies with fewer subjects*

As discussed in Chapter 3, this study was a cross-sectional study that employed data collection at one point in time. Cross-sectional studies are known for their weakness of not engaging true beginners in foreign language and second language settings. This makes it difficult to record the emergence of forms and follow-up to the forms' evolution. It would be interesting to conduct a

longitudinal study in similar environments. Since longitudinal studies are known to employ few subjects this would cover that aspect as well. It would be useful to see how *AUX + base* structures emerge and how they evolve into full past tense structures. Another interesting aspect would be to have meaning-oriented studies one on similar types of participants so as to get another perspective into the way temporality is encoded by Tanzanian EFL learners. Not only would such studies provide new insight to the language problem but they will also fulfil the gaps that were discovered by this study about the failure of the Aspect hypothesis in accounting for lower level learners.

[2] *Investigation of teacher talk*

A significant finding was that 2<sup>nd</sup> graders were able to produce very limited past tense constructions yet there had not been taught how to use the past. Not only did they produce past tense forms, they also produced prefabricated patterns that at times did not relate to the story and appeared in chunks e.g. *'Mr Juma is the teacher of English'*, *'She was having fun'* *'fall down'*. Moreover, the study also uncovered use of the infinitive "to" in several of the narratives of 2<sup>nd</sup> graders and yet their syllabi do not indicate instruction of this nature until much later in the 2<sup>nd</sup> grade. These unusual results indicate there is the probability of a distributional bias that derives from the language input they get from their teacher; who also happens to be their model of the target language. It would be interesting to investigate teacher talk in the future so as to determine how teacher talk influences distributional biases. Investigation of teacher talk may prove to be an important aspect in explaining some peculiar cases in foreign learning situations as this one (i.e. where learning of the target language is only restricted to classroom learning).

[3] *Data Collection Instruments and Language Proficiency Determination*

This study was limited to the use of picture stories in print unlike other studies in the similar field that made use of film retell tasks (Bardovi-Harlig, 1998; Bergstrom, 1995; Hasbún, 1995; Salaberry, 1999). There were limitations that resulted from poor infrastructure and security issues. However, more could have been done in providing the opportunity to the participants in these areas so as to evaluate if the film retell task would result into different findings.

It would also be interesting to do data collection with cloze passages used in prior studies so as to see if there are similarities in the spread of verbal morphology or whether the lexical value of the verbs selected in the cloze tests would be affected by the native language of the learners as it was in the study done by Collins (2002, 2004).

Other studies on similar issues employed some form of determining learner proficiency e.g. placement tests (Bardovi-Harlig & Reynolds, 1995; Collins, 2002, 2004) or grade level (Ayoun & Salaberry, 2008). This study like the study done by Ayoun & Salaberry (2008) employed grade level of instruction as a determiner for group placement. The findings, however, indicated that even within these grade levels, there were participants who outperformed their grade level learners (see Fig. 4.17, 4.18, 4.19 Boxplots). When outliers are more than the rest of the participants, it tends to skew results and it does not provide a realistic picture of learner proficiency. It would be interesting to see if participants from Tanzania went through a number of placement tests and then produce findings that may or may not corroborate with the current findings.

[4] *Cross-linguistic Study of Lexical Aspect*

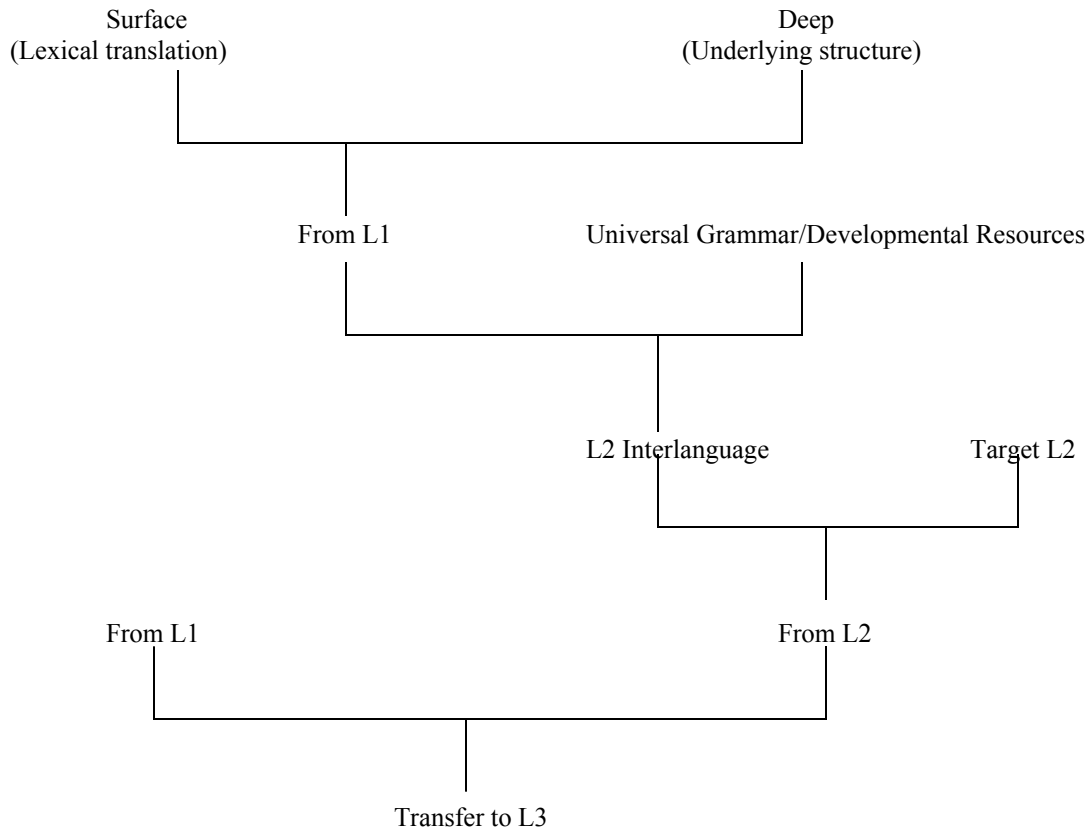
The influence of inherent semantic aspect and the Vendlerian 4-way classification verbs has long been considered universal and only the grammatical aspect is language specific. Shirai (1991)

challenges this position on the basis that we are not really sure since this distinction may be blurred by research done in English. Broad distinctions, such as those done in English, like imperfective vs. perfective, telic vs atelic, punctuality vs. non punctual etc may not have similar parallels to Bantu languages, (the native languages of the participants in this study). Nurse (2008) identifies these distinctions in particular the perfective vs. imperfective aspect which is also found in Bantu languages but another aspect that is specific to Bantu languages is the persistive aspect. Broad distinctions could be a disadvantage to analyzing tense-aspect morphology especially where the participant is a Bantu language native and may choose to use the persistive aspect (denotes an activity that started in the past and is ongoing at the time of reference). It is a known fact that learners tend to use the L1 grammars as framework for development subsequent target languages in the initial stages or even well into their learning of the target language. How then do we analyze data that is heavily dependent on translation of concepts from the learner's L1? Nurse (2008:97) challenges these notions further by mentioning that there are cases in Bantu where a single form might be translated as '*we are buying*', which could be progressive or imperfective and also as the habitual '*we used to buy*'. Similarly, some languages have several 'present tenses' which may all translate as English '*we buy, we are buying*' and none of which is really present. Most Bantu languages have some overlapping forms but having identical '*presents*' is implausible.

It is of utmost importance that research should also focus on the acquisition of temporality in other languages based on Vendlerian classification. This way, we can make distinctions between some of the problematic aspects of the Vendlerian classification like the distinction between accomplishments and achievements as well as get a better grasp of the choices that learners make as they attempt to gain fluency in the target language.

[5] *Language Transfer*

Leung (1998) proposed a model for possible sources for language transfer as shown in Figure 5.1 below.



**Fig 5.1: Transfer in L3 Acquisition (adapted from Leung, 1998:478)**

Leung (1998) suggests that both L3 learner's L1 and L2 are possible sources for language transfer. The current study was faced with the task of collecting data from learners of English in multilingual settings, however methodological decisions were made to only include learners who spoke Bantu languages, i.e. Kiswahili and/or another ethnic community language. The rationale behind this decision is the wide range of similarities that Bantu languages share. Therefore, any finding that was connected to some form of language transfer was attributed to a 'Bantu language' after running a few tests on whether similar characteristics could be found in Bantu

languages. This procedure accords with Cenoz's (2000) suggestion to identify characteristics of multilingual acquisition and the specific operations that affect the process.

Based on Leung's (1998) model, multilingual learners may transfer from their native language or from the interlanguage grammar of the L2 interlanguage or the target L2 grammar. Consequently, the L2 interlanguage grammar is constructed by transferring from L1 and language universals. Leung (1998) found evidence of L2 interlanguage transfer in word order (placement of sentence particles), verb morphology (tense and person/number agreement), and articles (specific vs non-specific and the agreement within DP). Leung's (1998) study findings provide a critical avenue that should be explored in conjunction with tense-aspect studies. Based on his model and bearing in mind the type of participants in this study, there is probable cause for the transfer of semantic interpretation in the L1 (Bantu language) of the participants to an L2 (Bantu language/English) then transfer the same interpretation from the L2 to the L3 (English). This study only attributed transfer to a general notion of a 'Bantu language' that encompasses possible L2s and L1s of the participants. In order to further explore the sources for transfer, we will need to identify L1s individually then test the participants L1-L2 knowledge of the verbal morphology and the semantic interpretations of aspectual marking in the L3 (English).

### **5.3 Implications for English Language Pedagogy in Tanzania**

From the analysis and the results of this study and many other studies, we realize that tense-aspect forms an integral part of a learner's grammar. Tense-aspect morphology provides a learner with tools to express infinite thoughts, ideas and propositions in time. This may be through references to the present, future, past, something completed in the future, past action in the past or the past affecting the present. In light of the findings of this study, the following are implications that the study has for English language pedagogy in Tanzania;

[1] *Minimizing distributional biases that result from the syllabus.*

The study was able to identify the preponderance of particular topics (i.e. simple present) than others, thus resulting in distributional biases of that particular tense in the learner repertoire. There is a need to strike a balance with the number of topics and probably sequencing topics in the syllabus so as to attain full acquisition of the item.

[2] *Self assessment of learners*

The findings of the study revealed that there was no significant relationship between self assessment of learners and lexical aspect nor correct suppliance. This finding clearly indicates a disparity in the instruction and learners perception of their ability in the target language. This may have to do with the task type that may have revealed a different result, if a cloze task were used. Moreover, the researcher also attributes the mismatch between the self-assessment questionnaires and the results of the study to the students' self-judgement that may probably be based on how they perform in English language quizzes and classroom assignments. The participants may see their good performance in these quizzes (i.e. cloze type tests, multiple choice elements and rarely essay type questions for upper level learners) as indicative of their ability in the language and thus assess themselves as excellent to good consumers of the target language.

[3] *Increased instruction of items*

The findings of the current study uncovered that accomplishments presented a great challenge to the participants. The spread of the progressive to the accomplishments was an uphill task for many. Even so, overdependence on the copula as a stative verb was widespread. Increased instruction in these areas would be welcomed.



[4] *Capitalizing on learner strategies*

Some aspects of the participant narratives disclosed the following features;

- a) *Jargon* e.g. ‘intestine’ for wire hanging out from the toy rat, ‘ileum’ for wire hanging out from the toy rat
- b) *Formulaic expressions* e.g. ‘try their level best’, ‘one day’, ‘Once upon a time’.
- c) *Presuppositions based on indigenous knowledge* e.g. ‘rats live in holes’, ‘cats eat mice/rats’, ‘dogs eat meat’ ‘rats are ‘meat’’, ‘cats and dogs are enemies’, ‘telephone cords’ are curly’, ‘cat and dog are communicating’.
- d) *Language switch* e.g. ‘The dog go to the panya (rat), ‘They asked herself about how rat alivyokuwa mtamu (it was delicious)’
- e) *Onomatopoeia* e.g. ‘The goats start cry mee! mee!’ ‘He heard, a voice from the bottle cries chwi! chwi! chwi!’.
- f) *Chunks of unrelated topics* e.g. ‘so me interesting physical features found in Tanzania’, ‘Mr. Juma is going to school. He is a teacher of English’.

As common as learner strategies are, the participants in this study made use of any ‘language’ knowledge that they had in an attempt to narrate the picture stories. Means should be sought in making the language learning experience enriching so that learners would make use of similar strategies but with purposeful and focused writing skills.

#### **5.4 Conclusion**

The acquisition of tense-aspect morphology among EFL learners represents an area of studies that is rapidly gaining popularity for both theoretical and practical reasons. The results of this study reveal that there is a strong relationship between lexical aspect and morphological marking of verbs however there is limited support for the Aspect Hypothesis. Moreover, there is an

interaction between lexical aspect and group, whereby the effect of lexical aspect was mediated by proficiency with past tense morphology. The study involved participants, EFL learners, from varying grade levels in Tanzania. All of the participants spoke at least one Bantu language apart from learning the target language. The participants comprise a group of language learners that has never been investigated in any previous research. With the variety of participants involved in this study, this dissertation brings a thorough and insightful view to the research on the acquisition of tense-aspect morphology. Despite the fact that this study replicates some of the aspectual studies done previously, it also brings a new perspective to the studies on the acquisition of tense-aspect morphology. Most aspect studies employed English language learners who were mainly of Latin American, European, or Asian origin, and almost none have done similar investigations on EFL learners of Bantu origin. The results of the analysis of the data – although far from conclusive – reveal that the lexical aspect hypothesis may represent an incomplete explanation of the development of EFL among nonnative learners of a Bantu origin in an instructed setting. We have uncovered aspects that may not be represented in the aspectual theory i.e. persistive aspect which is not fully equal to the imperfective and is accessible to learners of the target language. It appears that with increased replicated studies of aspect in Bantu languages there is a likelihood of bringing about modifications of the aspect hypothesis, to fully represent a more comprehensive theoretical explanation of the acquisition of tense-aspect morphology among EFL learners.

**Table 5.1**

**Comparison of the Current Study Results and Other Studies**

Item	The Study Results	Other Study results
1. Interaction between group and lexical aspect – whether the effect of lexical aspect was mediated by proficiency with past tense morphology	<ul style="list-style-type: none"> <li>• There was interaction between group and lexical aspect</li> <li>• With each group’s use of lexical aspectual classes, the level of instruction played a part as well as language experience</li> </ul>	<ul style="list-style-type: none"> <li>• Bardovi-Harlig &amp; Reynolds (1995) –Yes, the level of proficiency influences tense use</li> <li>• Collins (2002) – No. Her study revealed a significant difference in past tense use across lexical aspect no interaction between group and lexical aspect</li> </ul>
2. Comparison of means for lexical classes and effect sizes	<ul style="list-style-type: none"> <li>• The study revealed large effect sizes for the past tense use across lexical classes, with medium to low effect sizes for other forms of tense marking. Achievements had by far the largest effect size among Lexical classes and across groups, accomplishments had the lowest.</li> <li>• All means for the past and present tense forms of the lexical classes were significantly different with large to small effect sizes. The means for perfect tenses were insignificant. The means for the progressives, past and present tense forms of the lexical classes, were significant all except for the statives</li> </ul>	<ul style="list-style-type: none"> <li>• Collins (2002) large effect sizes for comparison between the activities and both accomplishments and achievements, large for the statives and accomplishments and achievements but moderate for stative/activity comparison.</li> <li>• Bardovi-Harlig &amp; Reynolds (1995) found similar results to Collins (2002) however, they did not report findings from Post hoc analyses and they collapsed accomplishments and achievements into a single telic category</li> <li>• The differences between lexical classes were significant <math>F(3, 60) = 23.026, p &lt; .0001</math>, performance on states was significantly different from other performance on each of the other lexical classes <math>F(3,60)=22.99, p &lt; .0001</math> (Ayoun &amp; Salaberry, 2008)</li> </ul>

Item	The Study Results	Other Study results
3. Distribution of alternatives to Simple Past	<ul style="list-style-type: none"> <li>Alternatives provided in past tense contexts were the simple present (base) and the perfect. The perfect was used in very few instances however it was not significant</li> </ul>	<ul style="list-style-type: none"> <li>Bardovi-Harlig &amp; Reynolds (1995) and Collins (2002) discovered that the main forms competing for statives were the base/simple present, for activities it was the progressive (accounted for over 50% of total responses for the activity)- a distributional bias of statives with base and activities with progressive</li> <li>Past spread from telics to atelics, alternatives provided in past contexts were the perfect. For accomplishments and achievements the perfect was the most frequent alternative(Bardovi-Harlig &amp; Reynolds, 1995; Collins, 2002)</li> </ul>
4. Aspect hypothesis	<ul style="list-style-type: none"> <li>Inherent semantics of verbs influenced the distribution of tense-aspect morphology where achievements were the most widely produced verbal morphology, followed by the statives, activities and lastly accomplishments. Though there is limited support for the Aspect hypothesis.</li> <li>Accomplishments and activities were the categories that presented a challenge to the participants.</li> <li>Activities was the category that was mostly marked by the progressive than other classes</li> <li>Though the overall spread of past marking from the totals of the tokens may indicate a spread from Achievements &gt; Statives &gt; Activities &gt; accomplishments, there was unstable pread of it within groups and across categories.</li> </ul>	<ul style="list-style-type: none"> <li>Contrary to the predictions of the aspect hypothesis, activities rather than statives presented the greatest challenge to the learners (Bardovi-Harlig &amp; Reynolds, 1995; Collins, 2002)</li> <li>Early use of past tense morphology was more strongly associated with achievements (Bardovi-Harlig &amp; Bergstrom, 1996; Bardovi-Harlig, 1998; Robison, 1995; Rohde, 1996)</li> <li>Statives rather than activities would be least category to be marked for simple past (Collins, 2002, 2004)</li> <li>The potential effect of lexical aspectual classes was not significant in the selection of past tense verbal endings as reflected in differential marking of verbal morphology</li> </ul>

Item	The Study Results	Other Study results
5. Group differences	<p>Therefore resulting to the claim that there wasn't enough support for the AH</p> <ul style="list-style-type: none"> <li>• Progressive marking spread from Activities &gt; Achievements &gt; Accomplishments &gt; Statives. Spread of morphological marking on verbs was intermittent with telic &gt; atelic &gt; telic or vice versa when broken down to specific oppositions. However if broad oppositions were in effect then we could say that past spreading is from telic to atelic and vice versa for the progressives as well.</li> <li>• There was overgeneralization of the progressive to the statives despite all learners being tutored</li> <li>• Lexical aspect is a strong predictor of the use of past tense markers</li> <li>• The progressive was not a competitor with the achievements, neither was it competitor with the accomplishments</li> </ul> <p>• 2<sup>nd</sup> grade participants performed poorly in the suppliance of past tense when compared to the other groups however it should be noted at this level of instruction, the participants had not been introduced to the past tense. Introduction to the past is done in 4<sup>th</sup> grade. They were limited to the use of copula mostly present tense copula</p>	<p>according to lexical semantic categories (Salaberry, 2000a)</p> <ul style="list-style-type: none"> <li>• Lexical aspect hypothesis does not offer a complete account of the development of past tense marking in L2 English during beginning stages of development (among adult classroom learners) (Salaberry, 2000a)</li> <li>• In English and French, Past spreads from telic verbs (achievements and accomplishments) to activities, progressives are a strong competitor for activities against the default form (base) and no overgeneralization of progressive to states (Bardovi-Harlig &amp; Bergstrom, 1996)</li> <li>• Overgeneralization of the progressive to states has been reported in untutored adult learners (Robison, 1990; Shirai, 1991)</li> <li>• Strong lexical class effect reflected in the distributional biases associated with the use of past tense markers in L2 English. Lexical aspect is a strong predictor of the use of past tense markers (Ayoun and Salaberry, 2008)</li> </ul> <p>• Lowest levels were equally successful with accomplishments and achievements (Collins, 2002)</p> <ul style="list-style-type: none"> <li>• Task types seemed to influence the use of morphological markers of past tense among learners (Salaberry 2000a)</li> <li>• Effect of planning time (monitoring) where more extended use of past tense in written narratives than in oral</li> </ul>

Item	The Study Results	Other Study results
	<ul style="list-style-type: none"> <li>• Emergence of the past begins to show strongly in 6<sup>th</sup> grade participants, however rural participants are outperformed by their urban counterparts. The length of 6<sup>th</sup> grade urban narratives is considerably longer than that of the rural participants</li> <li>• Form 2 participants had equally long narratives. Emergence of the perfect is evidenced at this level though its introduction at 6<sup>th</sup> grade where evidently it's absent in their narratives. Form 2 rural narratives are of almost equal length to 6<sup>th</sup> grade urban</li> <li>• Form 4 participants had longer narratives; however Form 4 Urban was outperformed by Form 4 rural. Form 4 urban narratives were somewhat equal to Form 2 Urban. There seemed to be no significant difference among the two groups in many aspects.</li> <li>• There was a seesaw performance especially in the middle levels (secondary school students – Form 2 and 4)</li> <li>• The university participants continually outperformed the rest of the other participants first in generation of tense-aspect morphology, second in correct suppliance of categories and lastly in the appropriate use of verbal morphology. However, there was no significant difference between the two groups of university participants</li> </ul>	<p>narratives)</p>
6. Cross-	<ul style="list-style-type: none"> <li>• There were three forms of cross-linguistic influence</li> </ul>	<ul style="list-style-type: none"> <li>• For Francophone learners of English, the perfect (similar</li> </ul>

Item	The Study Results	Other Study results
linguistic/Native Language Influence	<p>identified;</p> <p>(1) Verbal reduplication as imperfective aspect e.g. <i>They <u>fight and fight</u></i>.</p> <p>(2) copula as the formative for the progressive e.g. <i>It <u>is sit down and to start to eat</u></i> <i>The dog <u>was take all to eat</u></i></p> <p>(3) progressive marking of the by-phrase verbal complement e.g. <i>The rat started jumping <u>by using that stick</u>, <i>The rat was trying to save it life <u>by entering in the bottle</u></i></i></p>	<p>in form but not function to the French <i>passé composé</i>) was the most common alternative to simple past for telics (Collins, 2002, 2004)</p> <ul style="list-style-type: none"> <li>English progressive has a more restricted scope than the Italian imperfective marker evidently the under-extension of imperfectives with statives in the L2 Italian data and the overextension of the progressives to statives in the L2 English data is attributed to language transfer (Rocca, 2002)</li> </ul>
7. The potential effect of instruction	<ul style="list-style-type: none"> <li>Overall, there was a significant difference between groups <math>F(9,299)=39.776, p=.000</math>, however there was a need to run post hoc analyses so as to determine variance between individual groups.</li> <li>The results from pos hoc analysis indicated the following findings; <ol style="list-style-type: none"> <li>There was no significant difference between 2nd graders and 6<sup>th</sup> grade rural students in the instruction of past tense.</li> <li>There was no significant difference between university students; neither was there significant difference between form four, form two and 6<sup>th</sup> grade urban students.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>The interaction between lexical aspectual class and level is also significant <math>F(15, 525)=4.37, p&lt;.01</math> (Bardovi-Harlig &amp; Reynolds 1995)</li> <li>Improvements/increase in appropriate use of past marking noted from lower proficiency levels to upper proficiency levels (Bardovi-Harlig &amp; Bergstrom, 1996)</li> </ul>

Item	The Study Results	Other Study results
8. Distribution of Verbal Morphology	<ul style="list-style-type: none"> <li>• Present tense marking is a strong competitor to the past tense marking, across all lexical aspectual classes. Except for the simple past and the perfect in achievements.</li> <li>• The copula was used widely across groups. It emerged as present tense copula with the lower level participants but gradually gave way to past tense copula as levels of instruction of participants advanced</li> <li>• Increased use of Base constructions added to the heightened numbers of simple present.</li> <li>• Most Auxiliary verb constructions (AVCs) were complemented by base verbal complements. This could probably be an artifact of Bantu languages where auxiliaries carry the weight of tense and their complements, infinitival constructions that most times are equated with the progressive aspect or persistive aspect, carry the weight of aspect.</li> <li>• Unlike Salaberry's (2000a) study that revealed an over reliance on irregular verbs to mark the past tense, participants of the current study had fewer irregular verbs (21.9%) with only 2.1% being overregularized with the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Written narratives were longer than oral narratives, twice as much of the verbs marked for past tense were irregular verbs, learners marked more verbs with the present in the oral narratives compared to the written narratives (Salaberry 2000a)</li> <li>• Learners seem to rely on both lexically based procedures and rule-based procedures to mark past tense (Salaberry 2000a)</li> <li>• Learner relied heavily on irregular morphology to mark past tense in written and oral narratives (Salaberry 2000a)</li> <li>• Undergeneralization of the simple past (relatively low rates of appropriate use of simple past with activity and state verbs), learners do not use the progressive with states verbs which means past tense is not being grossly overgeneralized (Bardovi-Harlig &amp; Reynolds 1995)</li> </ul>



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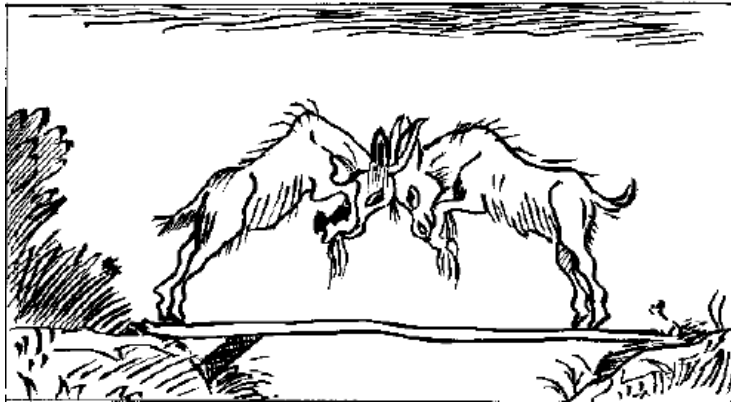
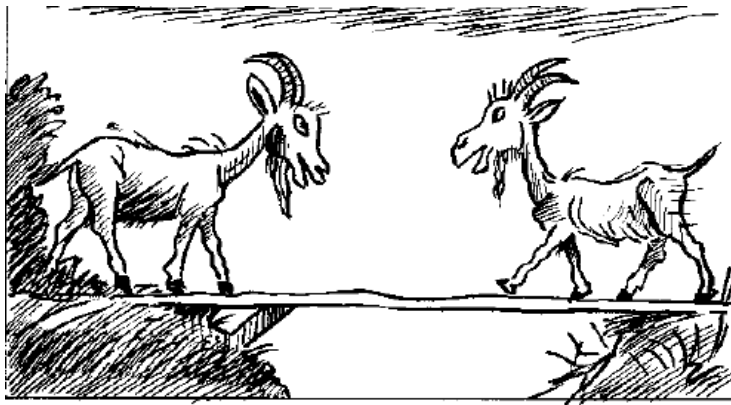
APPENDIX A

CHILDREN'S STORY

Questionnaire Code: .....

1. Write a short story from the picture sequences below

TWO FOOLISH GOATS



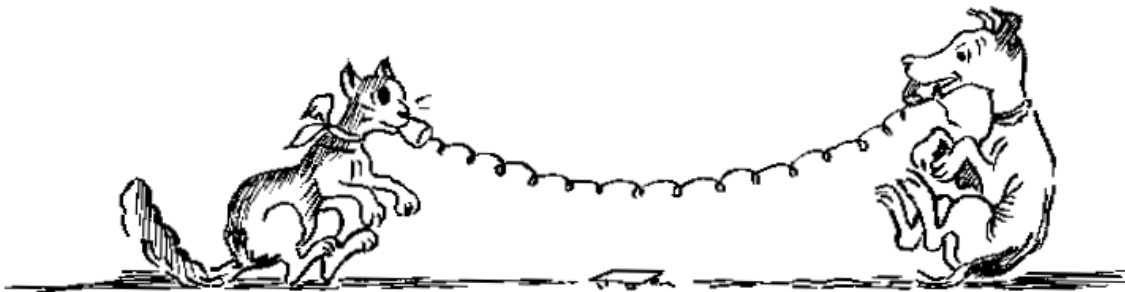
From Radlov (1960) Picture stories, Raduga Publishers

APPENDIX B

TEENAGER'S STORY

Questionnaire Code: .....

1. Write a short story from the picture sequences below. Provide an appropriate title to your short story



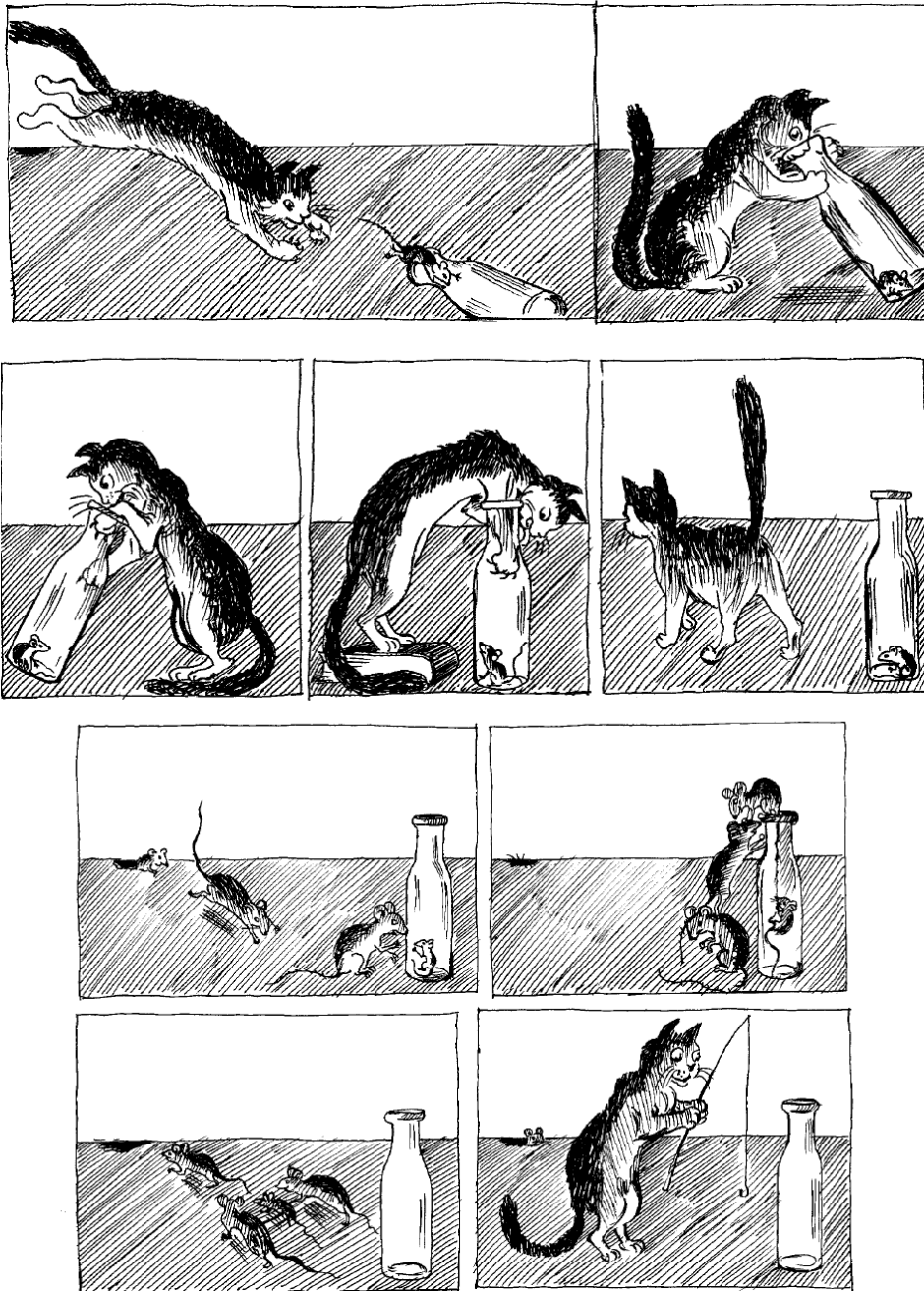
From Radlov (1960) Picture stories, Raduga Publishers

APPENDIX C

SHORT STORY WRITING

Questionnaire Code: .....

1. Write a short story from the picture sequences below. Provide an appropriate title to your short story



From Radlov (1960) Picture stories, Raduga Publishers

## APPENDIX D

### CONSENT FORM

I, \_\_\_\_\_, agree to participate in a research study titled "ENGLISH SECOND LANGUAGE ACQUISITION AMONG TANZANIAN LEARNERS" conducted by Rose Acen Upor from the Department of Linguistics at the University of Georgia (542-7655/+255-744-397373) under the direction of Dr. D. McCreary, Department of Linguistics, University of Georgia (542-2238). I understand that my participation is voluntary. I can stop taking part without giving any reason, and without penalty. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The reason for this study is to test Second Language Development among Language learners and to identify the processes and strategies that learners use to learn languages.

If I volunteer to take part in this study, I will be asked to do the following things:

- 1) Answer questions about my English language learning process that will take 5 minutes
- 2) I will read out two passages, one in English and the other in Kiswahili for 5 minutes each, my reading of these passages will be audio recorded
- 3) I will engage in playing a board game and have my conversation audio recorded for 20 minutes
- 4) I will write a short story from a picture sequence that the researcher will provide for 20 minutes
- 5) If I am willing, I will provide the researcher with copies of my writing
- 6) My information will be kept for further study

No risk is expected since I am only providing information with regards to my knowledge and development of English as a Second Language

No information about me, or provided by me during the research, will be shared with others without my written permission, except if it is necessary to protect my welfare or if required by law. I will be assigned an identifying number and this number will be used on all of the questionnaires I fill out.

The investigator will answer any further questions about the research, now or during the course of the project (542-7655/+255-744-397373).

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

\_\_\_\_\_  
**Name of Researcher**

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Name of Participant**

Please sign both copies, keep one and return one to the researcher.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu

## APPENDIX E

### PARENTAL PERMISSION FORM

I agree to allow my child, \_\_\_\_\_, to take part in a research study titled, "ENGLISH SECOND LANGUAGE ACQUISITION AMONG TANZANIAN LEARNERS" conducted by Rose Acen Upor from the Department of Linguistics at the University of Georgia (542-7655/+255-744-397373) under the direction of Dr. D. McCreary, Department of Linguistics, University of Georgia (542-2238). I do not have to allow my child to be in this study if I do not want to. My child can stop taking part at any time without giving any reason, and without penalty. I can ask to have the information related to my child returned to me, removed from the research records, or destroyed.

- The reason for the study is to find out the development of English among children whose first language is not English.
- Children who will take part will be able to know their strengths and weakness as they learn English. The researcher hopes to learn something that may contribute to learning English better
- If I allow my child to take part, my child will be asked to do some English problems, read some English passages and play some Language games while the researcher watches and audio records. The researcher will ask my child to do these activities once a week for 20 minutes for six weeks. This activity will take place during free study time and will not interfere with English lessons. If I do not want my child to take part then she/he will be allowed to study as usual.
- The research is not expected to cause any harm or discomfort. My child can quit at any time. My child's grade will not be affected if my child decides to stop taking part.
- Any information collected about my child will be held confidential unless otherwise required by law. My child's identity will be coded, and all data will be kept in a secured location.
- The researcher will answer any questions about the research, now or during the course of the project, and can be reached by telephone at: +255-744-397373. I may also contact the professor supervising the research, Dr. D. McCreary, Department of Linguistics, at +1-706-542-2238.
- I understand the study procedures described above. My questions have been answered to my satisfaction, and I agree to allow my child to take part in this study. I have been given a copy of this form to keep.

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_  
Name of Parent or Guardian

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu

## APPENDIX F

Date: \_\_\_\_\_

### MINOR ASSENT FORM

Dear \_\_\_\_\_,

You are invited to participate in my research project titled, "ENGLISH SECOND LANGUAGE ACQUISITION AMONG TANZANIAN LEARNERS" Through this project I am learning about how boys and girls learn to talk, read and write in a second language.

If you decide to be part of this, you will allow me to work with you on your reading and writing. You will talk to me about your reading and writing. You will allow me to watch you and take notes while you are reading, writing or playing. Your participation in this project will not affect your grades in school. I will not use your name on any papers that I write about this project. However, because of your participation you may improve your ability to read and write in English. I hope to learn something about reading and writing that will help other children in the future.

If you want to stop participating in this project, you are free to do so at any time. You can also choose not to answer questions that you don't want to answer.

If you have any questions or concerns, you can always ask me or call my teacher, Dr. D. McCreary at the following number:+1-706-542-2238.

Sincerely,

Rose Acen Upor

Department of Linguistics, University of Georgia

+1-706-542-7655/+255-744-397373

I understand the project described above. My questions have been answered and I agree to participate in this project. I have received a copy of this form.

\_\_\_\_\_  
Signature of the Participant/Date

**Please sign both copies, keep one and return one to the researcher.**

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu

## APPENDIX G

### QUESTIONNAIRE PART A

**Questionnaire Code:** .....

**Research Title:** “English Second Language Acquisition among Tanzanian Learners”

The purpose of this questionnaire is to collect a brief history of the respondent on their learning of English as a Second Language and to assign a code for all the data collected from an individual.

**[A] BIODATA**

Age: .....

Gender: .....

First Language: .....

Other languages spoken: .....

**Please assess your fluency in the languages that you speak. Please tick your level of fluency based upon the skills you possess in each language**

S/N	Language	Skills	Fluency		
			Excellent	Good	Fair
1		Reading			
		Writing			
		Speaking			
		Listening			
2		Reading			
		Writing			
		Speaking			
		Listening			
3		Reading			
		Writing			
		Speaking			
		Listening			
4		Reading			
		Writing			
		Speaking			
		Listening			

**[B] LANGUAGE DATA**

1. How long have you been taught in English?
2. Do you have any trouble understanding English? If yes, mention some of the problems you face
3. What language do you use at home?



## APPENDIX H

### SAMPLE OF CHILDREN STORIES

#### Questionnaire Code 29 (2<sup>nd</sup> grade rural)

One day was two foolish goat is they chasing each other At once they stort to beating each other. And they fell into the water. Now I am finish my stor about these two foolish goats and thanks everyone fa yaur support tome. Goodbye.

#### Questionnaire Code 17 (2<sup>nd</sup> grade urban)

Goat is fatng and bietng and fell doan  
In the water. Legs is up and hands  
Is doan and water is jump haed is doan  
On the water and fish is lock goat

#### Question Code: 22 (6<sup>th</sup> grade urban)

### THE FOOLISH GOATS

Once upon a time there lived two goats. One day they went out. They met each other on the bridge. The space of that bridge was only for one goat. Both of them wanted to pass but no one could let any one to pass. When they were contining to agyle they got into the fight. they fight for a long time but they couldn't let each other to pass. They fight but accidentally they fall into the river. Oh! Poor goats they were so foolish. That was the end of their fight so every body was hurt.

#### Questionnaire Code 27 (6<sup>th</sup> grade rural)

### COMPOSITION

Once upon a time they were two foolish goats they use to fight any were they meet. One day they meet on a bridge. They started fighting. After fighting for a long time sudenly they fell in the bridge they tried to come out of the bridge but they didn't they tried again and again, at list they died.

## APPENDIX I

### SAMPLE OF SECONDARY SCHOOL STUDENTS STORIES

**Questionnaire Code: 24 (Form 2 Urban)**

#### **DOG AND CAT**

Once upon a time there was a hungry dog. It was very hungry and it decided to go for hunting in the bush. While it was running in the bush, fortunately it saw a rat running there so the dog chased the rat, suddenly! The cat saw the rat, running toward it so the cat also chased the rat in front, so the dog chased the rat from the back and the cat chased the rat from the front. So the dog and a cat were in very high speed chasing the rat. Poor rat died, not know where to go or what to do, because both of them dog and rat was very hungry and the only food at that moment was the rat.

So the dog attacked the rat from the back and the cat attacked the rat from the front side, they cut the rat into two pieces and leaving the small intestine hanging so the dog sat down while biting its piece and the cat sat down while biting its piece and the small intestine was hanging while the dog and the cat pulled it.

**Questionnaire Code 20 (Form 2 rural)**

#### **CAT AND DOG**

One day a time, one day a cat was going to find the meat at the forest, but when he was moving a small cat passing through him, so he was running faster in order to find it, but when he continued to find it; Mr. Dog was finding a food to eat. Mr. Dog when he saw it he ran faster in order to get it. So he won to get it, but the cat was still coming, when they were fighting to get it. Finally the cat got a meat also a Dog he got meat.

## APPENDIX J

### SAMPLES OF UNIVERSITY STUDENTS' STORIES

**Questionnaire Code: 3 (First year student)**

#### ESCAPING THE TROUBLE

Once upon the time, the rat went to search for the food, on its way searching for something to eat it met the trouble, it was unfortunate event that cause the the searching for food journey to end there. The rat asked itself how can I get escape such huge meas like this!! It was a very big cat making security upon all small distuctive animal called rats.

Suddenly, the rat got an idea that it could escape that huge cat by just running to the hiding, it was just trying to serve its life as possible as it could be but still the problem remain these the cat run fast more possible than the rat, when it was almost that rat lost hope, the new hope of living came up like the rising morning sun which gave the rat the last chance to serve its life, how wonderful there was the life serving bottle which gave the shelter to rat against the killing cat, see how suprising it is soon the rat got into the bottle the cat dried in all way to get the cat rid off the bottle so that it could catd it, it didnt got succeed anyway, what could be the precise the possible way for enabling it to get the rat, it think twice eventually it got an idea, it just to go and take the hake so that it could easily take off the rat.

However as soon as possible the cat left the place, the other rats come up to help their fellow, it was a very tough job but how talented, with high intelligency the came up with the way to help their fellow, they decided that one of the rat should get off the bottle!! Imagine how wonderful they got to do that job, they take each on the back, with great unit, together they succeeded to get off the fellow rat!

Nevertheless, the cat come ready to remove the rat from the bottle well equipped with the sharp hook, how unfortunate it is to the cat, it had already gone away before the cat arrived, since the cat got the staring to the bottle as if it does not believe what does it see, but that was the reality, the rat has already gone, how such wonderful is that to the rat, it escaped the trouble which could have cost it's life!!

## **Questionnaire Code: 17 (Final year student)**

### **A CAT AND RATE ARE ENEMIES**

Long time ago, cat and rate were friends. They lived together, sharing things together, and exchanging different ideas concerned their development.

It was one day when their enemies started, this is due to the fact that, when cat went away to visit his relatives he left some food in his room, he expected to eat that food when he is back. He said goodbye to his friend (cat) and told him that to look after his house until the time he is back. But rate was hungry and he did not say anything to his friend and he didn't have anything to eat in his house. So he decided to eat the food of his friend (cat). Once a cat is back and found his food he saw nothing, the asked to his friend, but his friend refused. This is where their enemies started.

The rate run away, but cat used to find everywhere where was the rat went, after sawing him (cat) decided to enter into the bottle, but the cat stated to shake that bottle, the rat remain silent but he is afraid because he is not sure of what is going to happen. Cat used different ways to let the cate out but the rate keep quite. The cat, decided t leave.

After the cat leave, the other rates arrived to saw their friend, they took a toil of one rate and help their friend to get out, they succeed, and finally the rate get out from the bottle. So They decided to leave the place. After that the. Cat arrived with his loop and used that loop to let the rate outside the bottle, after putting the loop into the bottle he saw nothing the rate is run The cat amazed!! So during that time until how already run away. When a cat saw a rate, he used to run after him. the some applied to the rate after sawing a cat to run away to is affraid, and during that time their friendship ends up and the cat started to eat the rate.

**APPENDIX K**

**LEXICAL VERB JUDGEMENTS BY RATER TWO**

<b>STATE</b> <b><u>Non-Dynamic/Durative</u></b>	<b>ACTION</b> <b>Dynamic/Durative</b> <b><u>ACTIVITY</u></b>	<b>ACTION</b> <b>CLEAR END POINT</b> <b><u>Telic/Durative</u></b> <b><u>ACCOMPLISHMENT</u></b>	<b>ACTION</b> <b>CLEAR END POINT</b> <b>SINGLE ACT</b> <b><u>Telic/Non-Durative</u></b> <b><u>ACHIEVEMENT</u></b>
appear/look	bark	arrange NP	acquire NP
be/become	beat	bake NP	agree with NP
decide	blow	build NP	arrive/come (in/back)
desire	breath	carry NP	ask
enjoy	carry	change NP	bite NP
experience	climb	chase NP	bounce NP
face	come (out)	climb NP	break NP
fear	comfort	clean NP	bump NP
feel	cry	come up with NP	catch NP
find out	dance	create NP	claim NP
get/understand	do	continue NP	close NP
hate	draw	destroy NP	crash NP
have	dream	draw NP	die
hear	drink	eat NP	drop NP
know	eat/	fix NP	enter NP
let/allow	fight/struggle	fly to NP	end/stop NP
like	flop around	grow up	escape
live	fly/	help NP	fail NP
love	go/	keep NP	fall (down)
	grow/	learn NP	find NP
	help	make NP	finish NP
	hide	move NP	get/gain/grab NP
	hold	paint NP	give/share NP
	jump	plan NP	go home (down/in/up)
	laugh	play (a game)	happen/occur
	lie down	protect NP	join
	look at/for (seek)	pull NP	land on NP
	move	reach NP	lay NP down
	paint/	read NP	leave
	play/ (an	save/rescue NP	lose NP
	instrument)	sing NP	meet NP
	run (away)	sit out NP	
	shake		
	sing		

sit  
sleep  
smile  
snore  
snow  
speak  
swim  
swing  
talk  
think  
walk/  
wash  
watch  
work  
write/

solve NP  
tell NP  
try NP  
use NP  
wait for NP  
walk to NP  
wash NP  
write NP

notice NP  
pass NP  
push NP  
put NP  
reach NP  
realize NP  
recognize NP  
remove NP  
rescue NP  
return  
run into NP  
say/shout NP  
score  
sit down  
snap  
stand up on  
start/begin NP  
step (up/down)  
succeed at NP  
take NP  
turn back  
throw NP  
touch NP  
win NP

---

## APPENDIX L

### LEXICAL VERB JUDGEMENTS BY RATER ONE

Group Rural 1							
Participant	Verb	Tense	Aspect				
				16	n/a	???	???
					n/a	PrProg	Activity
1	are walking	PrProg	Activity		n/a	n/a	n/a
	is	Pres	Stative	17	is	Pres	Stative
	is	Pres	Stative		is	Pres	Stative
2	are walking	PrProg	Activity		n/a	n/a	n/a
	is	Pres	Stative	18	n/a	PrProg	Activity
	is	Pres	Stative		n/a	???	???
3	are walking	PrProg	Activity		n/a	???	???
	is	Pres	Stative	19	n/a	PrProg	Activity
	is	Pres	Stative		n/a	n/a	n/a
4	is walking	PrProg	Activity	20	n/a	n/a	n/a
	is	Pres	Stative	21	n/a	n/a	n/a
	is	Pres	Stative		n/a	???	???
5	is walking	PrProg	Activity	22	n/a	n/a	n/a
	n/a	n/a	n/a		n/a	n/a	n/a
	got[wereta]	Past	Accomplishment	23	are dircnng	PrProg	Activity
6	are walking	PrProg	Activity		(?)		
	is fighting	PrProg	Achievement		are	PrProg	Activity
	is	Pres	Stative		cchocheng		
7	n/a	n/a	n/a		(?)		
8	n/a	n/a	n/a		n/a	n/a	n/a
9	n/a	n/a	n/a	24	was ...doing	PastProg	Activity
10	is	Pres	Stative	25	n/a	PrProg	Activity
11	n/a	n/a	n/a		are	Pres	Stative
	n/a	n/a	n/a	26	n/a	PrProg	Activity
	n/a	n/a	n/a	27	was ...doing	PastProg	Activity
12	n/a	n/a	n/a		are dircng	PrProg	Activity
	n/a	n/a	n/a		(?)		
	n/a	n/a	n/a	28	is	Pres	Stative
13	n/a	n/a	n/a		was ...	PastProg	Activity
	n/a	???	???		doping (was		
	n/a	PrProg	Activity		doing)		
14	n/a	PrProg	Activity		are rercng	PrProg	Activity
	n/a	???	???		(?)		
	n/a	PrProg	Activity	29	was	Past	Stative
15	n/a	PrProg	Activity		is chasing	PrProg	Achievement
	n/a	???	???		stort [to]	PrProg	Accomplishment

	beating		
	fell	past	Accomplishment
	n/a	n/a	n/a
30	was	past	Stative
	n/a	n/a	n/a
	start [to] beating	PrProg	Accomplishment
	fell	past	Accomplishment
	n/a	n/a	n/a

**Group Rural 2**

Participant	Verb	Tense	Aspect
1	was	past	stative
	was	past	stative
	was go (went)	past	activity
	was go (went)	past	activity
	was meet	past	achievement
	was fighting	paprog	achievement
	fighting	(participle)	achievement
	was fail (fell)	past	activity
2	are worked (walked)	past	activity
	are workd (walked)	past	activity
	to play	inf. (past)	activity
	to jump	inf. (past)	activity
	try	inf. (past)	activity
	are run (ran)	past	accomplishment
	saiy (say,said?)	?	?
3	was...is going	paprog	activity
	(to) greet	inf. (paprog)	achievement
	is look (?)	?	?
	are (you) going	prprog	activity
	is coming	prprog	achievement
	is [bech]	pres	stative
	is [very bech]	pres	stative
	[is come]	prpft	achievement
	help	pres	accomplishment
4	is going	prprog	activity
	(to) great (greet)	inf. (prprog)	achievement
	is look (?)	?	?
	is	pres	stative
	is say	pres	achievement

	are	pres	stative
	am	pres	stative
	am come	prpft	achievement
	come	pres	achievement
	am come	prpft	achievement
	(to) help	inf. (prpft)	accomplishment
	help	pres	accomplishment
	is	pres	stative
	are running	prprog	activity
	is	pres	stative
	said	past	achievement
	are..need (do (you) need)	pres	stative
	is	pres	stative
	is	pres	stative
	have	pres	stative
	to do	inf. (pres)	activity
	ae... need (do you need)	pres	stative
	need	pres	stative
	(to) beat	inf. (pres)	accomplishment
	is	pres	stative
	say	pres	achievement
	is	pres	stative
	is beat (beats)	pres	accomplishment
	beat (beats)	pres	accomplishment
	is try (tries)	pres	activity
	(to) put	inf. (pres)	accomplishment
	said	past	achievement
	have	pres	stative
	to do	inf. (pres)	activity
	try (tries)	pres	activity
	is put (puts)	pres	accomplishment
5	is standing	prprog	activity
	staff (stand?)	pres	activity
	fizb down (fall down)	pres	achievement
composition	go [to]	pres	activity
	working (walking)	?prog.	activity
	is	pres	stative
	fight	pres	achievement
	is stand	?	?
	start fight (start fighting)	prprog	achievement
	frizb (fall)	pres	achievement



6	is	pres	stative
	is [whole]	?	?
	is [ralways]	?	?
	is come (comes)	pres	achievement
	is [river]	?	?
	is cooking	prprog	accomplishment
	is	pres	stative
7	found	pastpart	achievement
	playing	(adj) ?prog.	activity
	go [to]	pres	activity
8	is	pres	stative
	[gight] is stand	?	?
	start fight (start fighting)	prprog	achievement
	frizb (fall)	pres	achievement
9	go [to]	pres	activity
	working (walking)	?prog.	activity
	is	pres	stative
	is start (start[s])	pres	achievement
	jieting (are fighting)	prprog	achievement
10	frizb (fall)	pres	achievement
	warking (walking)	?prog.	activity
	starts fighting	prprog	achievement
	fighting (are fighting)	prprog	achievement
11	fiezb (fall)	pres	achievement
	go [to]	pres	activity
	warking (walking)	?prog.	activity
12	is	pres	stative
	is start ... jieting	prprog	achievement
	frizb (fall)	pres	achievement
13	was work (were walking)	paprog	activity
	is start... fieting	prprog	achievement
	was working (walking)	paprog	activity
14	is start ... fieting	prprog	achievement
	go [to]	pres	activity
	working (walking)	?prog.	activity
	is	pres	stative
15	is start ... fieting	prprog	achievement
	frizb (fall)	pres	achievement
	are working	prprog	activity

15	(walking)		
	was feating (fighting)	paprog	achievement
	fell	past	achievement
	fieting (fighting)	?prog.	achievement
16	frizb (fall)	pres	achievement
	was working (walking)	paprog	activity
	was feating (fighting)	paprog	achievement
17	was fell (fell)	past	achievement
	was bittings	paprog	?
	was walking	paprog	activity
	to stall	inf. (?)	activity
	to touch [head]	inf (?)	achievement
	to start	inf (?)	achievement
	to touch [head]	inf (?)	achievement
	is cry [down]	pres	achievement
	help	pres	achievement
	was jumping	paprog	activity
18	was biting	paprog	?
	is walking	prprog	activity
	have to shall	?	?
	to touch [head]	inf (?)	achievement
	to start	inf (?)	achievement
	to tach [head] (touch)	inf (?)	achievement
	cry down	pres	achievement
help	pres	achievement	
19	waking	?prog.	activity
	start (to) playing (and) jumping	prprog	activity
	are swimming	prprog	activity
	start (to) cry	pres	achievement
	(to) cry	inf (pres)	activity
20	walking	?prog.	activity
	is tach (touch)	pres	achievement
	ping (playing?)	?prog.	activity
21	is swimming	prprog	activity
	was to play	past	activity
	to start	inf (past)	achievement
	to touch [head]	inf (past)	achievement
	to start	inf (past)	achievement
	to tach [head] (touch)	inf (past)	achievement

	is cry (cries)	pres	activity
	help	pres.impv.	achievement
	help	pres.impv.	achievement
21	was to play	past	activity
	to start	inf (past)	achievement
	to tach [head] (touch)	inf (past)	achievement
	was look (looked)	past	achievement
	was cry (cried)	past	activity
	(was) cooming	paprog	achievement
	help	pres.impv.	achievement
	help	pres.impv.	achievement
	was dricking	paprog	accomplishment
22	walikuwa	?	?
	spich	?	?
	wors play (were playing)	paprog	activity
	is	?	?
23	was work (were walking)	paprog	activity
	was feating (fighting)	paprog	achievement
	was	past	stative
24	was work (were walking)	paprog	activity
	was feating (fighting)	paprog	achievement
	was [inte] (in the)	past	stative
25	were	past	stative
	use to fight	past (impf.)	achievement
	meet	pres	achievement
	started	past	achievement
	to fight	inf (past)	achievement
	fell	past	activity
	fall [in the bridge]	pres	achievement
26	were	past	stative
	use to fight	past (impf.)	achievement
	meet	pres	achievement
	started	past	achievement
	to fight	inf (past)	achievement
	started	past	achievement
	(to) fight	inf (past)	achievement
	fell	past	activity

	fall [in the bridge]	pres	achievement
	tried	past	activity
	to move	inf (past)	activity
	to mve (move)	inf (pres)	activity
27	were	past	stative
	use to fight	past (impf.)	achievement
	meet	pres	achievement
	meet	pres	achievement
	started fighting	paprog	achievement
	fighting	past part.	achievement
	fell [in the bridge]	past	achievement
	tried	past	activity
	to come out	inf (past)	achievement
	didn't	past	achievement
	tried	past	activity
	died	past	accomplishment
28	meet	pres	achievement
	use to filgle (fight)	past (impf.)	achievement
	were	?	?
	filghting	?prog.	achievement
29	meet	pres	achievement
	use to fighting	paprog	achievement
	were...fighting	paprog	achievement
	to sink	inf (past)	accomplishment
30	sit	?	?
	was having	paprog	stative
	unlikes up	pres	?
	is amgry (angry)	pres	stative
	bring is [he] (he brings)	pres	achievement
	to eat	inf (pres)	achievement
	listens	pres	achievement

#### Group Urban 1

Participant	Verb	Tense	Aspect
1	is	pres	stative
	n/a	n/a	n/a
	foldown (fall down)	pres	accomplishment
2	n/a	n/a	n/a
	foldown (fall down)	pres	accomplishment
3	is [sequehees]	pres	stative
	n/a	n/a	n/a
	foldown (fall down)	pres	accomplishment

4	was	past	stative
	n/a	n/a	n/a
	talk	pres	activity
	start beating	prprog	achievement
	n/a	n/a	n/a
5	was	past	stative
	n/a	n/a	n/a
	talk	pres	activity
	start beating	prprog	achievement
	falling	prprog (w/ start)	accomplishment
6	was	past	stative
	n/a	n/a	n/a
	talk	pres	activity
	start beating	prprog	achievement
	falling	prprog (w/ start)	accomplishment
7	is [bit has]	pres	stative
	n/a	n/a	n/a
	is [prili]	pres	stative
8	is [bit has]	pres	stative
	n/a	n/a	n/a
	is [prili]	pres	stative
9	is	pres	stative
	n/a	n/a	n/a
	is pleli	pres	stative
10	is [a fayt]	pres	stative
	is [dauni]	pres	stative
	n/a	n/a	n/a
	n/a	n/a	n/a
11	n/a	n/a	n/a
12	n/a	?	?
13	n/a	n/a	n/a
	n/a	n/a	n/a
	n/a	n/a	n/a
14	is [inde]futing (is fighting)	prprog	achievement
	n/a	n/a	n/a
15	is [bestye fredy]	pres	stative
16	n/a	n/a	n/a
17	is fatng (is fighting)	prprog	achievement
	[and] bietng (biting)	prprog (w/ is)	achievement
	fell doan	past	accomplishment
	is	pres	stative
	is	pres	stative
	n/a	n/a	?
	is	pres	stative

	n/a	n/a	n/a
18	n/a	n/a	?
	is	pres	stative
	is	pres	stative
	is fvng (is fighting)	prprog	achievement
	n/a	n/a	?
19	is going	prprog	activity
	is filing (falling)	prprog	activity
	is faitng (fighting)	prprog	achievement
	n/a	n/a	n/a
20	n/a	n/a	n/a
	is	pres	stative
21	n/a	n/a	n/a
	n/a	n/a	n/a
	n/a	n/a	n/a
	n/a	n/a	n/a
22	stop dawn	pres	accomplishment
23	n/a	n/a	n/a
	[and] drop daun	pres	accomplishment
24	stop dawn	pres	accomplishment
25	n/a	n/a	?
	fiteng (fighting)	n/a	n/a
	fol daun [in the woter]	pres	accomplishment
26	stop daun	pres	accomplishment
27	stop dawn	pres	accomplishment
28	is coming	prprog	achievement
	is fiteng (fighting)	prprog	achievement
	n/a	n/a	n/a
29	is fatng (is fighting)	prprog	achievement
	folldoun	pres	accomplishment
30	is [TREE]	pres	stative
	is [hed]	pres	stative
	is [wota]	pres	stative
31	is dropping (dropping)	prprog	activity
	[and] biting	prprog	achievement
32	is dropping (dropping)	prprog	activity
	[and] biting	prprog	achievement
33	stop dawn	pres	accomplishment
	skin	pres	accomplishment

#### Group Urban 2

Participant	Verb	Tense	Aspect
1	were	past	stative
	wanted	past	stative

	to meet	inf (past)	achievement
	started	past	achievement
	to cross	inf (past)	accomplishment
	[don't] want	pres	stative
	to let [each other]	inf (pres)	achievement
	to pass	inf (pres)	achievement
	started	past	achievement
	to fight	inf (past)	achievement
	fell	past	accomplishment
	feel	pres	stative
2	were	past	stative
	wanted	past	stative
	to cross	inf (past)	accomplishment
	crossing	prprog (from happen)	accomplishment
	happen	pres	stative
	to meet	inf (pres)	achievement
	refused	past	accomplishment
	to pass	inf (past)	achievement
	started	past	achievement
	to fight	inf (past)	achievement
	fall	pres	accomplishment
3	wanted	past	stative
	to cross	inf (past)	accomplishment
	crossing	prprog (from happen)	accomplishment
	happen	pres	stative
	to meet	inf (pres)	achievement
	refused	past	accomplishment
	to pass	inf (past)	achievement
	started	past	achievement
	fighting	paprog	achievement
	were	past	stative
	n/a	n/a	n/a
	were	past	stative
	was	past	stative
	meet	pres	achievement
	n/a	n/a	n/a
	to leave	inf (past)	achievement
4	was	past	stative
	meet	pres	achievement
	can	pres	stative
	(to) pass	inf (pres)	activity

	start	pres	achievement
	[to] fighting	prprog (from start)	achievement
	are fighting	prprog	achievement
	fall	pres	accomplishment
	was	past	stative
	was	past	stative
5	were	past	stative
	n/a	n/a	n/a
	wanted	past	stative
	to leght (let)	inf (past)	achievement
	to cross	inf (past)	accomplishment
	stated (started)	past	achievement
	to fight	inf (past)	achievement
	fell	past	accomplishment
6	makes	pres	accomplishment
	couldn't	past	stative
	(to) let	inf (past)	achievement
	stated (started)	past	achievement
	to fight	inf (past)	achievement
	fall	pres	accomplishment
7	n/a	n/a	n/a
	wan't	pres	stative
	to pass	inf (past)	activity
	started	past	achievement
	to fight	inf (past)	achievement
	fall	pres	accomplishment
	say	pres	activity
	are	pres	stative
8	was	past	stative
	were crossing	paprog	accomplishment
	was	past	stative
	to cross	inf (past)	accomplishment
	cross	pres	accomplishment
	rich (reach)	pres	achievement
	started	past	achievement
	fighting	paprog	achievement
	fell	past	accomplishment
	dead (died)	past	achievement
9	want	pres	stative
	to go	inf (pres)	activity
	want	pres	stative
	to be	inf (pres)	stative
	to cross	inf (pres)	accomplishment
	don't want	pres	stative

	to go [away]	inf (pres)	accomplishment		want	pres	stative
	fight	pres	achievement		n/a	n/a	n/a
	n/a	n/a	n/a		started	past	achievement
	n/a	n/a	n/a		to fight	inf (past)	achievement
	try	pres	activity		were	past	stative
	to swim	inf (pres)	activity		faight (fight)	pres	achievement
	didn't know	past	stative		n/a	n/a	n/a
	to swim	inf (past)	activity		are	pres	stative
	were	past	stative				
10	was	past	stative	13	n/a	n/a	n/a
	work (walk)	pres	activity	14	were	past	stative
	was	past	stative		met	past	achievement
	to be	inf (past)	stative		want	pres	stative
	to work (walk)	inf (past)	activity		to wait	inf (pres)	activity
	was not	past	stative		to cross	inf (pres)	accomplishment
	start	pres	achievement		want	pres	stative
	(to) fight	inf (pres)	achievement		to cross	inf (pres)	accomplishment
	fight	pres	achievement		started	past	achievement
	fight	pres	achievement		to fight	inf (past)	achievement
	[were] fell	past	accomplishment		fall	pres	accomplishment
	n/a	n/a	?	15	were	past	stative
	to swim	pres	accomplishment		told	past	activity
	couldn't	past	stative		wre (were)	past	stative
	(to) know [how]	inf (past)	stative		fall [down]	pres	accomplishment
	to swin (swim)	inf (past)	activity		meet	pres	achievement
	[were] died	past	achievement		tend	pres	activity
11	wants	pres	stative	16	to pass	inf (pres)	achievement
	to pass	inf (pres)	achievement		went	past	activity
	wants	pres	stative		to walk	inf (past)	activity
	to be	inf (pres)	stative		walk	pres	activity
	to cross	inf (pres)	accomplishment		saw	past	achievement
	was	past	stative		want	pres	stative
	decided	past	achievement		fights	pres	achievement
	to fight	inf (past)	achievement		don't know	pres	stative
	n/a	n/a	n/a		to swim	inf (pres)	activity
	died	past	achievement		was	past	stative
	were	past	stative	17	were	past	stative
	died	past	achievement		were	past	stative
	didn't know [how]	past	stative		met	past	achievement
	to swim	inf (past)	activity		want	pres	stative
	know [how]	pres	stative		to pass	inf (pres)	achievement
	to swim	inf (pres)	activity		started fighting	paprog	achievement
	will go [out]	FUT	accomplishment		were fighting	paprog	achievement
12	are	pres	stative		were fighting	paprog	achievement
	n/a	n/a	n/a		fall [down]	pres	accomplishment
					were	past	stative

	met [meet]	pres	achievement
18	goes	pres	accomplishment
	are drinking	prprog	accomplishment
	is	pres	stative
19	meet	pres	achievement
	cannot pass	pres	activity
	start fighting	prprog	achievement
	cannot swim	pres	activity
20	want	pres	stative
	to pass	inf (pres)	activity
	start [to] fighting	prprog	achievement
	fall down	pres	accomplishment
21	were	past	stative
	wanted	past	stative
	to let	past	achievement
22	lived	past	stative
	went	past	activity
	met	past	achievement
	was	past	stative
	wanted	past	stative
	to pass	inf (past)	activity
	could let	past	achievement
	were contining	paprog	activity
	got [into the fight]	past	achievement
	fight	pres	achievement
	couldn't let ...pass	past	achievement
	fight	pres	achievement
	fall	pres	accomplishment
	were	past	stative
	was	past	stative
	was	past	stative
23	meet	pres	achievement
	was	past	stative
	start fighting	pres	achievement
	fell	past	accomplishment
	cannot try	pres	activity
	to swim	inf (pres)	activity
24	is	pres	stative
	did meet	past	achievement
	want	pres	stative
	to pass	inf (pres)	activity
	get [angry]	pres	stative
	start [to] fighting	prprog	achievement
	didn't swim	past	activity
25	was	past	stative

	wanted	past	stative
	to[o] cross	inf (past)	accomplishment
	fought	past	achievement
	fell	past	accomplishment
	are	pres	stative
26	were	past	stative
	was coming	paprog	accomplishment
	met	past	achievement
	wanted	past	stative
	to pass	inf (past)	activity
	started	past	achievement
	to fight	inf (past)	achievement
	dropped	past	accomplishment
27	want's	pres	stative
	to pass	inf (pres)	activity
	ask	pres	achievement
	can I pass	pres	activity
	have	pres	stative
	answered	past	activity
	want	pres	stative
	to pass	inf (pres)	activity
	are	pres	stative
	started	past	achievement
	to fight	inf (past)	achievement
	push	pres	accomplishment
	fall down	pres	accomplishment
	are	pres	stative
	are	pres	stative
28	were passing	paprog	activity
	was passing	paprog	activity
	was passing	paprog	activity
	wonted (wanted)	past	stative
	to let	inf (past)	achievement
	started fighting	paprog	achievement
	were fighting	paprog	achievement
	died	past	activity
29	were	past	stative
	meat (met)	past	achievement
	wanted	past	stative
	to go	inf (past)	activity
	wanted	past	stative
	to cross	inf (past)	accomplishment
	started	past	achievement
	to fight	inf (past)	achievement
	were fighting	paprog	achievement

	missed	past	accomplishment
	fell	past	accomplishment
	started	past	achievement
	to say	inf (past)	activity
30	was meating	paprog	achievement
	want	pres	stative
	to pass	inf (pres)	activity

	want	pres	stative
	to live	inf (pres)	stative
	don't want	pres	stative
	to pass	inf (pres)	activity
	start	pres	achievement
	to fight	inf (pres)	achievement
	fall [down]	pres	accomplishment

### Group Rural 3

Participant	Verb	Tense	Aspect
1	is	pres	stative
	is	pres	stative
	is going	prprog	activity
2	are going	prprog	activity
	are looking	prprog	achievement
	move	pres	activity
	have	pres	stative
	is	pres	stative
	cannot see	pres	achievement
	don't have	pres	stative
3	see	pres	achievement
	have	pres	stative
	to get	inf (pres)	accomplishment
	to run	inf (pres)	activity
	has	pres	stative
	report	pres	achievement
	said	past	achievement
	I'm	pres	stative
	said	past	achievement
	have	pres	stative
	can eet	pres	accomplishment
	told	past	achievement
	have	pres	stative
	catch	pres	achievement
	see	pres	achievement
	to get	inf (pres)	accomplishment
	see	pres	achievement
	is [not]	pres	stative
	can run	pres	activity
	run	pres	activity
	was	past	stative
	was	past	stative

	close	pres	achievement
4	started	past	achievement
	to chase[d]	inf(past)	accomplishment
	to catch	inf (pres)	achievement
	catch	pres	achievement
*****	to fight	inf (pres)	achievement
	to eat	inf(past)	accomplishment
	to eat	inf(past)	accomplishment
	were	past	stative
	are starting	prprog	achievement
	to eat	inf (pres)	accomplishment
5	is	pres	stative
	have been [see]	prpft	achievement
	went	past	activity
	to eat	inf(past)	accomplishment
	want	pres	stative
	to eat	inf(past)	accomplishment
	are fighting	prprog	achievement
	to get	inf(past)	accomplishment
	take	pres	accomplishment
	want	pres	stative
	to ring	inf (pres)	accomplishment
	was eaten	past	stative
	[no] figh	pres	achievement
	was	past	stative
	was	past	stative
6	was	past	stative
	see	pres	achievement
	was runing	paprog	activity
	see	pres	achievement
	start	pres	achievement
	to run	inf (pres)	activity
	to get	inf (pres)	accomplishment
	to eat	inf (pres)	accomplishment
	run	pres	activity

	run	pres	activity
	run	pres	activity
	get	pres	accomplishment
	eat	pres	accomplishment
	finish	pres	achievement
	to eat	inf (pres)	accomplishment
	change	pres	activity
	want	pres	stative
	to remove	inf (pres)	achievement
	didn't	pres	achievement
7	was staying	paprog	stative
	saw	past	achievement
	saw	past	achievement
	started	past	achievement
	to run	inf(past)	activity
	Finish	past	achievement
	ate	past	accomplishment
	sat	past	stative
	were continuing	paprog	activity
	to eat	inf(paprog)	accomplishment
8	stay	pres	activity
	is	pres	stative
	are	pres	stative
	was	past	stative
	to bite	inf (pres)	accomplishment
	is	pres	stative
	said	past	achievement
	said	past	achievement
	want	pres	stative
	to know	inf (pres)	stative
	[does] live	pres	stative
	told	past	achievement
	to live	inf(past)	stative
	said	past	achievement
	to take	inf(past)	accomplishment
	to take	inf(past)	accomplishment
	to go	inf(past)	activity
	to put	inf(past)	achievement
	said	past	achievement
	want	pres	stative
	to bite	inf (pres)	accomplishment
	to eat	inf(past)	accomplishment
	said	past	achievement
	take	pres	accomplishment
	bite	pres	accomplishment

9	saw	past	achievement
	want	pres	stative
	(to) eat	inf (pres)	accomplishment
	was	past	stative
	start	pres	achievement
	to run	inf (pres)	activity
	to take	inf (pres)	accomplishment
	arriv(e)	pres	accomplishment
	was	past	stative
	catch	pres	achievement
	became	past	stative
	to be	inf(past)	stative
	be missing	prprog	stative
	became	past	stative
	to be	inf(past)	stative
	was	past	stative
	turn	pres	activity
	start	pres	achievement
	to complain	inf (pres)	activity
	has	pres	stative
	don't like	pres	stative
	to be	inf (pres)	stative
	sees	pres	achievement
	chase	pres	accomplishment
10	was	past	stative
	workds???	?	?
	was	past	stative
	don't have	pres	stative
	told	past	achievement
	don't have	pres	stative
	can (we) get	pres	accomplishment
	sey	pres	achievement
	can get	pres	accomplishment
	see	pres	achievement
	tried	past	accomplishment
	to run	inf(past)	activity
	to get	inf(past)	accomplishment
	is	pres	stative
	want	pres	stative
	arrived	past	accomplishment
	is	pres	stative
	are	pres	stative
	triyed	past	accomplishment
	to get	inf(past)	accomplishment
	is	pres	stative



	don't run	pres	activity
	see	pres	achievement
11	was	past	stative
	to take	inf(past)	accomplishment
	to take	inf(past)	accomplishment
	wa(s) catching	paprog	achievement
12	is running	prprog	activity
	are running	prprog	activity
	get	pres	accomplishment
	is	pres	stative
	to eat[s]	inf (pres)	accomplishment
	is	pres	stative
	to state (start)	inf (pres)	achievement
13	moves	pres	activity
	saw	past	achievement
	overcome (come over)	pres	achievement
	run	pres	activity
	start	pres	achievement
	to run	inf (pres)	activity
	wanted	past	stative
	died	past	stative
	finished	past	accomplishment
	started	past	achievement
	to dance	inf(past)	activity
	enjoy	pres	stative
14	eat	pres	accomplishment
15	saw	past	achievement
	wanted	past	stative
	to catch	inf(past)	achievement
	meat (meet)	pres	achievement
	meat (meet)	pres	achievement
	started	past	achievement
	to pull	inf(past)	accomplishment
	is	past	stative
	is	past	stative
16	was jumping	paprog	activity
17	is going	prprog	activity
	to hunt(ing)	inf (pres)	accomplishment
	is looking	prprog	accomplishment
	is running	prprog	activity
	to find	inf (prprog)	achievement
	is	pres	stative
	is looking	prprog	accomplishment
	to hunt(ing)	inf (pres)	accomplishment

	is	pres	stative
18	is [not]	pres	stative
	is	pres	activity
	is	pres	accomplishment
	said	past	achievement
	is	pres	achievement
	is	pres	stative
19	was [gone]	past	stative
	was	past	stative
	is meeting	prprog	achievement
	is	pres	stative
	is sitting	prprog	activity
	start	pres	achievement
	to speak	inf (pres)	activity
	take	pres	accomplishment
	put	pres	achievement
	is speaking	prprog	activity
20	were going	paprog	activity
	to find	inf(paprog)	achievement
	was running	paprog	activity
	to find	inf(paprog)	achievement
	continue	pres	activity
	to find	inf (pres)	achievement
	to eat	inf(past)	activity
	saw	past	achievement
	run	pres	activity
	to get	inf (pres)	accomplishment
	win	pres	achievement
	(is) [still] coming	prprog	achievement
	meat (meet)	pres	achievement
	were fighting	paprog	achievement
	to get	inf(paprog)	accomplishment
	get	pres	accomplishment
	get	pres	accomplishment
21	is runing	prprog	activity
	is	pres	stative
	said	past	achievement
	take	pres	accomplishment
	asiked (asked)	past	achievement
	play	pres	accomplishment
	say	pres	achievement
	play	pres	activity
	want	pres	stative
	is	pres	stative
	tell	pres	achievement

22	to find	inf(past)	achievement
	to return	inf(past)	accomplishment
	was	past	stative
23	is going	prprog	activity
	to move	inf (prprog)	activity
	was going	paprog	activity
	to takes	inf (prprog)	accomplishment
	is	pres	stative
	is	pres	stative
	takes	pres	accomplishment
24	see	pres	achievement
	is	pres	stative
	want	pres	stative
	to eat	inf (pres)	accomplishment
	start	pres	achievement
	to eat	inf (pres)	accomplishment
	to get	inf (pres)	accomplishment
25	is greezing?	prprog	activity
	take	pres	accomplishment
	is [not]	pres	stative
	is	pres	stative
	is	pres	stative
	is	pres	stative
26	was	past	stative
	were	past	stative
	meet	pres	achievement
	begun (begin)	pres	achievement
	to bite	inf (pres)	accomplishment
	was	past	stative
	repel	pres	accomplishment
27	was	past	stative
	saw	past	achievement
	is running	prprog	activity
	saw	past	achievement
	is chasing	prprog	accomplishment
	started	past	achievement
	to chase	inf(past)	accomplishment
	run	pres	activity
	attend	pres	activity
	was	past	stative
	found	past	achievement
	catch	pres	achievement
	catch	pres	achievement
	started	past	achievement
	(to) pull	inf(past)	accomplishment

	was	past	stative
	remains	pres	activity
	continue	pres	activity
	to pull	inf (pres)	accomplishment
28	saw	past	achievement
	was	past	stative
	wanted	past	stative
	to ate (eat)	inf(past)	activity
	ate	past	activity
	are	pres	stative
	sat down	past	achievement
	pull	pres	accomplishment
	wanted	past	stative
	to take	inf(past)	accomplishment
29	was going	paprog	activity
	to get	inf(paprog)	accomplishment
	as going (is going)	prprog	activity
	as going (is going)	prprog	activity
	was	past	stative
	was eating	paprog	accomplishment
	hope	pres	stative
	to see	inf (pres)	achievement
	are going	prprog	activity
30	is	pres	stative
	is	pres	stative
	is	pres	stative
	want	pres	stative
	to catch	inf (pres)	achievement
	want	pres	stative
	to catch	inf (pres)	achievement
	want	pres	stative
	to run	inf (pres)	activity
	catch	pres	achievement
	divided	past	accomplishment
31	were chasing	paprog	accomplishment
	were	past	stative
	found	past	achievement
	caught	past	achievement
	caught	past	achievement
	want	pres	stative
	to eat	inf (pres)	accomplishment
	found	past	achievement
	has	pres	stative
	wanted	past	stative

	to eat	inf(past)	accomplishment
	have been	prpft	stative
32	[not] eat	pres	activity
	is	pres	stative
	go[r]	pres	activity
	told	past	achievement
33?	is	pres	stative

[not] eat	pres	activity
is	pres	stative
is	pres	stative
go	pres	activity
to go	inf (pres)	activity
to go	inf (pres)	activity
is rening (running)	prprog	activity

**Group Rural 4**

Participant	Verb	Tense	Aspect
1	was	past	stative
	decided	past	achievement
	to work	inf (past)	activity
	to get	inf (past)	accomplishment
	prepared	past	accomplishment
	started	past	achievement
	to cut	inf (past)	achievement
	cooperate	pres	activity
	to prepare	inf (pres)	accomplishment
	decided	past	achievement
	to plant [the maize]	inf (past)	achievement
	cooperated	pres	activity
	to plant	inf (pres)	activity
	to dig	inf (pres)	activity
	was	past	stative
	decided	past	achievement
	to make sure	inf (past)	achievement
	go on	pres	activity
	started	past	achievement
	to dry (up)	inf (past)	activity
	means	pres	stative
	was	past	stative
	destroy	pres	accomplishment
	started	past	achievement
	to took (take)	inf (past)	accomplishment
	decrease	pres	activity
	started	past	achievement
	to guide	inf (past)	accomplishment
	knows	pres	stative
	was	past	stative
2	is	pres	stative

	to fight	inf (pres)	achievement
	must use	pres	stative
	to ensure	inf (pres)	achievement
	plant	pres	accomplishment
	takes	pres	accomplishment
	get	pres	accomplishment
	want	pres	stative
	to injury (injure)	inf (pres)	accomplishment
	use	pres	accomplishment
3	are	pres	stative
	is	pres	stative
	show	pres	accomplishment
	run	pres	activity
	to caugh (catch)	inf (pres)	achievement
	show	pres	accomplishment
	like	pres	stative
	show	pres	accomplishment
	use	pres	accomplishment
	to joing (join)	inf (pres)	achievement
	live	pres	stative
4	were	past	stative
	wolked	past	activity
	united	past	achievement
	live	pres	stative
	went	past	activity
	to hunt	inf (past)	activity
	caught (caught)	past	achievement
	desided (decided)	past	achievement
	to return	inf (past)	activity
	wolked	past	activity
	rested	past	activity
	went	past	activity
	become	pres	stative
	desided (decided)	past	achievement
	to take [a nap]	inf (past)	activity

	worked up (woke up)	past	activity
	went	past	activity
	to find	inf (past)	achievement
	to support	inf (past)	accomplishment
	came	past	achievement
	ran	past	activity
	met	past	achievement
	were	past	stative
	took	past	accomplishment
	eat	pres	accomplishment
	remained	past	activity
	thought (thought)	past	stative
	was	past	stative
	are	pres	stative
<b>5</b>	<b>are</b>	<b>pres</b>	<b>stative</b>
	live	pres	stative
	live	pres	stative
	are	pres	stative
	are	pres	stative
	are	pres	stative
	was	past	stative
	was	past	stative
	show	pres	accomplishment
	is	pres	stative
	is	pres	stative
	show	pres	accomplishment
	are	pres	stative
<b>6</b>	<b>were</b>	<b>past</b>	<b>stative</b>
	had	past	stative
	was	past	stative
	was	past	stative
	could bring	past	achievement
	likes	pres	stative
	is	pres	stative
	saw	past	achievement
	saw	past	achievement
	ran	past	activity
	was	past	stative
	reach	pres	achievement
	did not mention	past	achievement
	compet (compete)	pres	achievement
	hold	pres	accomplishment
	held	past	accomplishment
	was	past	stative
	wanted	past	stative

	to know	inf (past)	stative
	made	past	achievement
	went	past	activity
	shifted	past	activity
	became	past	stative
	is	pres	stative
	are	pres	stative
<b>7</b>	<b>are</b>	<b>pres</b>	<b>stative</b>
	was chesing	paprog	accomplishment
	appeared	past	achievement
	was knowing	paprog	stative
	is	pres	stative
	can get	pres	accomplishment
	are	pres	stative
	catched (caught)	past	achievement
	started	past	achievement
	to divide	inf (past)	achievement
	were	past	stative
	to get	inf (past)	accomplishment
	was proceeding	paprog	activity
	were contrasting	paprog	accomplishment
	to make	inf (paprog)	achievement
	was holding	paprog	accomplishment
	was holding	paprog	accomplishment
	was	past	stative
	was	past	stative
<b>8</b>	<b>see</b>	<b>pres</b>	<b>achievement</b>
	want	pres	stative
	started	past	achievement
	to catch	inf (past)	achievement
	have catched (caught)	prpft	achievement
	want	pres	stative
	to eat	inf (pres)	accomplishment
<b>9</b>	<b>were</b>	<b>past</b>	<b>stative</b>
	had	past	stative
	didn't attend	past	accomplishment
	attend	pres	accomplishment
	agree	pres	achievement
	to dig (the wall)	inf (pres)	accomplishment
	to solve	inf (pres)	accomplishment
	started	past	achievement
	to dig	inf (past)	activity
	performed		
	(performed)	past	activity
	to get	inf (past)	accomplishment

	went	past	activity
	to catch	inf (past)	achievement
	saw	past	achievement
	is	pres	stative
	went	past	activity
	to drik (drink)	inf (past)	accomplishment
	organized	past	activity
	to find	inf (past)	achievement
	to use	inf (past)	accomplishment
	went	past	activity
	to catch	inf (past)	achievement
	meet	pres	achievement
	tried	past	accomplishment
	to use	inf (past)	accomplishment
	was ranning (running)	paprog	activity
	got	past	accomplishment
	started	past	achievement
	to use	inf (past)	accomplishment
10	wer (were)	past	stative
	saw	past	achievement
	was	past	stative
	had	past	stative
	wanted	past	stative
	to get	inf (past)	accomplishment
	tried	past	activity
	to reach	inf (past)	achievement
	struggled	past	activity
	reached	past	achievement
	wasn't	past	stative
	was	past	stative
	to trap	inf (past)	achievement
	were	past	stative
	struggled	past	activity
11	are	pres	stative
	tend	pres	activity
	to live	inf (pres)	stative
	own	pres	activity
	keep	pres	accomplishment
	work	pres	activity
	look	pres	activity
	was trying	paprog	activity
	to inter (enter)	inf (paprog)	achievement
	has	pres	stative
	were understanding	paprog	stative

	caused	past	accomplishment
	tried	past	activity
	to run	inf (past)	activity
	make	pres	achievement
	is	pres	stative
	help	pres	activity
	can help	pres	activity
12	was hunting	paprog	activity
	met	past	achievement
	met	past	achievement
	is fighting	prprog	achievement
	to get	inf (prprog)	accomplishment
	bedun (began)	past	achievement
	to eat	inf (past)	activity
	to finish	inf (past)	achievement
13	was hunting	paprog	activity
	met	past	achievement
	are competing	prprog	achievement
14	are	pres	stative
	are	pres	stative
	try	pres	activity
	to help	inf (pres)	activity
	is	pres	stative
	come	pres	achievement
	loved	past	stative
	to inform	inf (past)	achievement
	is	pres	stative
	have [been] occurred	prpft	stative
	show	pres	accomplishment
	have	pres	stative
	appear	pres	achievement
	kill	pres	accomplishment
	share	pres	activity
15	is	pres	stative
	being	pres	stative
	is	pres	stative
	cause	pres	achievement
	to became (become)	inf (pres)	stative
	must provide	pres	accomplishment
	is	pres	stative
16	were	past	stative
	lived	past	stative
	decided	past	achievement
	to look	inf (past)	activity
	was	past	stative

were ... looking	paprog	activity
to manage[d]	inf (paprog)	accomplishment
needs	pres	stative
met	past	achievement
were	past	stative
looking	paprog	activity
started	past	achievement
to run	inf (past)	activity
to obtain	inf (past)	achievement
run	pres	activity
run	pres	activity
caought	past	achievement
caught	past	achievement
started	past	achievement
to pull	inf (past)	accomplishment
leads	pres	activity
to be	inf (pres)	stative
obtained	past	achievement
reflects	pres	achievement
have	pres	stative
to struggle	inf (pres)	activity
to obtain	inf (pres)	achievement
have	pres	stative
to struggle	inf (pres)	activity
obtained	past	achievement
is	pres	stative
obtained	past	achievement
<b>17 is</b>	<b>pres</b>	<b>stative</b>
are	pres	stative
were	past	stative
see	pres	achievement
were fighting	paprog	achievement
saw	past	achievement
catch	pres	achievement
start	pres	achievement
were	past	stative
live	pres	stative
were	past	stative
feel	pres	stative
move	pres	activity
to find	inf (pres)	achievement
continue	pres	activity
to be	inf (pres)	stative
meet	pres	achievement
start	pres	achievement

provide	pres	accomplishment
<b>18 is</b>	<b>pres</b>	<b>stative</b>
are looking	prprog	activity
to eat	inf (prprog)	accomplishment
is	pres	stative
are eating	prprog	accomplishment
can see	pres	achievement
are eating	prprog	accomplishment
needed	past	stative
to eat	inf (past)	accomplishment
is	pres	stative
is	pres	stative
come	pres	achievement
go	pres	activity
are teaching	prprog	activity
is	pres	stative
must	pres	stative
to straggle (struggle)	inf (pres)	achievement
<b>19 saw</b>	<b>past</b>	<b>achievement</b>
run	pres	activity
was	past	stative
is	pres	stative
asked	past	achievement
did not understand	past	stative
were playing	paprog	activity
[or] escaping	paprog	achievement
came	past	achievement
to reorganise	inf (past)	achievement
competite (compete)	pres	achievement
tried	past	activity
to serve (save)	inf (past)	achievement
was	past	stative
was running	paprog	activity
to catch	inf (paprog)	achievement
was	past	stative
can be	pres	stative
i[w]s	pres	stative
can't move	pres	activity
led	past	activity
was	past	stative
did not end	past	achievement
wanted	past	stative
is	pres	stative
was	past	stative
came	past	achievement

	to know	inf (past)	stative
	shout	pres	achievement
	is	pres	stative
	is	pres	stative
	reply	pres	achievement
	was	past	stative
20	is	pres	stative
	can eat	pres	accomplishment
	is	pres	stative
	are using	prprog	accomplishment
	has got	pres	stative
	are	pres	stative
	is	pres	stative
	like	pres	stative
	to eat	inf (pres)	accomplishment
	meet	pres	achievement
	is	pres	stative
	is	pres	stative
	is	pres	stative
	to catch	inf (pres)	achievement
	are	pres	stative
	is	pres	stative
	like	pres	stative
	is	pres	stative
	meet	pres	achievement
	is	pres	stative
	start fighting	prprog	achievement
	to leave	inf (pres)	achievement
	is	pres	stative
	[don't] have	pres	stative
	to run	inf (pres)	activity
	have caught (caught)	prpft	achievement
	is	pres	stative
	meant	past	stative
	to eat	inf (past)	accomplishment
	must	pres	stative
	get	pres	accomplishment
21	are	pres	stative
	leave (live)	pres	stative
	are	pres	stative
	are	pres	stative
	can use	pres	accomplishment
	is	pres	stative
	is	pres	stative
	see	pres	achievement

	want	pres	stative
	to catch	inf (pres)	achievement
	some (come)	pres	achievement
	come	pres	achievement
	is	pres	stative
	see	pres	achievement
	catch	pres	achievement
	their eating (are eating)	prprog	accomplishment
	is	pres	stative
	see	pres	achievement
22	are	pres	stative
	are	pres	stative
	means	pres	stative
	want	pres	stative
	to draw	inf (pres)	accomplishment
	saw	past	achievement
23	try	pres	activity
	to catch	inf (pres)	achievement
	divide	pres	achievement
	get	pres	accomplishment
	is	pres	stative
24	is	pres	stative
	are eating	prprog	accomplishment
	caught (caught)	past	achievement
	eat	pres	activity
25	is	pres	stative
	saw	past	achievement
	are	pres	stative
	are running	prprog	activity
	are eating	prprog	accomplishment
	means	pres	stative
	are	pres	stative
	are playing	prprog	activity
	are	pres	stative
26	is	pres	stative
	was catching	paprog	achievement
	caought	past	achievement
	start	pres	achievement
	to divide	inf (pres)	achievement
	decide	pres	achievement
	started	past	achievement
	to sat (sit)	inf (past)	activity
27	saw	past	achievement
	were walking	paprog	activity

	run	pres	activity
	to take	inf (pres)	accomplishment
	run	pres	activity
	to take	inf (pres)	accomplishment
	reached	past	achievement
	put	past	achievement
	wanted	past	stative
	to take	inf (past)	accomplishment
	started	past	achievement
	to pull	inf (past)	accomplishment
	to get	inf (past)	accomplishment
	went	past	activity
	went	past	activity
	wondered	past	stative
	was	past	stative
	was	past	stative
	said	past	achievement
	is	pres	stative
	said	past	achievement
	did you eat	past	accomplishment
	didn't eat	past	accomplishment
	lost	past	accomplishment
	was	past	stative
	to buy	inf (past)	accomplishment
	answered	past	achievement
	came	past	achievement
	told	past	achievement
28	see	pres	achievement
	are...running	prprog	activity
	see	pres	achievement
	have meat (met)	prpft	achievement
	is	pres	stative
	is	pres	stative
	want	pres	stative
	to eat	inf (pres)	activity
	have seen	prpft	achievement
	have got (have)	pres	stative
29	were	past	stative
	didn't manage	past	achievement
	to escape	inf (past)	achievement
	put	past	accomplishment
	get	pres	accomplishment
	tear	pres	accomplishment
	eat	pres	accomplishment
	feel	pres	stative

	was	past	stative
30	is	pres	stative
	lives	pres	stative
	is	pres	stative
	have	pres	stative
	was going	paprog	activity
	was walking	paprog	activity
	appeared	past	achievement
	caught	past	achievement
	was	past	stative
	were fighting	paprog	achievement
	to get	inf (paprog)	accomplishment
31	was	past	stative
	invade	pres	achievement
	start	pres	achievement
	to eat	inf (pres)	accomplishment
	started	past	achievement
	to fight	inf (past)	achievement
	to get	inf (past)	accomplishment
	are pulling	paprog	accomplishment
	get	pres	accomplishment
32	are chasing	prprog	accomplishment
	mind	pres	stative
	to get	inf (pres)	accomplishment
	see	pres	achievement
	attach (attack)	pres	achievement
	show	pres	accomplishment
	are eating	prprog	accomplishment
	see	pres	achievement
33	is	pres	stative
	show	pres	accomplishment
	used	past	activity
	see	pres	achievement
	are running	prprog	activity
	shows	pres	accomplishment
	has cought	prpft	achievement
	started	past	achievement
	to eat	inf (past)	accomplishment
	see	pres	achievement
	shows	pres	accomplishment
	started	past	achievement
	to divide	inf (past)	achievement
	make	pres	accomplishment
	to have	inf (pres)	stative



**Group  
Urban 3**

Participant	Verb	Tense	Aspect
1	was	past	stative
	was	past	stative
	was	past	stative
	was	past	stative
	were	past	stative
	like	pres	stative
	to catch	inf (pres)	achievement
	to eat	inf (pres)	activity
	show	pres	accomplishment
	have catch (caught)	prpft	achievement
	started	past	achievement
	to eat	inf (past)	activity
	show	pres	accomplishment
	are pulling	prprg	accomplishment
2	was becoming	papr	stative
	was fighting	papr	achievement
	was fighting	papr	achievement
	saw	past	achievement
	cross	pres	activity
	started	past	achievement
	to run[n]	inf (pres)	activity
	want	pres	stative
	to catch	inf (pres)	achievement
	caught	past	achievement
	started	past	achievement
	to pull	inf (past)	accomplishment
3	live	pres	stative
	went	past	activity
	see	pres	achievement
	are	pres	stative
	meet	pres	achievement
	are	pres	stative
4	are	pres	stative
	are living	prprg	stative
	are	pres	stative
	have	pres	stative
	help	pres	accomplishment

likes	pres	stative	
to play	inf (pres)	activity	
sow (saw)	past	achievement	
stop	pres	achievement	
to play	inf (pres)	activity	
their going (are going)	prprg	activity	
to follow	inf (prprg)	accomplishment	
their (they are)	pres	stative	
5	jump	pres	accomplishment
jump	pres	accomplishment	
jump	pres	accomplishment	
find	pres	achievement	
find	pres	achievement	
started	past	achievement	
eating	papr	accomplishment	
started	past	achievement	
go [to a dance]	pres	accomplishment	
pouled (pulled)	past	accomplishment	
6	have	pres	stative
have been	prpft	stative	
have seen	prpft	achievement	
have	pres	stative	
to eat	inf (pres)	accomplishment	
pull	pres	activity	
don't find	pres	achievement	
7	was	past	stative
to look	inf (past)	accomplishment	
was	past	stative	
started	past	achievement	
to chase	inf (past)	accomplishment	
looked	past	activity	
start	pres	achievement	
to try	inf (pres)	activity	
to eat	inf (pres)	activity	
was	past	stative	
run	pres	activity	
appear	pres	achievement	
try	pres	activity	
to return	past	achievement	
was	past	stative	
take	pres	achievement	

	is	pres	stative
	have	pres	stative
8	were	past	stative
	were living	paprg	stative
	like	pres	stative
	to eat	inf (pres)	accomplishment
	to drunk (drink)	inf (pres)	accomplishment
	like	pres	stative
	to eat	inf (pres)	accomplishment
	was playing	paprg	activity
	caught (caught)	past	achievement
	was making	paprg	accomplishment
	ate	past	accomplishment
	were	past	stative
9	move	pres	activity
	fo find	inf (pres)	achievement
	had looked	papft	activity
	is	pres	stative
	catch	pres	achievement
	is	pres	stative
	is	pres	stative
	eat	pres	activity
	fall down	pres	achievement
	had	past	stative
	fall	pres	achievement
	kept	past	activity
	continued	past	activity
	to eat	inf (past)	accomplishment
10	are	pres	stative
	live	pres	stative
	go [visit]	pres	accomplishment
	have	pres	stative
	is	pres	stative
	go [to forest]	pres	accomplishment
	to hunt[er]	inf (pres)	activity
	reach	pres	achievement
	walk	pres	activity
	was	past	stative
	runn	pres	activity
	capture (capture)	pres	achievement
	disappear	pres	achievement
11	was	past	stative
	are	pres	stative
	conflect	pres	activity
	have	pres	stative

	appears	pres	achievement
	was running	paprg	activity
	to catch	inf (paprg)	achievement
	was	past	stative
	take	pres	achievement
	to eat	inf (pres)	accomplishment
	was	past	stative
12	is walking	prprg	activity
	is	pres	stative
	saw	past	achievement
	has walking	paprg	activity
	start	pres	achievement
	is	pres	stative
	saw	past	achievement
	start	pres	achievement
	are running	prprg	activity
	can catch	pres	achievement
	start	pres	achievement
	to eat	inf (pres)	accomplishment
	start	pres	achievement
13	are	pres	stative
	were	past	stative
	was	past	stative
	said	past	achievement
	am going	prprg	accomplishment
	was	past	stative
	did not say	past	achievement
	go	pres	accomplishment
	was	past	stative
	cross	pres	accomplishment
	arrive	pres	achievement
	saw	past	achievement
	did not see	past	achievement
	jumped	past	accomplishment
	jumped	past	accomplishment
	caught (caught)	past	achievement
	atched (caught)	past	achievement
14	live	pres	stative
	is	pres	stative
	runn	pres	accomplishment
	like	pres	stative
	eat	pres	activity
	live	pres	stative
15	were leaving (living)	paprg	stative
	were	past	stative

	have found	prpft	achievement
	decided	past	achievement
	to stay	inf (past)	stative
	had seen	papft	achievement
	hide	pres	activity
	had started	papft	achievement
	to attack (attack)	inf (papft)	accomplishment
	were shoring		
	(showing)	paprg	accomplishment
	were sharing	paprg	accomplishment
	shown	past	accomplishment
	is	pres	stative
	had been	papft	stative
16	are	pres	stative
	pass	pres	accomplishment
	wanted	past	stative
	to catch	inf (past)	achievement
	have	pres	stative
	catch	pres	achievement
	started	past	achievement
	to attack	inf (past)	accomplishment
	eat	pres	activity
	started	past	achievement
	to pull	inf (past)	accomplishment
	pull	pres	accomplishment
	see	pres	achievement
	want	pres	stative
	to win	inf (pres)	achievement
	started	past	achievement
	to cry	inf (past)	activity
	run	pres	activity
	remain	pres	activity
	run	pres	activity
	to finish	inf (pres)	achievement
	to sleep	inf (pres)	activity
17	run	pres	activity
	was	past	stative
	met	past	achievement
	want	pres	stative
	want	pres	stative
	take	pres	achievement
	take	pres	achievement
	take	pres	achievement
	take	pres	achievement
	take	pres	achievement

	is	pres	stative
18	was	past	stative
	was hunting	paprg	activity
	found	past	achievement
	succeeded	past	achievement
	to chase	inf (past)	accomplishment
	met	past	achievement
	was	past	stative
	was	past	stative
	to plead	inf (past)	activity
	caught (caught)	past	achievement
	caught (caught)	past	achievement
	remain	pres	activity
	cause	past	accomplishment
	meet	pres	achievement
	ran	past	accomplishment
	returned [home]	past	achievement
19	have seen	prpft	achievement
	are	pres	stative
	see	pres	achievement
	was	past	stative
	has [already] catch	prpft	achievement
	begins	pres	achievement
	to eat	inf (pres)	activity
	thought	past	stative
	was	past	stative
	wasn't	past	stative
	were	past	stative
20	are	pres	stative
	needed	past	stative
	was	past	stative
	need	pres	stative
	need	pres	stative
	attack	pres	achievement
	was	past	stative
21	were	past	stative
	were	past	stative
	was	past	stative
	looking	paprg	achievement
	to get	inf (paprg)	achievement
	was running	paprg	activity
	started	past	achievement
	to chase	inf (past)	accomplishment
	was running	past	activity
	to see	inf (past)	achievement

	was going	past	accomplishment
	to see	inf (past)	achievement
	was meeting	paprg	achievement
	were	past	stative
	was stating (starting)	paprg	achievement
	to attack	inf (paprg)	achievement
	were attacking	paprg	achievement
	were	past	stative
	was	past	stative
22	is filling (feeling)	prprg	stative
	is filling (feeling)	prprg	stative
	meet	pres	achievement
	found	past	achievement
	had	past	stative
	say	pres	achievement
	see	pres	achievement
	was	past	stative
	see	pres	achievement
	have	pres	stative
23	see	pres	achievement
	want	pres	stative
	to search	inf (pres)	accomplishment
	see	pres	achievement
	see	pres	achievement
	smell	pres	accomplishment
	catch	pres	achievement
	have	pres	stative
	to see	inf (pres)	achievement
	understand	pres	achievement
	is	pres	stative
	is	pres	stative
	close	pres	achievement
24	was	past	stative
	was	past	stative
	decided	past	achievement
	to go	inf (past)	activity
	was hiding	paprg	activity
	saw	past	achievement
	chased	past	accomplishment
	saw	past	achievement
	chased	past	accomplishment
	chased	past	accomplishment
	chased	past	accomplishment
	were ... chasing	paprg	accomplishment
	died	past	achievement

	know	pres	stative
	to go	inf (pres)	activity
	to do	inf (pres)	activity
	was	past	stative
	was	past	stative
	attacked	past	accomplishment
	attacked	past	accomplishment
	cut	past	achievement
	sat [down]	past	achievement
	sat [down]	past	achievement
	pulled	past	accomplishment
25	was	past	stative
	was going	paprg	accomplishment
	see	pres	achievement
	see	pres	achievement
	start	pres	achievement
	to chase	inf (pres)	accomplishment
	want	pres	stative
	to catch	inf (pres)	achievement
	run	pres	activity
	run	pres	activity
	want	pres	stative
	to catch	inf (pres)	achievement
	meat (meet)	pres	achievement
	catch	pres	achievement
	start	pres	achievement
	to scramble	inf (pres)	activity
	start	pres	achievement
	to pull	inf (pres)	activity
	remain	pres	activity
26	is	pres	stative
	like	pres	stative
	to eat	inf (pres)	accomplishment
	like	pres	stative
	to eat	inf (pres)	accomplishment
	like	pres	stative
	to eat	inf (pres)	accomplishment
	is	pres	stative
	show	pres	accomplishment
	chased	pres	achievement
	take	pres	achievement
	make	pres	accomplishment
	like	pres	stative
	to go	inf (pres)	accomplishment
	to eat	inf (pres)	activity

	admire	pres	accomplishment
	eat	pres	accomplishment
	set	pres	achievement
	to eat	inf (pres)	accomplishment
	make	pres	accomplishment
	like	pres	stative
	is	pres	stative
	to eat	inf (pres)	activity
	admire	pres	accomplishment
	set	pres	achievement
	like	pres	stative
	to eat	inf (pres)	accomplishment
27	was	past	stative
	had	past	stative
	were	past	stative
	were	past	stative
	share	pres	activity
	were	past	stative
	became	past	stative
	need	pres	stative
	didn't knew (know)	pres	stative
	is	pres	stative
	gave	past	accomplishment
	sat	past	accomplishment
	continue [eating]	pres	activity
	started [roaring]	past	achievement
	started [biting]	past	achievement
	came	past	achievement
	ran	past	accomplishment
	hide	pres	activity
	remand (remained)	past	activity
	approach	pres	achievement
	was	past	stative
	continue	pres	activity
	dive	pres	accomplishment
28	were	past	stative
	meet	pres	achievement
	was	past	stative
	was living	paprg	stative
	cooks	pres	accomplishment
	rast (rests)	pres	activity
	was living	paprg	stative
	was	past	stative
	wake up	pres	achievement
	was	past	stative

	to cross	inf (past)	accomplishment
	saw	past	achievement
	runs	pres	activity
	to catch	inf (pres)	achievement
	was	past	stative
	to catch	inf (past)	achievement
	came	past	achievement
	catch	pres	achievement
	pulled	past	activity
	breaked (broke)	past	achievement
	ate	past	activity
29	are	pres	stative
	are	pres	stative
	there (they're) living	prprg	stative
	went	past	activity
	like	pres	stative
	to each (eat)	inf (pres)	accomplishment
	was passing	paprg	accomplishment
	saw	past	achievement
	wanted	past	stative
	to catch	inf (past)	achievement
	succeed	pres	achievement
	to catch	inf (pres)	achievement
	started [eating]	past	achievement
30	were	past	stative
	were	past	stative
	were hunting	paprg	activity
	to get	inf (paprg)	achievement
	to ate (eat)	inf (paprg)	activity
	want	pres	stative
	to catch	inf (pres)	achievement
	catch	pres	achievement
	want	pres	stative
	to cat (eat)	inf (pres)	accomplishment
	want	pres	stative
	to catch	inf (pres)	achievement
	takes	pres	achievement
	to eat	inf (pres)	activity
	take	pres	achievement
	think	pres	stative
	to become	inf (pres)	stative
	celebrate	pres	activity
	get	pres	achievement
	to eat	inf (pres)	activity

**Group  
Urban 4**

Participant	Verb	Tense	Aspect
1	are	pres	stative
	are living	prprog	stative
	living	prprog	stative
	want	pres	stative
	to use	inf (pres)	activity
	are ithiting?	prprog	?
	to eat	inf (prprog)	activity
2	were	past	stative
	are	pres	stative
	want	pres	stative
	to catch	inf (pres)	achievement
	want	pres	stative
	to catch	inf (pres)	achievement
	want	pres	stative
	to catch	inf (pres)	achievement
	chase	pres	accomplishment
	catch	pres	achievement
	start	pres	achievement
	to eat	inf (pres)	activity
	3	tell	pres
cooperate		pres	activity
loose (lose)		pres	achievement
4	started	past	achievement
	initiated	past	achievement
	occurred	past	achievement
	were	past	stative
	met	past	achievement
	were [just] trying	paprog	activity
	to approach	inf (paprog)	achievement
	managed	past	achievement
	to catch	inf (past)	achievement
	devided	past	accomplishment
	sat	past	activity
	talk	pres	activity
5	focus	pres	achievement
	cached (caught)	past	achievement
	started	past	achievement
	to eat [it]	inf (past)	accomplishment

6	run	pres	activity
	to get	inf (pres)	accomplishment
	start	pres	achievement
	to eat	inf (pres)	activity
	catch	pres	achievement
	catch	pres	achievement
7	stare	pres	activity
	was	past	stative
	has been [live]	prpft	stative
	like	pres	stative
	to seat	inf (pres)	activity
	like	pres	stative
	to stay	inf (pres)	activity
	have [been] seen	prpft	achievement
	are	pres	stative
	are	pres	stative
help	pres	accomplishment	
to prevent	inf (pres)	achievement	
had [been] seen	papft	achievement	
are	pres	stative	
8	stay	pres	activity
	can see	pres	achievement
	show	pres	accomplishment
	need	pres	stative
	to capture	inf (pres)	achievement
	catch	pres	achievement
	is	pres	stative
	is	pres	stative
see	pres	achievement	
9	have	pres	stative
	were looking	paprog	activity
	to get	inf (paprog)	accomplishment
	is	pres	stative
	to eat	inf (pres)	accomplishment
	catch	pres	achievement
	tried	past	activity
	to pool (pull)	inf (past)	accomplishment
	to get	inf (past)	accomplishment
	see	pres	achievement
	has [already] broke	prpft	accomplishment
	catch	pres	achievement
catch	pres	achievement	

	see	pres	achievement
10	was	past	stative
	was	past	stative
	saw	past	achievement
	was	past	stative
	to eat	inf (past)	accomplishment
	run	pres	activity
	saw	past	achievement
	won (run)	pres	activity
	were	past	stative
	to have	inf (past)	stative
	meneged (managed)	past	achievement
	start	pres	achievement
	was	past	stative
	was	past	stative
	liked	past	stative
	wanted	past	stative
	to kill	inf (past)	accomplishment
	take [it]	inf (past)	accomplishment
	have struggled	prpft	activity
	menage	pres	achievement
	to have	inf (pres)	stative
	poll (pull)	pres	accomplishment
	toyed (tried)	past	activity
	t(o) run	inf (past)	activity
	was	past	stative
	was [joined]	past	stative
	was	past	stative
	were	past	stative
	was	past	stative
	intend	pres	stative
11	jump [down]	pres	achievement
	was	past	stative
	become	pres	stative
	start	pres	achievement
	to compet(e)	inf (pres)	achievement
	eat [it]	pres	accomplishment
	become	pres	stative
	to be	inf (pres)	stative
	are	pres	stative
	to share [their food]	inf (pres)	accomplishment
12	are fighting	prprog	achievement
	went	past	activity
	take	pres	accomplishment
	to eat	inf (pres)	accomplishment

	communicate	pres	activity
	asked	past	achievement
13	straggle (struggle)	pres	activity
	to eat	inf (pres)	activity
	see	pres	achievement
	to run	inf (pres)	achievement
	see	pres	achievement
	take	pres	accomplishment
	took	past	accomplishment
14	was chasing	paprog	accomplishment
	[were] seemed	past	stative
	to be	inf (past)	stative
	get	pres	accomplishment
	get	pres	accomplishment
	was	past	stative
15	saw	past	achievement
	was	past	stative
	was	past	stative
	think	pres	stative
	fill (feel)	pres	stative
16	occur	pres	achievement
	try	pres	activity
	was	past	stative
	want	pres	stative
	was [separated]	past	stative
	wasn't	past	stative
	was	past	stative
17	was [shown]	past	stative
	wanted	past	stative
	to eat	inf (past)	accomplishment
	was running	paprog	activity
	to catch	inf (paprog)	achievement
	shown	past	achievement
	was eating [the rat]	paprog	accomplishment
	was eating [the rat]	paprog	accomplishment
18	need	pres	stative
	need	pres	stative
	join	pres	achievement
	to eat [rat]	inf (pres)	accomplishment
	occur	pres	achievement
	occur	pres	achievement
	formed	past	achievement
	was	past	stative
	was	past	stative
19	was ... working	paprog	activity

	saw	past	achievement
	wanted	past	stative
	ron (ran)	past	activity
	bit	past	achievement
	wanted	past	stative
	to eat [it]	inf (past)	accomplishment
	was	past	stative
	had broken	ppft	achievement
	had	past	stative
	had	past	stative
	found	past	achievement
	were	past	stative
	thought	past	stative
	was	past	stative
	fought	past	achievement
	were	past	stative
	fought	past	achievement
20	is	pres	stative
	are running	prprog	activity
	get	pres	accomplishment
	resist	pres	accomplishment
	pool (pull)	pres	accomplishment
21	are	pres	stative
	have	pres	stative
	have	pres	stative
	were	past	stative
	were	past	stative
	see	pres	achievement
	were	past	stative
	make	pres	accomplishment
	were	past	stative
	were	past	stative
	are	pres	stative
22	were	past	stative
	were	past	stative
	seen (saw)	past	achievement
	liked	past	stative
	to eat [meat]	inf (past)	accomplishment
	run	pres	activity
	met	pres	achievement
	is	pres	stative
	catch	pres	achievement
	started	past	achievement
	to eat	inf (past)	activity

	eat	pres	activity
	eat [a mouse]	pres	accomplishment
	eat	pres	activity
	need (need)	pres	stative
	to eat	inf (pres)	activity
	found	past	achievement
	include	pres	activity
	remain	pres	activity
	remain	pres	activity
	remain	pres	activity
	like	pres	stative
	are	pres	stative
	eat	pres	activity
	know	pres	stative
	is	pres	stative
	have	pres	stative
23	are	pres	stative
	are	pres	stative
	are	pres	stative
	made	past	accomplishment
	kept	past	accomplishment
	feed	pres	accomplishment
	were	past	stative
	was	past	stative
	run	pres	activity
	to feed	inf (pres)	accomplishment
	remained	past	activity
24	have	pres	stative
	have	pres	stative
	needed	past	stative
	goes	pres	activity
	meet	pres	achievement
	take	pres	accomplishment
	take	pres	accomplishment
	have	pres	stative
25	was	past	stative
	had	past	stative
	is	pres	stative
	chased	past	accomplishment
	see	pres	achievement
	was	past	stative
	want	pres	stative
	to eat [the rate]	inf (pres)	accomplishment
	get	pres	accomplishment
26	n/a		



27	are	pres	stative
	are	pres	stative
	is	pres	stative
	are	pres	stative
	are	pres	stative
	cutch (catch)	pres	achievement
	combine	pres	achievement
	can see	pres	achievement
	take	pres	accomplishment
	see	pres	achievement
	take	pres	accomplishment

28	run	pres	activity
	want	pres	stative
	to catch	inf (pres)	achievement
	get [it]	pres	accomplishment
	started	past	achievement
	to fight	inf (past)	achievement
	bit	past	achievement
	bit	past	achievement
	use	pres	activity
	to get [it]	inf (pres)	accomplishment
	started	past	achievement
	to pool (pull)	inf (past)	accomplishment
	is	pres	stative

29	are	pres	stative
	was	past	stative
	lie	pres	activity
	collect	pres	accomplishment
	sit	pres	activity
	sit	pres	activity
	to live	inf (pres)	stative
	are	pres	stative
	ate	past	accomplishment
	can change	pres	achievement
	are	pres	stative
	occurs	pres	achievement
	said	past	achievement

	is	pres	stative
	lost	past	achievement
	said	past	achievement
	don't understand	pres	stative
	are talking	prprog	activity
	tell	pres	achievement
	is	pres	stative
	gave	past	accomplishment
	think	pres	stative
	said	past	achievement
	have	pres	stative
	tell	pres	achievement
	miss	pres	stative
	is	pres	stative
	don't know	pres	stative
	want	pres	stative
	to tell	inf (pres)	achievement
	send	pres	accomplishment
	went	past	activity
	took	past	accomplishment
	started	past	achievement
	have	pres	stative
	have	pres	stative

30	are	pres	stative
	compete	pres	achievement
	to obtain	inf (pres)	accomplishment
	are	pres	stative
	to get	inf (pres)	accomplishment
	needed	past	stative
	to make[s]	inf (past)	accomplishment
	to cooperate	inf (past)	activity
	to be	inf (past)	stative
	compete	pres	achievement
	to be	inf (pres)	stative
	compoto (compete)	pres	achievement
	to obtain	inf (pres)	accomplishment
	makes	pres	achievement

	is	pres	stative
	was trying	paprog	activity
	to catch	inf (paprog)	achievement
	is	pres	stative
	saw	past	achievement

<b>Group</b>			
<b>Urban 5</b>			
<b>Participant</b>	<b>Verb</b>	<b>Tense</b>	<b>Aspect</b>
1	can recognize	pres	achievement

was running	paprog	activity	to look	inf (pres)	activity
aw (saw)	past	achievement	can not see	pres	achievement
decide	pres	achievement	is	pres	stative
to enter	inf (pres)	achievement	can say	pres	achievement
may be	pres	stative	is	pres	stative
saw	past	achievement	knew	past	stative
enter	pres	achievement	<b>2 was</b>	<b>past</b>	<b>stative</b>
tries	pres	activity	saw	past	achievement
to turn [it]	inf (pres)	accomplishment	start chasing	prprog	achievement
failed	past	achievement	saw	past	achievement
continue	pres	activity	inter (enter)	pres	achievement
to bend	inf (pres)	accomplishment	tried	past	activity
did not work	past	achievement	to take [it]	inf (past)	achievement
thought	past	stative	fails	pres	achievement
was trying	paprog	activity	was not able	past	stative
to do	inf (paprog)	activity	to catch	inf (past)	achievement
failed	past	achievement	was	past	stative
took	past	achievement	take	pres	accomplishment
stand	pres	accomplishment	can be able	pres	stative
tried	past	activity	to inter	inf (pres)	achievement
to put	inf (past)	accomplishment	catch	pres	achievement
decide	pres	achievement	fail	pres	achievement
to go	inf (pres)	activity	go	pres	activity
look	pres	activity	to find	inf (pres)	achievement
to take	inf (pres)	achievement	to take	inf (pres)	achievement
came	past	achievement	went	past	activity
saw	past	achievement	to find	inf (past)	achievement
were	past	stative	go	pres	activity
decided	past	achievement	to help	inf (pres)	accomplishment
to take	inf (past)	achievement	took	past	achievement
decide	pres	achievement	drop	pres	accomplishment
to step	inf (pres)	achievement	was	past	stative
was	past	stative	come	pres	achievement
touched	past	accomplishment	ran	past	activity
stand	pres	activity	hide	pres	achievement
was	past	stative	came	past	achievement
was	past	stative	found	past	achievement
was	past	stative	is	pres	stative
touched	past	accomplishment	were	past	stative
came	past	achievement	remain	pres	activity
see	pres	achievement	come	pres	achievement
are running	prprog	activity	<b>3 went</b>	<b>past</b>	<b>activity</b>
came	past	achievement	to search	inf (past)	activity
can catch	pres	achievement	met	past	achievement
tries	pres	activity	was	past	stative

cause	pres	achievement
to end	inf (pres)	achievement
asked	past	achievement
can I ... escape	pres	achievement
was	past	stative
got	past	accomplishment
was...trying	paprog	activity
to serve	inf (paprog)	accomplishment
remain	pres	activity
run	pres	activity
was	past	stative
lost	past	achievement
came up	past	achievement
gave	past	accomplishment
to serve	inf (past)	accomplishment
was	past	stative
gave	past	accomplishment
is	pres	stative
got [into the bottle]	past	achievement
dried (tried)	past	activity
to get	inf (past)	accomplishment
think	pres	stative
got	past	accomplishment
take off	past	achievement
left	past	achievement
come	pres	achievement
to help	inf (pres)	accomplishment
was	past	stative
came up	past	achievement
to help	inf (past)	accomplishment
decided	past	achievement
take	pres	accomplishment
succeeded	past	achievement
to get [off]	inf (past)	accomplishment
come	pres	achievement
to remove	inf (pres)	accomplishment
is	pres	stative
had...gone	papft	activity
arrived	past	achievement
does not believe	pres	stative
see	pres	achievement
was	past	stative
has...gone	prpft	achievement
is	pres	stative
escaped	past	achievement

<b>4</b>	<b>was</b>	<b>past</b>	<b>stative</b>
	appeared	past	achievement
	started	past	achievement
	to chase	inf (past)	activity
	saw	past	achievement
	decided	past	achievement
	to get	inf (past)	achievement
	to save	inf (past)	accomplishment
	was	past	stative
	missed	past	achievement
	get [into]	pres	achievement
	tried	past	activity
	to get [the rat]	inf (past)	accomplishment
	failed	past	achievement
	tried	past	activity
	to get [into]	inf (past)	achievement
	can get	pres	accomplishment
	helped	past	accomplishment
	leave	pres	achievement
	to get	inf (pres)	accomplishment
	was	past	stative
	came	past	achievement
	to rescue	inf (past)	accomplishment
	think	pres	stative
	to do	inf (pres)	activity
	to get	inf (pres)	achievement
	arranged	past	achievement
	climb	pres	achievement
	reached	past	achievement
	was	past	stative
	get	pres	achievement
	was able	past	stative
	to get out	inf (past)	achievement
	ran	past	activity
	came	past	achievement
	was	past	stative
	stand	pres	activity
<b>5</b>	<b>was chasing</b>	<b>paprog</b>	<b>accomplishment</b>
	entered	past	achievement
	tried	past	activity
	to remove	inf (past)	accomplishment
	was	past	stative
	tried	past	activity
	to pick	inf (past)	accomplishment
	failed	past	achievement

	got	past	accomplishment
	to remove	inf (past)	accomplishment
	went	past	activity
	to find	inf (past)	achievement
	came	past	achievement
	took	past	achievement
	ran	past	activity
	came	past	achievement
	tried	past	activity
	was	past	stative
	were hiding	paprog	activity
	laughed	past	accomplishment
6	were	past	stative
	saw	past	achievement
	started	past	achievement
	to chase	inf (past)	activity
	ran	past	activity
	get [inside]	pres	achievement
	took	past	achievement
	take [a look]	pres	achievement
	to see	inf (pres)	achievement
	is	pres	stative
	was	past	stative
	swathe (saw the)	past	achievement
	put	past	achievement
	to see	inf (past)	achievement
	can reach	pres	achievement
	was	past	stative
	fail	pres	achievement
	to reach	inf (pres)	achievement
	wanted	past	stative
	to get	inf (past)	accomplishment
	decided	past	achievement
	to go	inf (past)	activity
	to find	inf (past)	achievement
	came	past	achievement
	join	pres	achievement
	jump	pres	achievement
	put	pres	achievement
	catch	pres	achievement
	was able	past	stative
	to come out	inf (past)	achievement
	came	past	achievement
	were	past	stative
	started	past	achievement

	to wonder	inf (past)	stative
	where (were)		
	enjoying	paprog	stative
	were hiding	paprog	activity
7	see	pres	achievement
	run	pres	activity
	to catch	inf (pres)	achievement
	run	past	activity
	enter	pres	achievement
	come	pres	achievement
	to kill [it]	inf (pres)	accomplishment
	brought	past	achievement
	was	past	stative
	try	pres	activity
	to stand	inf (pres)	achievement
	to catch	inf (pres)	achievement
	was	past	stative
	to do	inf (past)	activity
	find	pres	achievement
	stand	pres	activity
	bring	pres	accomplishment
	was	past	stative
	dicide	pres	achievement
	to go [away]	inf (pres)	achievement
	find	pres	achievement
	to let	inf (pres)	achievement
	go away	pres	achievement
	to find	inf (pres)	achievement
	came	past	achievement
	to help	inf (past)	accomplishment
	do	pres	activity
	climb	pres	achievement
	sit	pres	activity
	put	pres	achievement
	was	past	stative
	to come out	inf (past)	achievement
	to let	inf (past)	achievement
	run	pres	activity
	come	pres	achievement
	to bring	inf (pres)	achievement
	find	pres	achievement
	is	pres	stative
	hide	pres	activity
	find	pres	achievement
	is	pres	stative

8	are running	pres	stative
	chases (chases)	pres	activity
	saw	past	achievement
	meet	pres	achievement
	runs	pres	activity
	are running	pres	stative
	was resting	paprog	activity
	was	past	stative
	run	pres	accomplishment
	saw	past	achievement
	is	pres	stative
	saw	past	achievement
	chased	past	activity
	run	past	activity
	was	past	stative
	to catch	inf (past)	achievement
	saw	past	achievement
	had...gone	past	stative
	was	past	stative
	entered	past	achievement
	was	past	stative
	looked	past	activity
	did not able	past	stative
	to enter	inf (past)	achievement
	was	past	stative
	was worrying	paprog	stative
	went	past	achievement
	cried	past	activity
	cried	past	activity
	hear	pres	achievement
	come	pres	achievement
	to sarve (save)	inf (pres)	achievement
	is	pres	stative
	took	past	accomplishment
	enter	pres	achievement
	catch	pres	achievement
	pulled	past	accomplishment
	have pulled	prpft	accomplishment
	returned	past	achievement
	disappeared	past	achievement
	came	past	achievement
	was	past	stative
	to find	inf (past)	achievement
	had gone	papft	activity
	was	past	stative

	did not get	past	achievement
9	are	pres	stative
	see	pres	achievement
	become	pres	stative
	was staying	paprog	activity
	saw	past	achievement
	was	past	stative
	was	past	stative
	to eat	inf (past)	accomplishment
	jump	pres	achievement
	to catch	inf (pres)	achievement
	run	pres	achievement
	to escape	inf (pres)	achievement
	was running	paprog	activity
	saw	past	achievement
	was	past	stative
	entered	past	achievement
	stayed	past	activity
	missed	past	achievement
	tried	past	activity
	to pool	inf (past)	achievement
	failed	past	achievement
	decided	past	achievement
	to go away	inf (past)	achievement
	stayed	past	activity
	came	past	achievement
	to take	inf (past)	achievement
	came	past	achievement
	to fish	inf (past)	achievement
	found	past	achievement
	remained	past	stative
10	was	past	stative
	was chassing	paprog	activity
	were chassing	paprog	activity
	found	past	achievement
	interes (enters)	pres	achievement
	know	pres	stative
	can not inter	pres	achievement
	struggle	pres	activity
	tried	past	activity
	to put	inf (past)	achievement
	was	past	stative
	tries	pres	activity
	to take	inf (pres)	achievement
	stand	pres	achievement

	reach	pres	achievement
	can't	pres	achievement
	was	past	stative
	decide	pres	achievement
	to move away	inf (pres)	achievement
	to find	inf (pres)	achievement
	can use it	pres	accomplishment
	to pull	inf (pres)	achievement
	moved away	past	achievement
	came	past	achievement
	try	pres	activity
	to take	inf (pres)	accomplishment
	is	pres	stative
	stand	pres	achievement
	was	past	stative
	use	pres	accomplishment
	to pull	inf (pres)	accomplishment
	was	past	stative
	succeed	pres	achievement
	run away	pres	achievement
	come	pres	achievement
	found	past	achievement
	was	past	stative
11	saw	past	achievement
	can get	pres	accomplishment
	ran	past	activity
	hide	pres	achievement
	find	pres	achievement
	to get	inf (pres)	achievement
	failed	past	achievement
	trie	pres	activity
	to put	inf (pres)	achievement
	to catch	inf (pres)	achievement
	failed	past	achievement
	was	past	stative
	couldn't reach	past	achievement
	decide	pres	achievement
	to go	inf (pres)	activity
	[and] find	inf (pres)	achievement
	left	past	achievement
	came	past	achievement
	to help	inf (past)	accomplishment
	get out	pres	achievement
	helped	past	accomplishment
	to reach	inf (past)	achievement

	put	pres	achievement
	used	past	accomplishment
	to get out	inf (past)	achievement
	ran	past	activity
	came	past	achievement
	found	past	achievement
	looked	past	stative
12	chases	pres	activity
	is trying	prprog	activity
	to escape	inf (prprog)	achievement
	observes	pres	activity
	finds	pres	achievement
	to get [it out]	inf (pres)	achievement
	enters	pres	achievement
	is	pres	stative
	goes away	pres	achievement
	to find	inf (pres)	achievement
	see	pres	achievement
	tries	pres	activity
	to let it out	inf (pres)	achievement
	goes away	pres	achievement
	enters	pres	achievement
	can catch	pres	achievement
	catches	pres	achievement
	gets out	pres	achievement
	has been	prpft	stative
	escape	pres	achievement
	comes	pres	achievement
	to trap	inf (pres)	achievement
	discovers	pres	achievement
	is	pres	stative
	is	pres	stative
	tries	pres	activity
	to come out	inf (pres)	achievement
	is doing	prprog	activity
13	was chasing	paprog	accomplishment
	jumped	past	achievement
	took	past	accomplishment
	shaked	past	accomplishment
	to get	inf (past)	achievement
	could not succeed	past	achievement
	tried	past	activity
	stood	past	activity
	extended	past	accomplishment
	could not help	past	accomplishment

squeezed	past	accomplishment	
proved	past	achievement	
left	past	achievement	
to find	inf (past)	achievement	
to get	inf (past)	achievement	
came	past	achievement	
to secure	inf (past)	achievement	
stood	past	accomplishment	
supported	past	accomplishment	
stood	past	accomplishment	
stood	past	activity	
penetrated	past	accomplishment	
went	past	achievement	
arrived	past	achievement	
[already] disappeared	papft	achievement	
made	past	accomplishment	
took (looked)	past	activity	
<b>14</b>	<b>is</b>	<b>pres</b>	<b>stative</b>
gets [food]	pres	accomplishment	
was running	paprog	activity	
ran	past	activity	
met	past	achievement	
entered	past	achievement	
tried	past	activity	
to enter	inf (past)	achievement	
looked	past	activity	
saw	past	achievement	
struggled	past	activity	
to enter	inf (past)	achievement	
failed	past	achievement	
was	past	stative	
to reach	inf (past)	achievement	
was	past	stative	
decided	past	achievement	
to move	inf (past)	activity	
left	past	achievement	
came	past	achievement	
was	past	stative	
decided	past	achievement	
to get off	inf (past)	achievement	
moved	past	activity	
came	past	achievement	
tried	past	activity	
to took (look)	inf (past)	activity	
was	past	stative	

were looking	paprog	activity	
looked	past	achievement	
looked	past	achievement	
remained	past	stative	
<b>15</b>	<b>is</b>	<b>pres</b>	<b>stative</b>
try	pres	achievement	
to acquire	inf (pres)	achievement	
is	pres	stative	
is	pres	stative	
know	pres	stative	
is	pres	stative	
fight	pres	achievement	
to make	inf (pres)	accomplishment	
is	pres	stative	
to do	inf (pres)	activity	
come	pres	achievement	
don't wait	pres	activity	
don't wait	pres	activity	
to make	inf (pres)	accomplishment	
is	pres	stative	
need	pres	stative	
to cooperate	inf (pres)	activity	
occur	pres	achievement	
tend	pres	activity	
to explain	inf (pres)	achievement	
are	pres	stative	
shows	pres	accomplishment	
to eat	inf (pres)	accomplishment	
make	pres	accomplishment	
is	pres	stative	
shows	pres	accomplishment	
use	pres	accomplishment	
to get	inf (pres)	achievement	
to save	inf (pres)	accomplishment	
showed	past	accomplishment	
is	pres	stative	
to help	inf (pres)	accomplishment	
failed	past	achievement	
to decide	inf (past)	achievement	
decide	pres	achievement	
to go	inf (pres)	achievement	
to look	inf (pres)	activity	
is	pres	stative	
decide	pres	achievement	
to wait	inf (pres)	activity	

	to decide	inf (pres)	achievement
	don't wait	pres	activity
	to make	inf (pres)	accomplishment
16	saw	past	achievement
	started	past	achievement
	to chase	inf (past)	accomplishment
	ran	past	achievement
	could not manage	past	achievement
	to enter	inf (past)	achievement
	tried	past	activity
	to enter	inf (past)	achievement
	to get	inf (past)	achievement
	decided	past	achievement
	came	past	achievement
	used	past	accomplishment
	to draw	inf (past)	achievement
	went	past	achievement
17	was chasing	paprog	accomplishment
	run	pres	achievement
	entered	past	achievement
	tried	past	activity
	to make sure	inf (past)	achievement
	tried	past	activity
	didn't manage	past	achievement
	to give out	inf (past)	achievement
	continue	pres	activity
	to be	inf (pres)	stative
	went	past	achievement
	to take	inf (past)	accomplishment
	went	past	achievement
	came	past	achievement
	to help	inf (past)	accomplishment
	was	past	stative
	came	past	achievement
	to help	inf (past)	accomplishment
	manage	pres	accomplishment
	to help	inf (pres)	accomplishment
	went	past	achievement
	came	past	achievement
	found	past	achievement
	was	past	stative
18	starts	pres	achievement
	to find	inf (pres)	achievement
	is	pres	stative
	starts	pres	achievement

	was moving	paprog	activity
	was running	paprog	activity
	struggled	past	activity
	to hide	inf (past)	achievement
	tried	past	activity
	to remove	inf (past)	achievement
	failed	past	achievement
	couldn't manage	past	accomplishment
	to touch	inf (past)	achievement
	tried	past	activity
	to remove	inf (past)	achievement
	failed	past	achievement
	decided	past	achievement
	to go [around]	inf (past)	activity
	can ... remove	pres	achievement
	was	past	stative
	moved	past	achievement
	saw	past	achievement
	saw	past	achievement
	started	past	achievement
	to serve	inf (past)	accomplishment
	stood	past	achievement
	did	past	accomplishment
	insort	pres	achievement
	managed	past	accomplishment
	to touch	inf (past)	achievement
	come	past	achievement
	runed	past	achievement
	came	past	achievement
	to remove	inf (past)	achievement
	was...standing	paprog	activity
	managed	past	accomplishment
	to move	inf (past)	achievement
	was looking	paprog	activity
19	was walking	paprog	activity
	saw	past	achievement
	started	past	achievement
	to run	inf (past)	activity
	recognized	past	achievement
	was	past	stative
	ran	past	activity
	intered	past	achievement
	arrived	past	achievement
	listed	past	achievement
	to prevent	inf (pres)	accomplishment



	used	past	accomplishment
	to catch	inf (past)	achievement
	was	past	stative
	went	past	activity
	to take	inf (past)	achievement
	came	past	achievement
	planned	past	accomplishment
	to save	inf (past)	accomplishment
	stand up	pres	achievement
	stand on	pres	achievement
	stood	past	achievement
	dropped	past	achievement
	held	past	accomplishment
	used	past	accomplishment
	to come out	inf (past)	achievement
	fled	past	activity
	intered	past	achievement
	came	past	achievement
	sow	past	achievement
	was	past	stative
	was...standing	paprog	activity
	saw	past	achievement
	became	past	stative
<b>20</b>	<b>was chasing</b>	<b>paprog</b>	<b>accomplishment</b>
	ran	past	activity
	inter	pres	achievement
	was	past	stative
	arrive	pres	achievement
	started	past	achievement
	to make	inf (past)	accomplishment
	move	pres	achievement
	tried	past	activity
	to inter	inf (past)	achievement
	could not help	past	accomplishment
	got	past	accomplishment
	to come out	inf (past)	achievement
	was	past	stative
	found	past	achievement
	was going	paprog	activity
	come	past	achievement
	arrange	pres	accomplishment
	were	past	stative
	stand	pres	achievement
	start pulling	prprog	accomplishment
	run	pres	accomplishment

	came	past	achievement
	found	past	achievement
	was	past	stative
<b>21</b>	<b>lived</b>	<b>past</b>	<b>stative</b>
	have [never] seen	prpft	achievement
	were	past	stative
	were doing	past	activity
	break-up	pres	achievement
	entered	past	achievement
	were thinking	paprog	stative
	to solve	inf (paprog)	accomplishment
	failed	past	achievement
	wanted	past	achievement
	started	past	achievement
	were going	paprog	activity
	to find	inf (paprog)	achievement
	was	past	stative
	was	past	stative
	came	past	achievement
	was	past	stative
	took	past	achievement
	arrived	past	achievement
	found	past	achievement
	looked	past	achievement
	saw	past	achievement
	felt	past	stative
	desided	past	achievement
	to leave	inf (past)	achievement
	are	pres	stative
<b>22</b>	<b>was chasing</b>	<b>paprog</b>	<b>accomplishment</b>
	ran	past	achievement
	wasn't able	past	stative
	to enter	inf (past)	achievement
	wasn't	past	stative
	stretched	past	accomplishment
	was	past	stative
	to tough (touch)	inf (past)	achievement
	was	past	stative
	went away	past	achievement
	left	past	achievement
	appeared	past	achievement
	were	past	stative
	made	past	accomplishment
	entered	past	achievement
	to catch	inf (past)	achievement

	managed	past	accomplishment
	to take it out	inf (past)	achievement
	ran	past	achievement
	returned	past	achievement
	was	past	stative
	to see	inf (past)	achievement
	was	past	stative
23	is	pres	stative
	decide	pres	achievement
	to keep	inf (pres)	accomplishment
	succeeded	past	achievement
	to have	inf (past)	stative
	believed	past	stative
	eat	pres	accomplishment
	saw	past	achievement
	started	past	achievement
	to chase	inf (past)	accomplishment
	get	pres	achievement
	settled	past	achievement
	tried	past	activity
	to get in	inf (past)	achievement
	tried	past	activity
	to pull	inf (past)	accomplishment
	was	past	stative
	to get it	inf (past)	accomplishment
	decided	past	achievement
	to find	inf (past)	achievement
	was trying	paprog	activity
	to find	inf (paprog)	achievement
	came	past	achievement
	saw	past	achievement
	decided	past	achievement
	to help	inf (past)	accomplishment
	get	pres	achievement
	settled	pres	accomplishment
	jumped	past	achievement
	succeeded	past	achievement
	to get out	inf (past)	achievement
	came	past	achievement
	to get	inf (past)	achievement
	found	past	achievement
	failed	past	achievement
	to get	inf (past)	accomplishment
	was	past	stative
24	had	past	stative

	saw	past	achievement
	started	past	achievement
	saw	past	achievement
	disided	past	achievement
	to inter	inf (past)	achievement
	entered	past	achievement
	took	past	accomplishment
	cooke	pres	accomplishment
	started	past	achievement
	to inter	inf (past)	achievement
	don't rech (reach)	pres	achievement
	took	past	achievement
	failed	past	achievement
	to touch	inf (past)	achievement
	went	past	stative
	started	past	achievement
	to follow	inf (past)	accomplishment
	turn	pres	activity
	saw	past	achievement
	inter	pres	achievement
	started	past	achievement
	removed	past	achievement
	started	past	achievement
	to run away	inf (past)	achievement
	to look	inf (past)	achievement
	came	past	achievement
	reached	past	achievement
	were	past	stative
25	are	pres	stative
	can't	pres	stative
	was	past	stative
	to find	inf (past)	achievement
	saw	past	achievement
	gets	pres	accomplishment
	saw	past	achievement
	run away	pres	achievement
	to catch	inf (pres)	achievement
	decided	past	achievement
	to enter	inf (past)	achievement
	to avoid	inf (past)	accomplishment
	become	pres	stative
	get	pres	achievement
	to catch	inf (pres)	achievement
	try	pres	activity
	to catch	inf (pres)	achievement

fails	pres	achievement
change	pres	accomplishment
tried	past	activity
to catch	inf (past)	achievement
it's	pres	stative
done	past	accomplishment
used	pres	accomplishment
failed	past	achievement
was	past	stative
realized	past	achievement
was	past	stative
was	past	stative
sat	past	activity
fails	pres	achievement
to cat (catch)	inf (pres)	achievement
decided	past	achievement
to go away	inf (past)	achievement
to think	inf (past)	stative
to catch	inf (past)	achievement
was	past	stative
came	past	achievement
rescue	pres	accomplishment
rescue	pres	accomplishment
go	pres	achievement
left	past	achievement
came	past	achievement
to catch	inf (past)	achievement
didn't see	past	achievement
disappeared	past	achievement
26 is	pres	stative
is	pres	stative
tend	pres	activity
to eat	inf (pres)	accomplishment
is	pres	stative
come	pres	achievement
to find	inf (pres)	achievement
is	pres	stative
run away	pres	achievement
to escape	inf (pres)	achievement
saw	past	achievement
succeed	pres	achievement
to inter	inf (pres)	achievement
took	past	achievement
to grasp	inf (past)	accomplishment
failed	past	achievement

tried	past	activity
to take	inf (past)	achievement
failed	past	achievement
leave	pres	achievement
to find	inf (pres)	achievement
to grasp	inf (pres)	accomplishment
came	past	achievement
to help	inf (past)	accomplishment
is	pres	stative
carry	pres	accomplishment
settled	pres	achievement
gave	past	accomplishment
to come out	inf (past)	achievement
succeed	pres	achievement
to save	inf (pres)	accomplishment
come	pres	achievement
is	pres	stative
to grasp	inf (pres)	accomplishment
met	past	achievement
disappear	pres	achievement
made	past	accomplishment
to grasp	inf (past)	accomplishment
increase	pres	accomplishment
27 is	pres	stative
to make	inf (pres)	accomplishment
run	pres	activity
appeared	past	achievement
comence	pres	achievement
enter	pres	achievement
try	pres	activity
can be	pres	stative
to catch	inf (pres)	achievement
sat	past	activity
thought	past	stative
to do	inf (past)	activity
decided	past	achievement
to put	inf (past)	achievement
to trap	inf (past)	achievement
continued	past	activity
to be	inf (past)	stative
is	pres	stative
sat	past	activity
can enable	pres	accomplishment
moved	past	achievement
to find	inf (past)	achievement

though(t)	past	stative
left	past	achievement
emerged	past	achievement
to help	inf (past)	accomplishment
planned	past	activity
to rescue	inf (past)	accomplishment
made	past	accomplishment
stand	pres	activity
stand	pres	activity
are	pres	stative
sat	past	activity
catch	pres	achievement
removed	past	achievement
escaped	past	achievement
is	pres	stative
turned up	past	achievement
to remove	inf (past)	achievement
is	pres	stative
find	pres	achievement
was	past	stative
made	past	accomplishment
<b>28 was</b>	<b>past</b>	<b>stative</b>
sow (saw)	past	achievement
stated (started)	past	achievement
to run	inf (past)	activity
run	pres	activity
increases	pres	accomplishment
to catch	inf (pres)	achievement
was	past	stative
saw	past	achievement
enter	pres	achievement
reached	pres	achievement
was	past	stative
looked	past	achievement
see	pres	achievement
tried	past	activity
to take	pres	achievement
was	past	stative
is	pres	stative
was	past	stative
was	past	stative
become	pres	stative
to enter	inf (pres)	achievement
tried	past	activity
to take	inf (past)	accomplishment

tried	past	activity
to shake	inf (past)	accomplishment
was	past	stative
was	past	stative
is	pres	stative
to use	inf (pres)	accomplishment
to catch	inf (pres)	achievement
failed	past	achievement
was	past	stative
to catch	inf (past)	achievement
failed	past	achievement
left	past	achievement
walk	pres	activity
is	pres	stative
to remove	inf (pres)	achievement
leave	pres	achievement
came	past	achievement
was	past	stative
make	pres	accomplishment
enter	pres	achievement
was	past	stative
used	past	accomplishment
to get out	inf (past)	achievement
succeeded	past	achievement
to help	inf (past)	accomplishment
was	past	stative
left	past	achievement
fear	pres	stative
look	pres	activity
where hiding (were)	paprog	activity
to see	inf (paprog)	achievement
came	past	achievement
arrived	past	achievement
was	past	stative
found	past	achievement
wounder	pres	stative
were looking	paprog	activity
failed	past	achievement
to catch	inf (past)	achievement
fail	pres	achievement
to have	inf (pres)	stative
<b>29 is chasing</b>	<b>prprog</b>	<b>accomplishment</b>
to capture	pres	achievement
make	pres	accomplishment
seems	pres	stative

to be	inf (pres)	stative	
entered	past	achievement	
settled	past	achievement	
to hide	inf (past)	achievement	
reached	past	achievement	
finds	pres	achievement	
to catch	inf (pres)	achievement	
is	pres	stative	
tried	pres	activity	
to penetrate	inf (pres)	achievement	
seems	pres	stative	
have failed	prprog	achievement	
to catch	inf (prprog)	achievement	
is looking	prprog	activity	
to get	inf (prprog)	achievement	
is	pres	stative	
to catch	inf (pres)	achievement	
seem	pres	stative	
to help	inf (pres)	accomplishment	
is	pres	stative	
scales	pres	achievement	
enters	pres	achievement	
to help	inf (pres)	accomplishment	
to get out	inf (pres)	achievement	
succeed	pres	achievement	
to let out	inf (pres)	achievement	
seem	pres	stative	
arrives	pres	achievement	
to catch	inf (pres)	achievement	
finds	pres	achievement	
are looking	prprog	activity	
<b>30</b>	<b>was</b>	<b>past</b>	<b>stative</b>
to watch	inf (past)	accomplishment	
are	pres	stative	
started	past	achievement	
passed	past	activity	
tried	past	activity	
to catch	inf (past)	achievement	
is	pres	stative	
gets	pres	achievement	
was	past	stative	
to enter it	inf (past)	achievement	
tried	past	activity	
to get inside	inf (past)	achievement	
to remove	inf (past)	achievement	

tries	pres	activity	
to stretch	inf (pres)	accomplishment	
was	past	stative	
to reach	inf (past)	achievement	
was lying	paprog	activity	
decided	past	achievement	
was	past	stative	
worked out	past	accomplishment	
removed	past	accomplishment	
sent	past	activity	
to find	inf (past)	achievement	
went	past	activity	
to find	inf (past)	achievement	
found	past	achievement	
was	past	stative	
<b>31</b>	<b>were</b>	<b>past</b>	<b>stative</b>
were	past	stative	
saw	past	achievement	
was	past	stative	
started	past	achievement	
to chase	inf (past)	accomplishment	
saw	past	achievement	
run away	inf (past)	achievement	
continued	past	activity	
to chase if	inf (past)	accomplishment	
enter	pres	achievement	
raise	pres	accomplishment	
saw	past	achievement	
got	past	accomplishment	
enter	pres	achievement	
raise	pres	accomplishment	
raised	past	accomplishment	
try	pres	activity	
to enter	inf (pres)	achievement	
try	pres	activity	
to enter	inf (pres)	achievement	
to take out	inf (pres)	achievement	
was	past	stative	
tried	past	activity	
became	past	stative	
went	past	achievement	
to find	inf (past)	achievement	
to get out	inf (past)	achievement	
is	pres	stative	
has disappeared	prpft	achievement	

was leaving (lying)	paprog	activity
came	past	achievement
saw	past	achievement
climbed	past	accomplishment
inters	pres	achievement
to save	inf (pres)	accomplishment
was able	past	stative
to come out	inf (past)	achievement
went away	past	achievement
come	pres	achievement
32 was chasing	paprog	accomplishment
entered	past	achievement
started	past	achievement
to look	inf (past)	achievement
were looking	paprog	activity
lifted	past	accomplishment

tried	past	activity
to insert	inf (past)	achievement
was not able	past	stative
to catch	inf (past)	achievement
left	past	achievement
came	past	achievement
found	past	achievement
took	pres	achievement
to remove	inf (pres)	achievement
went	past	achievement
came	past	achievement
to remove	inf (past)	achievement
was	past	stative
arrived	past	achievement
found	past	achievement
has gone	prpft	achievement

<b>Group Urban 6</b>						
<b>Participant</b>	<b>Verb</b>	<b>Tense</b>	<b>Aspect</b>			
<b>1</b>	<b>was chasing</b>	<b>paprog</b>	<b>accomplishment</b>			
	was running	paprog	activity		was	past stative
	to sarve	inf (paprog)	accomplishment		stood	past activity
	saw	past	achievement		put	pres achievement
	entered	past	achievement		were	past stative
	tired (tried)	past	activity		organized	past accomplishment
	to take	inf (past)	achievement		stood	past activity
	tries	pres	activity		put	past accomplishment
	failed	past	achievement		put	past accomplishment
	find	pres	achievement		was hanging	paprog stative
	romove	pres	achievement		caught	past achievement
	was	past	stative		climbed out	past achievement
	became	past	stative		joined	past accomplishment
	decided	past	achievement		disappeared	past achievement
	to leave	inf (past)	achievement		returned	past achievement
	comes	pres	achievement		was	past stative
	saw	past	achievement	<b>3</b>	<b>tries</b>	<b>pres activity</b>
	joined	past	accomplishment		to chase	inf (pres) achievement
	to rescue	inf (past)	accomplishment		is	pres stative
	made	past	accomplishment		to catch	inf (pres) achievement
	was	past	stative		to get	inf (pres) accomplishment
	stepped	past	achievement		decides	pres achievement
	put	pres	achievement		to enter	inf (pres) achievement
	catched	past	achievement		to save	inf (pres) accomplishment
	managed	past	accomplishment		tries	pres activity
	to come	inf (pres)	achievement		to find	inf (pres) achievement
	returned	past	achievement		to catch	inf (pres) achievement
	found	past	achievement		tries	pres activity
<b>2</b>	<b>were</b>	<b>past</b>	<b>stative</b>		to enter	inf (pres) achievement
	were	past	stative		failes	pres achievement
	started	past	achievement		decides	pres achievement
	to chase	inf (past)	accomplishment		to go	inf (pres) activity
	ran	past	activity		finds out	pres achievement
	was	past	stative		come	pres achievement
	was	past	stative		try	pres activity
	entered	past	achievement		to help	inf (pres) accomplishment
	endovered	past	activity		entered	past achievement
	to fetch	inf (past)	achievement		decide	pres achievement
	tried	past	activity		to run away	inf (pres) achievement
	used	past	accomplishment		was able	past stative
	came	past	achievement		to run away	inf (past) achievement
					was looking	paprog accomplishment
					was	past stative
					has been happened	prpft activity
					chases	pres accomplishment
					look	pres activity

4	are	pres	stative
	finds	pres	achievement
	must	pres	stative
	kicks	pres	achievement
	was surrounding	paprog	accomplishment
	saw	past	achievement
	enjoyed	past	stative
	to see	inf (past)	achievement
	started jumping	paprog	achievement
	can catch	pres	achievement
	was	past	stative
	was	past	stative
	was fighting	paprog	achievement
	trying	paprog	activity
	can run away	pres	achievement
	to be	inf (pres)	stative
	wanted	past	stative
	to remove	inf (past)	achievement
	was	past	stative
	to enter	inf (past)	achievement
	entered	past	achievement
	decide	pres	achievement
	to give up	inf (pres)	accomplishment
	failed	past	achievement
	to catch	inf (past)	achievement
	decided	past	achievement
	to find	inf (past)	achievement
	was finding	paprog	achievement
	can move	pres	activity
	sense	pres	accomplishment
	were facing	paprog	stative
	came up	past	achievement
	rush	pres	activity
	started jumping	paprog	achievement
	succeeded	past	achievement
	to move out	inf (past)	achievement
	run away	pres	achievement
	turn back	pres	achievement
	finds	pres	achievement
	was wondering	paprog	stative
5	are	pres	stative
	tend	pres	activity
	is	pres	stative
	destroy	pres	accomplishment
	is	pres	stative

	run	pres	activity
	run	pres	activity
	get inside	pres	achievement
	to be	inf (pres)	stative
	use	pres	accomplishment
	to catch	inf (pres)	achievement
	touch	pres	achievement
	look	pres	activity
	is	pres	stative
	try	pres	activity
	stand	pres	activity
	enter	pres	achievement
	to catch	inf (pres)	achievement
	turn	pres	activity
	to find	inf (pres)	achievement
	to catch	inf (pres)	achievement
	come	pres	achievement
	to help	inf (pres)	accomplishment
	to come out	inf (pres)	achievement
	shows	pres	accomplishment
	come	pres	achievement
	to catch	inf (pres)	achievement
	is	pres	stative
	was	past	stative
	run	pres	activity
	failed	past	achievement
6	was resting	paprog	activity
	was	past	stative
	started	past	achievement
	to think	inf (past)	stative
	decided	past	achievement
	to jump	inf (past)	achievement
	run	pres	activity
	got	past	stative
	was	past	stative
	saw	past	achievement
	was	past	stative
	decided	past	achievement
	to jump	inf (past)	achievement
	to save	inf (past)	accomplishment
	saw	past	achievement
	started	past	achievement
	can get	pres	accomplishment
	decided	past	achievement
	to go back	inf (past)	achievement



	to find	inf (past)	achievement
	can fetch	pres	achievement
	was	past	stative
	was hiding	paprog	activity
	runned (ran)	past	activity
	to enter	inf (past)	achievement
	was hiding	paprog	activity
	stood	past	achievement
	caught	past	achievement
	succeeded	past	achievement
	to get cut (out)	inf (past)	achievement
	runned (ran)	past	activity
	hide	pres	achievement
	came	past	achievement
	got	past	stative
	found	past	achievement
	became	past	stative
<b>7</b>	<b>saw</b>	<b>past</b>	<b>achievement</b>
	jumped	past	achievement
	tried	past	activity
	to catch	inf (past)	achievement
	was	past	stative
	rushed	past	activity
	entered	past	achievement
	was	past	stative
	rose	past	accomplishment
	struggled	past	activity
	to enter	inf (past)	achievement
	decided	past	achievement
	to walk away	inf (past)	achievement
	to find	inf (past)	achievement
	was	past	stative
	came	past	achievement
	to save	inf (past)	accomplishment
	succeeded	past	achievement
	to get it	inf (past)	achievement
	were	past	stative
	ran	past	achievement
	appeared	past	achievement
	couldn't find	past	achievement
	was	past	stative
	remained	past	activity
	to do	inf (past)	activity
<b>8</b>	<b>was chasing</b>	<b>paprog</b>	<b>accomplishment</b>
	were	past	stative

	to hide	inf (past)	achievement
	entered	past	achievement
	got hold	past	achievement
	tried	past	activity
	to shake	inf (past)	accomplishment
	can get rid	pres	accomplishment
	tried	past	activity
	to shake	inf (past)	accomplishment
	use	pres	accomplishment
	to grasp	inf (pres)	accomplishment
	could not reach	past	achievement
	decided	past	achievement
	to go away	inf (past)	achievement
	came	past	achievement
	to try	inf (past)	activity
	to give	inf (past)	accomplishment
	was	past	stative
	arranged	past	accomplishment
	made	past	accomplishment
	is	pres	stative
	could not lay	past	accomplishment
	could get out	past	achievement
	succeeded	past	achievement
	to save	inf (past)	accomplishment
	came	past	achievement
	had gone	papft	achievement
	is	pres	stative
<b>9</b>	<b>was</b>	<b>past</b>	<b>stative</b>
	is	pres	stative
	to catch	inf (pres)	achievement
	is	pres	stative
	has given	prpft	achievement
	is	pres	stative
	is	pres	stative
	to catch	inf (pres)	achievement
	start	pres	achievement
	to run	inf (pres)	activity
	found	past	achievement
	is entering	prprog	achievement
	was	past	stative
	to enter	inf (past)	achievement
	is	pres	stative
	try	pres	activity
	to find	inf (pres)	achievement
	to catch	inf (pres)	achievement

	go	pres	achievement
	to find	inf (pres)	achievement
	to capture	inf (pres)	achievement
	come	pres	achievement
	help	pres	accomplishment
	to get out	inf (pres)	achievement
	to serve it (save)	inf (pres)	accomplishment
	succeed	pres	achievement
	to get it out	inf (pres)	achievement
	was	past	stative
	to find	inf (past)	achievement
	escape	pres	achievement
	is	pres	stative
	was	past	stative
	find	pres	achievement
	was	past	stative
10	are	pres	stative
	were	past	stative
	had	past	stative
	have	pres	stative
	was	past	stative
	started chasing	paprogram	accomplishment
	run	pres	activity
	entered	past	achievement
	could not chase	past	accomplishment
	was	past	stative
	used	past	accomplishment
	to catch	inf (past)	achievement
	was	past	stative
	tried	past	activity
	decided	past	achievement
	to use	inf (past)	accomplishment
	was	past	stative
	went	past	activity
	to look	past	activity
	was	past	stative
	escaped	past	achievement
	could not find	past	achievement
	become	pres	stative
	remained	past	stative
11	chased	past	accomplishment
	is	pres	stative
	are	pres	stative
	saw	past	achievement
	jump	pres	achievement

	to save	inf (pres)	accomplishment
	tried	past	activity
	failed	past	achievement
	gets	pres	stative
	decide	pres	achievement
	to leave	inf (pres)	achievement
	rush	pres	activity
	rescue	pres	accomplishment
	run away	pres	achievement
	returned	past	achievement
	found	past	achievement
	were	past	stative
	can protect	pres	accomplishment
	go around	pres	activity
	can help	pres	accomplishment
	to let ... out	inf (pres)	achievement
	can succeed	pres	achievement
	to eat	inf (pres)	accomplishment
	can stand	pres	activity
	can be	pres	stative
	is	pres	stative
12	is	pres	stative
	is	pres	stative
	shows	pres	accomplishment
	is running	prprogram	activity
	is running	prprogram	activity
	tires	pres	activity
	to raise	inf (pres)	achievement
	looks	pres	activity
	reveals	pres	achievement
	continues	pres	activity
	decides	pres	achievement
	to leave	inf (pres)	achievement
	are	pres	stative
	go toward	pres	activity
	is	pres	stative
	get out	pres	achievement
	proceeds	pres	activity
	leave	pres	achievement
	is coming	prprogram	achievement
	found	past	achievement
	was	past	stative
13	ran	past	activity
	entered	past	achievement

	struggled	past	activity
	to catch	inf (past)	achievement
	was	past	stative
	went away	past	achievement
	can capture	pres	achievement
	arrived	past	achievement
	saw	past	achievement
	was	past	stative
	found	past	achievement
	saved	past	accomplishment
	ran away	past	achievement
	came	past	achievement
	can trap	pres	achievement
	was	past	stative
14	came	past	achievement
	decided	past	achievement
	to chase	inf (past)	accomplishment
	decides	pres	achievement
	to find	inf (pres)	achievement
	didn't succeed	past	achievement
	decided	past	achievement
	to enter	inf (past)	achievement
	to catch	inf (past)	achievement
	didn't succeed	past	achievement
	decided	past	achievement
	to go away	inf (past)	achievement
	come	pres	achievement
	to assist	inf (pres)	accomplishment
	saved	past	accomplishment
	was	past	stative
	ran	past	achievement
	came	past	achievement
	to catch	inf (past)	achievement
	didn't find	past	achievement
	worried	past	stative
	was	past	stative
	to chase	inf (pres)	accomplishment
15	are	pres	stative
	talk	pres	activity
	prove	pres	activity
	to be	inf (pres)	stative
	disturb	pres	accomplishment
	is	pres	stative
	have proved	prpft	activity
	to be	inf (pres)	stative

	have been	prpft	stative
	meet	pres	achievement
	eat	pres	accomplishment
	has made	prpft	accomplishment
	hear	pres	achievement
	ran	past	achievement
	to save	inf (past)	accomplishment
	is looking	prprog	activity
	ran	past	achievement
	found	past	achievement
	has made	prpft	accomplishment
	can not reach	pres	achievement
	find	pres	achievement
	to go out	inf (pres)	achievement
	have made	prpft	accomplishment
	to help	inf (prpft)	accomplishment
	have used	prpft	accomplishment
	to move it away	inf (prpft)	achievement
	went	past	activity
	to find	inf (past)	achievement
	was	past	stative
	find	pres	achievement
	get	pres	stative
	has happened	prpft	achievement
	shows	pres	accomplishment
	is	pres	stative
	is	pres	stative
16	went	past	activity
	went	past	activity
	to catch	inf (past)	achievement
	came	past	achievement
	to pass	inf (past)	activity
	found	past	achievement
	jumped	past	achievement
	was	past	stative
	entered	past	achievement
	was	past	stative
	tried	past	activity
	to pluck	inf (past)	achievement
	was	past	stative
	had	past	stative
	moved	past	activity
	to get	inf (past)	accomplishment
	left	past	achievement
	arrived	past	achievement

climbed	past	achievement
pulled	past	accomplishment
left	past	achievement
went	past	activity
to hide	inf (past)	achievement
arrived	past	achievement
had...escaped	prpft	achievement
came	past	achievement
was	past	stative
had ... left	prpft	achievement
<b>17 were</b>	<b>past</b>	<b>stative</b>
lied (lived)	past	activity
was	past	stative
started	past	achievement
is	pres	stative
went away	past	achievement
to visit	inf (past)	accomplishment
left	past	achievement
expected	past	stative
to eat	inf (past)	accomplishment
is	pres	stative
said	past	achievement
told	past	achievement
to look after	inf (past)	activity
is	pres	stative
was	past	stative
did not say	past	achievement
didn't have	past	stative
to eat	inf (past)	accomplishment
decided	past	achievement
to eat	inf (past)	accomplishment
is	pres	stative
found	past	achievement
saw	past	achievement
asked	past	achievement
refused	past	achievement
is	past	stative
started	past	achievement
run away	pres	achievement
was	past	stative
decided	past	achievement
to enter	inf (past)	achievement
stated (started)	past	achievement
to shake	inf (past)	accomplishment
remain	pres	activity

is	pres	stative
is	pres	stative
is going	prprog	activity
to happen	inf (prprog)	activity
used	past	accomplishment
to let ... out	inf (past)	achievement
keep	pres	activity
decided	past	achievement
to leave	inf (past)	achievement
leave	pres	achievement
arrived	past	achievement
took	past	achievement
help	pres	accomplishment
to get out	inf (pres)	achievement
succeed	pres	achievement
get out	pres	achievement
decided	past	achievement
to leave	inf (past)	achievement
arrived	past	achievement
used	past	accomplishment
to let ... out	inf (past)	achievement
saw	past	achievement
saw	past	achievement
started	past	achievement
to eat	inf (past)	accomplishment
<b>18 was</b>	<b>past</b>	<b>stative</b>
was	past	stative
ran	past	activity
was coming	paprog	achievement
means	pres	accomplishment
ran	past	activity
is	pres	stative
was	past	stative
was	past	stative
was going	paprog	activity
to catch	inf (paprog)	achievement
was	past	stative
died	past	achievement
did not believe	past	stative
was	past	stative
was	past	stative
was	past	stative
salvated	past	activity
tried	past	activity
to taste	inf (past)	accomplishment

	was	past	stative
	tried	past	activity
	to put	inf (past)	achievement
	to take	inf (past)	achievement
	was	past	stative
	was	past	stative
	to go	inf (past)	activity
	was	past	stative
	came	past	achievement
	threw	past	achievement
	came out	past	achievement
	ran	past	achievement
	came	past	achievement
	did not see	past	achievement
	cried	past	activity
19	was	past	stative
	saw	past	achievement
	starts	pres	achievement
	to chase	inf (pres)	accomplishment
	runs	pres	activity
	enters	pres	achievement
	sees	pres	achievement
	has entered	prpft	achievement
	tried	past	activity
	to catch	inf (past)	achievement
	is	pres	stative
	to reach	inf (pres)	achievement
	is deciding	prprog	achievement
	to leave	inf (prprog)	achievement
	can help	pres	activity
	to take	inf (pres)	achievement
	come	pres	achievement
	find	pres	achievement
	are planning	prprog	activity
	find	pres	achievement
	is	pres	stative
	to carry	inf (pres)	accomplishment
	take	pres	achievement
	is coming	prprog	achievement
	is finding	prprog	achievement
	has gone	prpft	achievement
20	was	past	stative
	was trying	paprog	activity
	to catch	inf (paprog)	achievement
	escaped	past	achievement

	was trying	paprog	activity
	to get	inf (paprog)	achievement
	made	past	accomplishment
	to stand up	inf (past)	achievement
	resulted	past	achievement
	to be	inf (past)	stative
	was	past	stative
	to catch	inf (past)	achievement
	tried	past	activity
	to get	inf (past)	accomplishment
	failed	past	achievement
	got	past	achievement
	could help	past	accomplishment
	was	past	stative
	went	past	achievement
	was	past	stative
	came	past	achievement
	helped	past	accomplishment
	to get out	inf (past)	achievement
	was	past	stative
	made	past	accomplishment
	go out	pres	achievement
	came	past	achievement
	meet	pres	achievement
	missed	past	achievement
	was	past	stative
21	saw	past	achievement
	wanted	past	stative
	to take	inf (past)	achievement
	face	pres	accomplishment
	heard	past	achievement
	asked	past	achievement
	was	past	stative
	didn't got	past	achievement
	come	pres	achievement
	is	pres	stative
	take	pres	achievement
	saw	past	achievement
	is moving	prprog	activity
	dancing	prprog	activity
	felt	past	stative
	was	past	stative
	hold	pres	activity
	run away	pres	achievement
	says	pres	achievement

	found	past	achievement
	are	pres	stative
	asked	past	achievement
	is	pres	stative
	are	pres	stative
	am	pres	stative
	took	pres	achievement
	find	pres	achievement
	found	past	achievement
	was	past	stative
	started crying	paprog	activity
	is	pres	stative
	to miss	inf (pres)	achievement
	am	pres	stative
22	had	past	stative
	was	past	stative
	is	pres	stative
	was	past	stative
	to enter	inf (past)	achievement
	tried	past	activity
	to take out	inf (past)	achievement
	did not work	past	achievement
	decided	past	achievement
	to take out	inf (past)	achievement
	was	past	stative
	came	past	achievement
	to rescue	inf (past)	accomplishment
	did	past	activity
	is	pres	stative
	stood	past	activity
	grab	pres	achievement
	pull	pres	achievement
	came	past	achievement
	had gone	papft	achievement
	was	past	stative
23	were	past	stative
	saw	past	achievement
	tried	past	activity
	to chase	inf (past)	accomplishment
	to get	inf (past)	accomplishment
	tired (tried)	past	activity
	to chase	inf (past)	accomplishment
	was	past	stative
	tired (tried)	past	activity
	to rescue	inf (past)	accomplishment

	saw	past	achievement
	get in	pres	achievement
	to hide	inf (pres)	achievement
	to be	inf (pres)	stative
	tried	past	activity
	to get it out	inf (past)	achievement
	was	past	stative
	had	past	stative
	was	past	stative
	hide	pres	activity
	had	past	stative
	to support	inf (past)	accomplishment
	to catch	inf (past)	achievement
	did not succeed	past	achievement
	was	past	stative
	to be	inf (past)	stative
	stayed	past	activity
	though(t)	past	stative
	decided	past	achievement
	to get	inf (past)	accomplishment
	put	past	accomplishment
	was	past	stative
	went	past	achievement
	to take	inf (past)	achievement
	saw	past	achievement
	tried	past	activity
	to resque	inf (past)	accomplishment
	stood	past	activity
	was	past	stative
	insert	pres	achievement
	held	past	activity
	started	past	achievement
	ran away	past	achievement
	intered	past	achievement
	came	past	achievement
	found	past	achievement
	was	past	stative
	failed	past	achievement
	to get	inf (past)	accomplishment
	wanted	past	stative
	was peccping	paprog	activity
	to see	inf (paprog)	achievement
	lost	past	achievement
	won	past	achievement
24	was	past	stative

was	past	stative	was lying	paprog	activity
to cry	inf (past)	activity	left	past	achievement
knew	past	stative	saw	past	achievement
has lost	prprog	achievement	worked	past	activity
didn't know	past	stative	was	past	stative
happened	past	activity	saw	past	achievement
was	past	stative	lughed	past	activity
were watching	paprog	activity	said	past	achievement
to catch	inf (paprog)	achievement	is	pres	stative
came	past	achievement	commanded	past	accomplishment
rescued	past	accomplishment	to come out	inf (past)	achievement
got	past	achievement	remained	past	activity
to crimb	inf (past)	achievement	decided	past	achievement
made	past	accomplishment	to turn	inf (past)	achievement
stood	past	activity	make	pres	accomplishment
climbed	past	achievement	stand	pres	achievement
climbed	past	achievement	tried	past	activity
was	past	stative	to get in	inf (past)	achievement
entered	past	achievement	proved	past	activity
caught	past	achievement	was	past	stative
was able	past	stative	tried	past	activity
to pool	inf (past)	accomplishment	to enter	inf (past)	achievement
run away	pres	achievement	to catch	inf (past)	achievement
decided	past	achievement	bring it out	pres	achievement
to go away	inf (past)	achievement	was	past	stative
to find	inf (past)	achievement	to reach	inf (past)	achievement
were	past	stative	was sitting	paprog	activity
was	past	stative	came	past	achievement
had missed	papft	achievement	to climb	inf (pres)	achievement
was	past	stative	to be	inf (pres)	stative
to see	inf (past)	achievement	to take	inf (pres)	achievement
had dared	papft	activity	reached	past	achievement
to (pass)	inf (past)	activity	proved	past	activity
were	past	stative	came	past	achievement
born	past	achievement	to find	inf (pres)	achievement
was playing	paprog	activity	went	past	achievement
foggot (forgot)	past	accomplishment	was	past	stative
jumped	past	achievement	was	past	stative
so (saw)	past	achievement	thought	past	stative
started	past	achievement	25 is	pres	stative
to chase	inf (past)	accomplishment	to look	inf (pres)	activity
was	past	stative	was looking	paprog	activity
was	past	stative	sees	pres	achievement
to escape	inf (past)	achievement	contained	past	accomplishment
was	past	stative	to enter	inf (pres)	achievement

was	past	stative
comes	pres	achievement
to catch	inf (pres)	achievement
managed	past	accomplishment
to go inside	inf (past)	achievement
had	past	stative
tried	past	activity
to upright	inf (past)	achievement
tried	past	activity
to catch	inf (past)	achievement
was	past	stative
was	past	stative
was watching	paprog	activity
to make	inf (paprog)	accomplishment
was thinking	paprog	stative
to let ... out	inf (paprog)	achievement
to chop it out	inf (paprog)	achievement
was	past	stative
come	pres	achievement
to see	inf (pres)	achievement
can save	pres	accomplishment
managed	past	accomplishment
to discover	inf (past)	achievement
can be	pres	stative
to take...out	inf (pres)	achievement
is	pres	stative
was	past	stative
can not be	pres	stative
to be	inf (pres)	stative
dicided	past	achievement
to make	inf (past)	accomplishment
was	past	stative
dropped	past	achievement
climbed	past	achievement
managed	past	accomplishment
were	past	stative
comes	pres	achievement
to let ... out	inf (pres)	achievement
to make	inf (pres)	accomplishment
was	past	stative
were	past	stative
looked	past	stative
26 was passing	paprog	activity
see	pres	achievement
was	past	stative

enter	pres	achievement
was	past	stative
was struggling	paprog	activity
to catch	inf (paprog)	achievement
use	pres	accomplishment
fails	pres	achievement
give up	pres	achievement
can be	pres	stative
came	past	achievement
see	pres	achievement
make	pres	accomplishment
succeeded	past	achievement
to remove	inf (past)	achievement
run away	pres	achievement
arrived	past	achievement
find	pres	achievement
is	pres	stative
consider	pres	activity
27 was	past	stative
finished	past	achievement
left	past	achievement
went	past	achievement
heard	past	achievement
was	past	stative
was chasing	paprog	accomplishment
was	past	stative
was ... trying	paprog	activity
to be	inf (paprog)	stative
to catch	inf (paprog)	achievement
remained	past	stative
to catch	inf (past)	achievement
succeeded	past	achievement
to escape	inf (past)	achievement
enter	pres	achievement
left	past	achievement
struggled	past	activity
to let ... out	inf (past)	achievement
didn't work	past	activity
tried	past	activity
to shake	inf (past)	accomplishment
was	past	stative
tried	past	activity
to use	inf (past)	accomplishment
to pull	inf (past)	accomplishment
was	past	stative



	lose	pres	achievement
	left	past	achievement
	make	pres	accomplishment
	come	pres	achievement
	thought[s]	past	stative
	can help	pres	accomplishment
	decided	past	achievement
	to make	inf (past)	accomplishment
	was	past	stative
	used	past	accomplishment
	came	past	achievement
	came	past	achievement
	to let ... out	inf (past)	achievement
	was	past	stative
	escaped	past	achievement
28	are	pres	stative
	stay	pres	activity
	saw	past	achievement
	chase	pres	accomplishment
	managed	past	accomplishment
	to enter	inf (past)	achievement
	tried	past	activity
	to get hold	inf (past)	achievement
	wasn't	past	stative
	to get out	inf (past)	achievement
	was	past	stative
	came	past	achievement
	made	past	accomplishment
	climbed	past	achievement
	ran	past	achievement
	was	past	stative
	to fetch	inf (past)	achievement
29	was	past	stative
	was	past	stative
	had	past	stative
	was	past	stative
	was	past	stative
	was	past	stative
	went out	past	achievement
	is going	prprog	achievement
	annoyed	past	accomplishment
	lived	past	activity
	was	past	stative
	was	past	stative
	was	past	stative

	grow	pres	activity
	is	pres	stative
	caught	past	achievement
	let...go	pres	achievement
	went	past	achievement
	saw	past	achievement
	followed	past	accomplishment
	to see	inf (past)	achievement
	is going	prprog	activity
	saw	past	achievement
	start chasing	prprog	accomplishment
	ran	past	achievement
	saw	past	achievement
	got into it	past	achievement
	came	past	achievement
	could not catch	past	achievement
	was	past	stative
	tried	past	activity
	to insert	inf (past)	achievement
	could not reach	past	achievement
	was	past	stative
	decide	pres	achievement
	to go	inf (pres)	activity
	to catch	inf (pres)	achievement
	went	past	achievement
	thought	past	stative
	to get ... out	inf (past)	achievement
	is	pres	stative
	was	past	stative
	to get ... out	inf (past)	achievement
	decided	past	achievement
	to plan	inf (past)	activity
	got	past	achievement
	sat down	past	achievement
	told	past	achievement
	is	pres	stative
	sat down	past	achievement
	sat	past	achievement
	sat	past	activity
	climb	pres	achievement
	sat	past	achievement
	to get ... out	inf (past)	achievement
	helped	past	accomplishment
	to get out	inf (past)	achievement
	left	past	achievement

	came	past	achievement
	found	past	achievement
	was	past	stative
	is	pres	stative
30	decided	past	achievement
	to sit	past	activity
	have	pres	stative
	where (were)	past	stative
	to settle	inf (past)	accomplishment
	observed	past	accomplishment
	came	past	achievement
	to realize	inf (past)	achievement
	is	pres	stative
	to do	inf (pres)	activity
	was	past	stative
	happens	pres	activity
	was	past	stative
	came	past	achievement
	establish	pres	achievement
	was	past	stative
	did not recognize	past	achievement
	was	past	stative
	continue	pres	activity
	to live	inf (pres)	activity
	are	pres	stative
	pretend	pres	activity
	to be	inf (pres)	stative
	is	pres	stative
	go out	pres	achievement
	to eat	inf (pres)	accomplishment
	meet	pres	achievement
	start	pres	achievement
	chase	pres	accomplishment
	move	pres	activity
	enter	pres	achievement
	think	pres	stative
	prayed	past	activity
	tries	pres	activity
	to catch	inf (pres)	achievement
	could not do	past	activity
	was	past	stative
	is	pres	stative
	played	past	accomplishment
	decided	past	achievement
	to surrender	inf (past)	achievement

	find	pres	achievement
	to catch	inf (pres)	achievement
	come	pres	achievement
	heard	past	achievement
	plan	pres	accomplishment
	to rescue	inf (pres)	accomplishment
	use	pres	accomplishment
	come	pres	achievement
	can catch	pres	achievement
	was	past	stative
31	was	past	stative
	was rounding	paprog	activity
	saw	past	achievement
	was	past	stative
	run	pres	activity
	to catch	inf (pres)	achievement
	saw	past	achievement
	tried	past	activity
	to run	inf (past)	activity
	to be	inf (past)	stative
	found	past	achievement
	was	past	stative
	decided	past	achievement
	to enter	inf (past)	achievement
	was	past	stative
	is	pres	stative
	looked	past	activity
	tried	past	activity
	to catch	inf (past)	achievement
	was	past	stative
	to catch	inf (past)	achievement
	was	past	stative
	to use	inf (past)	accomplishment
	to take	inf (past)	achievement
	decided	past	achievement
	to find	inf (past)	achievement
	to take	inf (past)	achievement
	is	pres	stative
	to go away	inf (pres)	achievement
	was	past	stative
	came	past	achievement
	to save	inf (past)	accomplishment
	saw	past	achievement
	tried	past	activity
	to jump	inf (past)	achievement

	failed	past	achievement
	saw	past	achievement
	decided	past	achievement
	to jump	inf (past)	achievement
	was	past	stative
	came	past	achievement
	to re-more (remove)	inf (past)	achievement
	was	past	stative
	was	past	stative
	run	pres	achievement
	was wondering	paprog	activity
	was	past	stative
32	was	past	stative
	was	past	stative
	saw	past	achievement
	was	past	stative
	was	past	stative
	is	pres	stative
	saw	past	achievement
	try	pres	activity
	to follow	inf (pres)	accomplishment
	to see	inf (pres)	achievement
	was	past	stative
	come	pres	achievement
	saw	past	achievement
	was trying	paprog	activity
	to sarve (save)	inf (paprog)	accomplishment
	could not fight	past	achievement
	was trying	paprog	activity
	to inter	inf (paprog)	achievement
	ends	pres	accomplishment
	were fighting	paprog	achievement
	was looking	paprog	activity
	was	past	stative
	realized	past	achievement
	can not get	pres	achievement
	decided	past	achievement
	to go out	inf (past)	achievement
	was	past	stative
	likes	pres	stative
	thought	past	stative
	was	past	stative
	goes out	pres	achievement
	come inside	pres	achievement
	to help	inf (pres)	accomplishment

	to get out	inf (pres)	achievement
	were struggling	paprog	activity
	come	pres	achievement
	was	past	stative
	was laughing	paprog	activity
33	was	past	stative
	was	past	stative
	knew	past	stative
	chased	past	accomplishment
	seemed	past	stative
	was	past	stative
	to catch	inf (past)	achievement
	used	past	accomplishment
	was	past	stative
	to reach	inf (past)	achievement
	knew	past	stative
	to be	inf (past)	stative
	can not reach	pres	achievement
	decided	past	achievement
	to leave	inf (past)	achievement
	go around	pres	activity
	decide	pres	achievement
	to go	inf (pres)	activity
	is	pres	stative
	were	past	stative
	insert	pres	achievement
	were	past	stative
	to rescue	inf (past)	achievement
	came	past	achievement
	was	past	stative
	to see	inf (past)	achievement
	was	past	stative
	to see	inf (past)	achievement
	was	past	stative
34	are	pres	stative
	cannot stay	pres	activity
	see	pres	achievement
	run away	pres	achievement
	to save	inf (pres)	accomplishment
	happens	pres	activity
	appear	pres	achievement
	see	pres	achievement
	start	pres	achievement
	to chase	inf (pres)	accomplishment
	enter	pres	achievement

approach	pres	achievement
looked	pres	activity
attempt	pres	achievement
to get	inf (pres)	accomplishment
failed	past	achievement
turned	past	achievement
to find	inf (past)	achievement
to obtain	inf (past)	achievement
is	pres	stative
disappeared	past	achievement
appear	pres	achievement
help	pres	achievement
to escape	inf (pres)	achievement
help	pres	achievement
disappeared	past	achievement
re-appeared	past	achievement
did not see	past	achievement