

AN APPLICATION OF LEXICAL ASPECT
AND DISCOURSE HYPOTHESES:
AN ANALYSIS OF THE DISTRIBUTION OF LEXICAL ASPECT
IN NARRATIVES OF TURKISH LEARNERS OF ENGLISH

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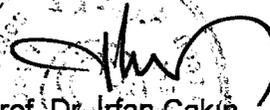


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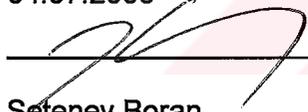
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ÖZET

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Yabancı dil öğrencilerinin zaman-görünüş kullanımları sorunlu bir konu olarak düşünülmüş ve farklı bakış açılarından incelenmiştir. Son yıllarda, yabancı dil öğrencilerinin eylem yapıları, ortaya çıkmakta olan bir bütünce olarak düşünölmeye başlanmış ve bu bakış açısı söz konusu bütünceyi etkileyen etkenlerin araştırılmasına yol açmıştır. Bu çerçevede, öğrencilerin ara dil bütüncelerindeki zaman-görünüş dağılımına ilişkin olarak iki kuram geliştirilmiştir. Görünüş Kuramı, zaman-görünüş dağılımının fiillerin sözcüksel görünüş sınıfları tarafından belirlendiği savına dayanırken Söylem Kuramı, bu dağılımın anlatıların söylem yapısı tarafından belirlendiği iddiasına dayanır. İkinci dil araştırmalarında, fiillerin sözcüksel görünüş sınıflarının, anlatıların söylem yapısı ile etkileşerek zaman-görünüş dağılımlarını etkilediği iddiası çeşitli erek dillerde yapılan çalışmalarla desteklenmiştir. Bu çalışmada İngilizceyi sınıf ortamında öğrenen, bir grup orta düzey, yetişkin Türk öğrencinin zaman-görünüş kullanımlarının dağılımı, fiillerin sözcüksel görünüş sınıfları ve anlatıların söylem yapılarının etkilerini sorgulamak amacıyla incelenmiştir.

Bu amaçla, yirmi öğrenciye bir kısa sessiz film izlettirilip, yazılı olarak aktarmaları istenmiştir. Yirmi yazılı anlatıdaki zaman-görünüş türlerinin dağılımları, anlatıların söylem yapılarında, fiillerin sözcüksel görünüş sınıflarında ve her bir sözcüksel görünüş sınıfının anlatı söylem yapılarındaki bölümlerinde incelenmiştir. Bunun için, her bir fiil anlatıdaki işlevine göre önalın, artalan olarak tanımlanmış, daha sonra her bir fiil sözcüksel anlam özelliklerine göre oluş eylemi, hareket eylemi, başarış eylemi ya da kılış eylemi olarak sınıflandırılmış, son olarak her bir fiilin İngilizce deki zaman-görünüş türüne karar verilmiştir. Sonuçlar istatistiksel olarak incelenmiş ve tablolarda gösterilmiştir.

Çalışmada, öğrencilerin kullandıkları zaman-görünüş yapılarının dağılım oranlarının anlatıların söylem yapılarında farklılık gösterdiği, ayrıca bu dağılımın fiillerin sözcüksel görünüş sınıflarından da etkilendiği gözlemlenmiştir. Diğer yandan, incelemede Görünüş ve Söylem Kuramlarının öngördüğü gibi, fiillerin sözcüksel görünüş sınıfları içerisinde de söylem yapısının bölümlerine göre farklı dağılım oranları gösterdiği saptanmıştır.

Anahtar Sözcükler

İkinci Dil Edinimi, Zaman ve Görünüş, Sözcüksel Görünüş, Anlatı Söylem Yapısı

ABSTRACT

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The tense-aspect use of the learners of a foreign language has long been considered as a problematic issue and it has been approached from a number of research perspectives. In recent years, the verbal morphology of the learners of a foreign language has been considered as an emerging system leading to the investigations of the factors which influence this system. Within this framework, two hypotheses have been developed in regard to the distribution of tense-aspect forms in learners' interlanguage systems. The claim that the distribution of tense-aspect forms is determined by the lexical aspectual classes of verbs is referred to as Aspect Hypothesis. On the other hand, the claim that it is determined by the discourse structure of the narratives is referred to as Discourse Hypothesis. In second language research, numerous studies conducted with a cross sectional range of L1, supported the claim that both lexical aspectual classes of verbs and discourse structure of the narratives interact in order to determine the distribution of verbal morphology in learners' interlanguage. In this study, the tense-aspect use of a group of intermediate level, L1 Turkish, adult, classroom learners of English is analysed in order to question the influence of both lexical aspectual classes of verbs and discourse structure of the narratives on the distribution of verbal morphology.

In order to achieve this aim, twenty written narratives of twenty subjects collected through a silent film retell task are analysed in terms of the distribution of verbal morphology in relation to the discourse structure of the narrative, lexical aspectual classes of verbs, and within each lexical aspectual class, in different parts of the narrative discourse structure. For this, each verb token is first identified in terms of its function in the narrative structure either as foreground or background, then assigned to one of four lexical aspectual classes as stative, activity, accomplishment or achievement and lastly it is coded for one of the tense-aspect forms in English.

In the analysis, it is found that the learners showed differential use of tense-aspect forms in different parts of their narratives. The lexical aspectual classes of verbs also appeared as an influential factor on the distribution of verbal morphology. On the other hand, the analysis also revealed that the subjects showed use of differential rate of tense aspect forms within each lexical aspectual class in different parts of the narrative texts as predicted by Aspect and Discourse Hypotheses.

Key Words

Second Language Acquisition, Tense and Aspect, Lexical Aspect, Narrative Discourse

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CHAPTER I

INTRODUCTION

I.1 OVERVIEW

Teaching tense and aspect is one of the primary goals of every foreign language teaching programme and holds a central place in almost every curriculum designed to teach a foreign language. Therefore, the use of tense and aspect has long been an interest of the pedagogical studies in teaching a foreign language. It has been the focus of numerous English as a Foreign Language studies as well, since it has been considered as a problematic area of use by the learners (De Carrico, 1986; Hinkel, 1992; Hinkel, 2004; Riddle, 1986; Zingir, 1999) and in that only a few of the learners reach a native like usage with tense and aspect (Turan, 1996, p.125). This recognition has also led to the acquisitional investigations on tense-aspect forms.

The first acquisitional studies of tense and aspect in second language are divided into two directions in terms of their aims, as morpheme order studies which are also referred to as form only studies and studies on phonetic constraints (Bardovi-Harlig, 2000, p.4; Starren, 2001, p.73).

Morpheme order studies make up the first group of the early analysis of the second language acquisition of tense and aspect. The focus of the morpheme order studies was the actual morphemes. As stated by Gass and Selinker (2001, p.155) such studies attempted to figure out "the order in which the morphemes are acquired", and they were based on the methodology used in the investigations on the order of acquisition of morphemes in the first language (Starren, 2001, p.73).

Brown (1973 cited in Romaine, 2003, p.418) investigated the length of the developmental stages in the first language acquisition process. The aim of the study was to "determine the order of grammatical morphemes by ranking the

selected morphemes in terms of correctedness in obligatory contexts” (Starren, 2001, p.73). Based on the longitudinal study on the speech development of three children, Brown (1973 cited in Bailey, Madden & Krashen, 1983, p.316) claimed that the order of acquisition of certain grammatical morphemes in English is uniformed, and all the children learning English shows this invariant developmental course.

Likewise, Villiers and de Villiers (1983 cited in Bailey, Madden & Krashen, 1983, p.316) attempted to rank the grammatical morphemes according to the accuracy of use of the learners and their results were consistent with that of Brown (1973). Both studies attempted to find out a common strategy, a natural pattern in the first language acquisition process, which reflects itself in the studies in second language acquisition.

The earliest investigations on temporality in second language acquisition, followed the same methodology and attempted to describe the acquisitional order in second language. Dulay and Burt (1974 cited in Dulay & Burt, 1975, p.29) analysed second language acquisition process of 500 children with different language backgrounds and argued that there is a hierarchy in the acquisition process of the learners. In terms of verbal morphology, they claimed an order in which progressive, auxillary, past regular and past irregular forms follow each other subsequently (1974 cited in Kwon, 2005, p.6). Dulay and Burt (1974 cited in Dulay & Burt, 1975, p.31) called this type of hierarchy “creative construction” and argued that adults too have an access to “creative construction”.

Following Dulay and Burt (1974), Bailey, Madden and Krashen (1974 cited in Bailey, Madden & Krashen, 1975, p.45-46) investigated “difficulty order” in the acquisition of grammatical morphemes of adult learners of English as a second language. They investigated –be copula, auxillary, article, past irregular, third person singular, the progressive, plural, and possessive and reported consistent results with those of Dulay and Burt (1974). On the other hand, in their study the

irregular past forms preceded the regular past (Kwon, 2005, p.6) which was a contradictory result with that of Dulay and Burt (1974).

Larsen-Freeman (1975 cited in Larsen-Freeman, 1983, p.327) reported similar results with Dulay and Burt (1974) in terms of verbal morphology and it was reported that adult learners of English from different first language backgrounds acquired progressive, past regular, auxiliary, and past irregular forms respectively.

Another follower of Dulay and Burt was Andersen (1978 cited in Bardovi-Harlig, 2000, p.4-5) who studied the acquisition order of regular and irregular past. However, he observed different results in terms of the acquisition order of the regular and irregular past. He found that the two morphemes were unordered in the data.

Andersen (1991, p.305) reflected on his own work later as follows:

“Earlier researches on the development of morphology in second language acquisition produced acquisition orders for verbal morphology. Although a number of possible explanations for these findings have been offered by researchers (see: Larsen Freeman 1975; Andersen 1978) the morpheme acquisition research in SLA gradually died off from lack of relevance. That is, once we become convinced (if we did) that such acquisition orders were real, the question of what this might mean about how learners actually learn second languages was never really answered any one’s satisfaction.”

As stated by Andersen (1991) morpheme order studies revealed contradictory results. Therefore, as stated by Goldshneider and DeKeyser they have been criticised by many researchers in terms of the methodology used which do not allow cross linguistic generalizations (Goldshneider and DeKeyser, 2001, p.29). According to Kwon (2005, p.2) in such studies “the idea was to demonstrate that second language acquisition was not just a matter of learned response but that individuals developed a second language competence according to a predictable series of benchmarks” and in that such researches can be considered as attempts to prove an opposition against the behaviourist models of the 1950s through the early 1970s.

However, in spite of all critical accounts Larsen-Freeman and Long (1991 cited in Goldschneider and De Keyser, 2001, p.29) concluded that:

“The morpheme order studies provide strong evidence that ILs (interlanguages) exhibit common accuracy/acquisition orders. Contrary to what some critics have alleged, there are in our view too many studies conducted with sufficient methodological rigour and showing sufficiently consistent general findings for the commonalities to be ignored. As the hunter put it, ‘There is something moving into bushes.’”

The morpheme order studies which analysed the order of acquisition of morphemes revealed contradictory results. The aim of such studies was to understand how a learner learns a foreign language through the study of order of acquisition of grammatical morphemes. The researchers studied the verbal morphology with other grammatical morphemes and attempted to place the acquisition order of temporality among all the other grammatical units. Primary focus of the studies was not the acquisition of verbal morphology, but its rank order among other grammatical morphemes.

The second direction of the early acquisitional studies of verbal morphology in second language acquisition was the studies focusing on phonetic constraints. As stated by Bardovi-Harlig (1999, p.344), these studies focused on the frequency “with which verbs occurred with verbal morphology”.

Wolfram (1984) studied the tense notion in American Indian English varieties. In the study, the recurring tense deletion of the speakers in English is investigated in relation to grammatical and phonological processes involved in the ancestral language of the speakers. Wolfram (1984, p.48) argued that the tense deletion of the speakers may be resulted from the word final cluster reduction which is forced by the ancestral language of the speakers.

Followingly, Wolfram (1985) analysed speech samples of Vietnamese learners of English as a second language. In the analysis, he focused on the phonological shapes of regular and irregular past tense forms and claimed that:

“... there are a number of surface constraints that systematically affect the variable tense marking and such constraints are related to the shape of the suffix on the regular verb, the following phonological environment, the type of irregular formation and the relative frequency of the verb form.”

(Wolfram, 1985, p.251)

Like Wolfram, Sato (1984) in the longitudinal study with a group of Vietnamese speaking children learning English, focused on the phonological processes affecting second language acquisition and investigated the syllable structure in general. The study revealed that the children used irregular past more than regular past in time since their first language allows consonant clusters only in syllable initial position, but it does not permit in syllable final position. Sato (1984, p.57) argued that phonological constraints in first language are primary factors which determine interlanguage phonology. In this respect, the study indicated a language transfer affecting the interlanguage use of the learners including tense use.

Ellis (1987 cited in Bardovi-Harlig, 1999, p.345) analysed the influence of phonological environment on the tense marking of second language with the learners from mixed language backgrounds and found that learners from mixed language backgrounds used regular past in writing tasks, while they used a lower percentage of regular past in oral tasks. In this study, the role of phonological influence on second language is related to the effect of the task as well.

As stated by Bardovi-Harlig (2000, p.9), like the morpheme order studies, studies focusing on phonetic constraints did not approach the acquisition of tense and aspect as an emerging system. In other words, the findings of the study did not reveal a clear picture of the system of tense and aspect acquisition. Besides, they rather exhibited the external factors in use of tense and perhaps indicated the effect of transfer from first language.

Both morpheme order and studies on phonetic constraints investigated the

acquisition of tense-aspect forms in relation to some other external factors. Therefore, such studies have not answered the question of how learners of a second language actually acquire tense-aspect forms.

It is well accepted that, for the study of tense and aspect acquisition, 1980s was a turning point in which the focus on phonological and morphological form was replaced by functional studies that have semantic basis. On the other hand, the functional studies are said to be divided into two categories as meaning oriented studies and form oriented approach (Bardovi-Harlig 1999, p.346; Gass and Selinker, 2001, p.155; Starren, 2001, p.80).

Meaning-oriented studies, also referred to as Concept Oriented Approach (Von Stutterheim and Klein, 1987), deal with tense-aspect morphology in terms of time, space as well as modality and the analysis aim at explaining how these features are expressed in different stages of second language learning process (Starren, 2001, p.72). As formulated by Von-Stutterheim and Klein (1987, p.196), the primary goal of meaning oriented approach is to find answers to the following questions:

“Why does a learner acquire specific forms and items in a specific order?
How does the learner build up his utterances?
How does he communicate complex temporal structures in discourse?”

In other words, the meaning oriented studies focus on not only the specific acquisition order of certain grammatical forms, but also discourse organisation of those forms in order to communicate. An example of the studies within this framework is of Meisel (1987) who analysed the acquisition of German by adult immigrant workers. In the longitudinal study, the learners' use of morphological, syntactic, pragmatic devices and socio-psychological factors that are influential on the second language use were investigated. Meisel (1987, p.221) claimed that in order to express temporality, the learners first use pragmatic means and connectives and later they start making use of verbal morphology.

It can be stated that meaning oriented studies approach the temporal acquisition in second language in terms of various linguistic tools and attempt to explain the acquisition process beyond the limits of the morpheme structure or phonological environment.

Form-oriented studies, on the other hand, investigate only the verbal morphology. Such studies focus on morpheme itself and aim to find out the distribution of the verbal morphology in learner data. The form oriented studies observe the distribution of tense and aspect morphology, and argue for a universal pattern in the tense and aspect use of learners' second language (Starren, 2001, p.71).

As stated by Bardovi-Harlig (2000, p.13), the basic topics of inquiry of form-oriented studies are the acquisitional sequences, the influence of lexical aspect and the discourse structure. The acquisitional sequences describe the order of emergence in the acquisition of tense and aspect. Another focus of the form oriented studies is to investigate the effects of lexical aspect and the discourse structure as conspiring factors that influence learners' verbal markings in second language (Bardovi-Harlig, 2000, p.12). The assumptions that the distribution of verbal morphology is determined by both lexical aspectual classes and discourse structure have led to the development of two distinct hypotheses, namely Aspect Hypothesis and Discourse Hypothesis (Starren, 2001, p.79).

1.1.1 Aspect Hypothesis, Discourse Hypothesis and the Relationship between Aspect and Discourse Hypotheses

Aspect hypothesis is based on the theoretical notion of lexical aspect which is contrary to the grammatical aspect. Therefore, before making an introduction to the two hypotheses and their relationship, the related notions tense, grammatical and lexical aspect will be reviewed briefly.

I.1.1.1 Tense and Aspect

It is well accepted that the tense is marked in the verb in all languages. In some cases, the verb is a bound morpheme that is attached to the verbs such as Turkish *-DI* in “bitirdi”, English *-ed* in “examined”. In some languages, it is observed as a free morpheme, but is immediately followed by the verb such as “will go”, and sometimes it is not possible to isolate the tense morpheme from the verb stem, like English irregular past tense forms, “drank, flew, drew...etc.” (Binnick, 1991, p.452; Enç, 1986, p.55).

Klein (1993, p.78) states that tense serves to place an event or situation in relation to the time of utterance and it shows time relation between time of the event or situation and time of the speech. Therefore, as stated by Comrie (1976, p.14) it is considered as “a deictic category which relates a situation in time with reference to another time”.

Tenses locate the situations in a time line in terms of a reference time (Comrie, 1976, p.14). As Comrie (1985, p.122) indicates, according to the reference time, there are two types of tenses as Absolute Tense and Relative Tense. Absolute Tense takes the speech time as the reference point in relation to the time of the event or situation while The Relative Tense, views the event time in terms of another reference time in time line. (Comrie, 1985, p.124)

On the other hand, as stated by Klein (1993, p.78) “aspect serves to give a particular perception to the situation”. Comrie (1976, p.14) argues that aspect is related to different ways of viewing of an event or a situation. Therefore, tense and aspect are two different notions because unlike tense, aspect is related with internal constituency of an event or a situation which is not dependent on its relationship with any other reference time.

Both tense and aspect are semantic notions which manifest temporality implicitly or explicitly in the verbal morphology (Salaberry and Shirai, 2002, p.2).

However, the notion of tense is based on a specific reference point, contrary to the aspect. In other words, while both types of tenses are based on a reference point in time which is true for everyone, aspect is different from the tense since it can be viewed differently by the individuals.

1.1.1.2 Grammatical Aspect vs. Lexical Aspect

There are two types of aspects recognised by the researchers as grammatical aspect and lexical aspect (Binnick 1991; Comrie, 1976; Dahl, 1985; Dowty, 1986; Smith, 1991). The distinction is referred to as “view point aspect or situational aspect” by Smith (1991, p.3) who defines “the view point aspect” as “the presentation of events through grammaticised viewpoints such as perfective or imperfective”. Olsen and Weinberg (1999, p.532) state that grammatical aspect is the aspect that concerns with time in terms of how the action develops through time and how the speaker who observes the situation views it at the specified time. The grammatical aspect shows itself through verbal inflectional morphology or by the presence of certain auxiliaries (Gonzales, 2003, p.30). In other words, grammatical aspect represents the linguistics means such as verbal auxiliaries or affixes that we observe in verbal morphology. As in the examples below for Turkish and English, the grammatical aspect is manifested through the affixes and auxiliaries.

a) Ayşe bir mektup yazıyordu.
Ayşe one letter write-prog-past

b) Ayşe bir mektup yazdı.
Ayşe one letter write-past

The term lexical aspect, on the other hand, as stated by Comrie (1976, p.41) refers to the “inherent aspectual properties of various classes of lexical items. Lexical aspect is non grammatical and it deals with the semantics of a predicate (Bardovi-Harlig, 2000, p.10).

As stated in Dowty (1979, p.53), the meanings of some verbs were first examined by Aristotle. In the *Metaphysics* (1048b) which included a series of discussions on metaphysics, Aristotle made a distinction between *kinesis* (movement) and *energia* (actualities) which is considered as the primary distinction between what is referred to as the statives and non-statives in linguistics today.

Vendler (1957) classified the meanings of predicates into four groups as stative, activity, accomplishment, achievement which is considered to be the most systematic attempt in terms of classification of the verbs semantically. The descriptions provided by Vendler, were supported by Dowty (1979) who provided a set of grammatical and semantic tests to identify the four categories (Dowty, 1979, p.56).

Later in 1981, Mourelatos provided a critique of the Vendler schemata where he criticised the schemata in terms of two main points. Firstly, he claimed that the classification is not adequate to describe the verb as lexical types but only rely on certain predications. Secondly, he claimed the classification to be "ontologically too narrow" (Mourelatos, 1981, p.415) and indicated the need for a device in order to exhibit the relationship of the categories. (Mourelatos, 1981, p.417) attempted to show the relationship among these categories.

However, the description set provided by Vendler (1957), as is stated by Andersen, (1991) has remained to be the most widespread recognition of the lexical aspect and has been used in numerous studies (Andersen, 1991, p.312).

The lexical aspectual categories that were first defined by Vendler (1957) can be summarised as follows:

Statives: Vendler (1957, p.106) states that "states involve time instants in an indefinite and nonunique sense". Statives are described as the situations that do not have dynamics and continue without any effort and energy (Andersen & Shirai, 1995, p.532; Clachar, 2005, p. 282).

Activities: An activity verb, as stated by Vendler (1957, p.106) “calls for periods of time that are not unique or definite”. Activities are involved in mental or physical activity and used to refer to actions that have inherent duration. Therefore, unlike the statives, activities are dynamic verbs. Activities are the process verbs that do not end in an outcome or change a state. In other words, they do not have an inherent final point. Thus, they are atelic verbs (Clachar, 2005, p.283; Smith, 1991, p.45).

Accomplishments: According to Vendler, “accomplishment verbs imply the notion of unique and definite time periods” (1957, p.107). Like activities, accomplishments involve in a process that involve energy and that’s why they are dynamic. However, in contrast to activities, they have clear final points. Therefore, they are telic. The activity and accomplishment verbs are separated in terms of the adverbials they take (Andersen & Shirai, 1996, p.532; Shirai & Andersen, 1995, p.744).

Achievements: Achievements “involve unique and definite time instants in an indefinite and nonunique sense” (Vendler, 1957, p.107). They are instantaneous events and typically occur with a preliminary process. That’s why they are dynamic. On the other hand, they can be reducible to one point in time and they are considered as punctual. Achievements differ from accomplishments in that they do not need an adverbial after them (Andersen & Shirai 1996, p.531; Clachar, 2005, p.283).

Below are some examples for the lexical aspectual categories in English: (Andersen&Shirai, 1996, p.531-532; Clachar, 2005, p.283)

Statives	Activities	Accomplishments	Achievements
know	run	run a hundred meter	die
hate	dance	paint a picture	start
love	play	read a book	reach
want	paint	go to school	stop

Followings are some examples from Turkish for the lexical aspectual categories (adopted from Andersen & Shirai, 1996, p.531-532; Clachar, 2005, p.283):

Statives	Activities	Accomplishments	Achievements
bilme	koşma	2 km. koşma	ölme
nefret etme	konuşma	bir resim yapma	başlama
sevme	oynama	bir kitap okuma	varma
isteme	boyama	okula gitme	durma

The classification of verb types can also be made in terms of three basic semantic dimensions: dynamicity, durativity and telicity. Dynamicity refers to the distinction between the process and stative verbs. Durativity, distinguishes the punctual events from the events that extend in time line. Telicity distinguishes events with a natural endpoint from those which refers to a process. (Andersen, 1991, p.311)

	States Occurances	Processes Activities	Developments Accomplishments	Punctual Achievements
Punctual	-	-	-	+
Telic	-	-	+	+
Dynamic	-	+	+	+

(Andersen, 1991, p.311)

1.1.1.3 Aspect Hypothesis

As stated by Bardovi-Harlig (2000, p.193) Aspect Hypothesis is based on the theoretical notion of inherent lexical aspect in contrast to the grammatical aspect and tense, and it holds that the verbal morphology of the second language learners is influenced by the inherent meanings of lexical aspectual classes (Andersen and Shirai, 1994; Bardovi-Harlig, 1994). In other words, it claims that verbal morphemes in second language acquisition first mark the

lexical aspect. What has been called as “Aspect Hypothesis” can be summarised as follows:

- “1) Learners first use (perfective) past marking on achievement/ accomplishment verbs, eventually extending use to activity and stative verbs.
- 2) In languages that encode the perfective and imperfective distinction morphologically, imperfective past appears later than perfective past, and imperfective past markings begin with stative and activity (atelic) verbs, then extends to accomplishment and achievement (telic) verbs.
- 3) In languages that have progressive aspect, progressive markings begin with activity verbs, then extends to accomplishment and achievement verbs.
- 4) Progressive markings are rarely incorrectly overextended to stative verbs.”

(Shirai and Kurano, 1998)

Within this framework, Andersen and Shirai (1996, p.559) claim that: “first and second language learners will initially be influenced by the inherent semantic aspect of verbs and predicates in the acquisition of tense and aspect markers associated with or affixed to these verbs”. That is, Aspect Hypothesis claims a relationship between the grammatical form and lexical meaning.

This argument has been widely supported by second language acquisition studies with tutored and untutored languages and with a cross sectional range of second language learners whose native language included Arabic, Japanese, Spanish, Korean, Thai, Chinese, Portuguese, Turkish, Russian and Swedish (Bardovi-Harlig, 1999, p.354).

I.1.1.4 Discourse Hypothesis

Discourse Hypothesis, which was first used by Bardovi-Harlig (1994), examines the effect of discourse structure on emergent verbal morphology in the interlanguage of the learner's second language (Comajoan & Saldanya, 2005, p.46).

According to Dry (1983, p.19) “a narrative of consecutive events creates the reader or hearer an imagined time stream as a dimension of the narrative world in which the events occur”. In other words, a narrative is a sum of subsequent events in a specific time line.

Narrative discourse has been said to be divided into two as foreground and background (Hopper, 1979; Dry, 1983; Hopper & Thomson, 1980). In Hopper and Thompson (1980, p.280), foreground is described as the part that provides the main points of the discourse and background is described as the supportive material which does not itself narrate the main events. Dry (1983, p.48) defines the two notions as:

“... the foreground is composed of sentences which refers to sequenced points on a timeline. Background is composed of those sentences that either do not refer to a single point (eg: imperfectives, habituals, iteratives), or refer to a point that is not presented in *fabula* sequence. (eg: sentences with past perfect tense).”

Following Hopper (1979) Hopper and Thomson (1980) and Dry (1983), in second language acquisition Bardovi-Harlig (1994) claimed the influence of grounding on the tense aspect use and formulated the hypothesis as follows:

“... learners use emerging verbal morphology to distinguish foreground from the background in narratives.”

(Bardovi-Harlig, 1994, p.43)

I.1.1.5 Interaction between the Aspect and Discourse Hypotheses

Bardovi-Harlig (1998, p.501) claims that “lexical aspect and narrative structure conspire to shape the distribution of tense and aspect morphology in interlanguage”. Using the tenets of both hypotheses on the interlanguage data, she claims a hierarchy where the tense-aspect use of learners is determined by both lexical aspectual classes of verbs and discourse structure of the narratives.

Bardovi-Harlig (2000, p.313) explains this hierarchy as follows:

- “1) Achievements are the predicates most likely to be inflected for simple past, regardless of grounding.
- 2) Accomplishments are the next most likely type of predicate to carry the simple past. Foreground accomplishments show higher rates of use than background accomplishments.
- 3) Activities are the least likely of all the dynamic verbs to carry simple past, but foreground activities show higher rates of simple past inflection than background activities. Activities also show use of progressive, but this is limited to the background.”

The hierarchy predicts that the lexical aspectual classes of verbs interact with the structure of narrative discourse in order to determine the distribution of verbal morphology in learners' interlanguage. This assumption is referred to as Aspect and Discourse Hypotheses (Gass & Selinker, 2001, p.159).

Although the Aspect Hypothesis and Discourse Hypothesis have been developed separately within different frameworks, they are found to be interrelated as stated by Clachar (2005, p.285):

“... it is now widely accepted that lexical aspectual classes and discourse structure interacts with the structure of discourse in order to shape the distribution of emergent tense-aspect morphology”.

I.2 STATEMENT OF THE PROBLEM

The influence of lexical aspectual classes and the interaction of them with the discourse type in the language use of the second language learners have been investigated by numerous studies on the students from different language backgrounds. The basic motivation of this study is to test these predictions for the Turkish learners of English in terms of an investigation of the distribution of tense and aspect morphology in relation to the lexical aspectual classes and grounding principles.

I.3 AIMS OF THE STUDY

The aims of this study are (a) to examine the distribution of tense and aspect morphology in relation to the narrative discourse structure regardless of lexical aspectual classes, (b) to examine the distribution of tense and aspect morphology in relation to the lexical aspectual classes regardless of grounding, and (c) to examine tense aspect morphology in relation to the lexical aspectual classes and narrative discourse structure in the narratives of Turkish learners of English.

I.4 RESEARCH QUESTIONS

This study, attempts to answer the following research questions based on the aim stated above:

- 1) Do the learners use differential tense aspect forms in order to distinguish foreground from the background as predicted by Discourse Hypothesis?
- 2) Do the learners use differential tense aspect forms with certain lexical aspectual classes of verbs as predicted by Aspect Hypothesis?
- 3) In both grounds, among dynamic verbs, do the predicates show a decreased pattern of inflection with simple past moving from the highest use with achievements, to accomplishments, and to the lowest use with activities as predicted by Aspect and Discourse Hypotheses?
- 4) Do non-punctual dynamic predicates show a higher rate of use of simple past in foreground than in background as predicted by Aspect and Discourse Hypotheses?
- 5) Is the use of Activities with progressive limited to the background as predicted by Aspect and Discourse Hypothesis?

I.5 METHODOLOGY

I.5.1 Subjects

The sample of the study includes twenty students who were enrolled at the Preparatory School of Çankaya University in an intermediate class. Their level was determined by the Placement Test, they were given in the beginning of the academic year of 2005-2006. The students participated in the study voluntarily.

I.5.2 Material

There are three widely used procedures in the investigation of verbal morphology which are personal experience retell task, picture sequence retell task and film retell task.

In this study, a film retell task is used in order to collect narratives from the learners of English. A silent movie was selected to avoid the complications of listening comprehension. The participants were shown a short excerpt of eight minutes from the movie "Modern Times" directed by Charlie Chaplin.

This particular film was used in a number of previous studies (Bardovi-Harlig, 1995; Bardovi-Harlig & Bergstrom, 1996; Salaberry, 1999; Liskin and Gasparro, 2000; Comajoan, 2001; Klein and Perdue, 1992; Hasbun, 1995; Salaberry, 1999; Comajoan, 2001) since it has a series of clear cut and easily identifiable events, it is ideal for the investigation of foregrounding and simultaneous actions in backgrounding (Bardovi-Harlig, 2000, p. 200).

The students watched the short excerpt starting with the "Alone and Hungry" title through the end of the imagination scenes. In the film excerpt, a young and beautiful girl who looks very poor in her ragged clothes walks by a bakery while the owner of the bakery is unloading breads from a truck. She steals a loaf of

bread, starts to run and bumps into Charlie. Newly released from the prison, having no money and desperately in need of going back to prison for some food, Charlie says he was the thief and is arrested by the policemen. Afterwards, a lady who saw the events tells the truth to the policemen and Charlie is set free when the girl is arrested. But somehow he manages to get himself arrested by the police. He goes to a restaurant, eats two trays of food and doesn't pay any money. He is arrested by the police and is taken to a police car. After a while the police car stops to pick up the girl, Charlie tried to save a little while ago. In the police car, Charlie reminds himself to the poor and sad girl, shows his sympathy towards her and she starts to cry. Then, suddenly she tries to escape and the police car has an accident. When the policeman is unconscious and lying on the floor she has the chance to run away on her own but she asks Charlie to come with her. Charlie doesn't hesitate to go with her and they manage to escape together. After a little walk hand in hand, they sit under a tree nearby a rich house. Charlie starts to imagine the girl and himself in a home like that. Unlike the reality, they are so rich, they have everything they need and they are not hungry in this daydream.

The silent excerpt had nine titles: "Alone and Hungry", "She stole a loaf of bread", "No, she didn't i did", "It was the girl not the man", "Remember me and the bread?", "Now is your chance to escape", "Where do you live", "No place, anywhere", "Can you imagine us in a little home like that?". The first one is the name of the particular segment. The followings are the speech of the characters in reported form.

I.5.3 Data

In order to achieve the aims of the study and to answer the questions mentioned above, twenty narrative texts collected from the subjects are analysed in this study.

I.5.4 Procedure

Before the viewing, the researcher provided brief information about the movie, American depression days which is the period on which the film was taken, the names of the director and the main actor, actress. The participants were told that they would be asked to retell the story after they watch the film. Once the participants watched the film for the first time, the students were given the opportunity to ask questions about the story. Then, they watched the movie for the second time. They were allowed to take notes during the viewings.

After that, the students were asked to retell the story in writing in fifty minutes of class hour. Following Clachar (2005, p.298), the students were allowed to use dictionaries and thesauri during their writing.

I.5.5 Data Analysis

I.5.5.1 Analysis of Grounding

The narratives which constitute the corpus of the study are first coded for grounding. Following Hopper (1979), Hopper and Thomson (1980), Dry (1981), Bardovi-Harlig (1998), clauses that move the narrative time forward and answer the question of "what happened next?" are coded as foreground clauses and the clauses that support, amplify or comment on the event are coded as background clauses. Background clauses are made up of the clauses that define a previous event, predicting the result of an event or evaluating an event narrated in the foreground (Clachar, 2005, p.285). Identification is made independently of verbal morphology. In order to avoid subjectivity, following Bardovi-Harlig (1998) the analysis of grounding is performed by the researcher and another coder. The reliability rate between the interraters is %94.2. The disagreements between the interraters are resolved by discussion.

I.5.5.2 Analysis of Lexical Aspectual Classes

After grounding is identified, each verb phrase is analysed and coded for one of four aspectual categories of Vendler (1957). Since this classification was first used in second language acquisition by Andersen (1991) and has been used in a number of studies, (Howard, 2004; Clachar, 2005; Bardovi-Harlig & Reynolds, 1995; Bardovi-Harlig, 1995; Bardovi-Harlig & Bergstrom, 1996; Housen, 2000; Robison, 1995; Collins, 2002; Comajoan, 2006; Lee, 2001; Shirai & Kurano, 1998), in this study it is used as well to determine the lexical aspectual categories of the verbs.

The determination of the lexical aspectual classes is made independently of grounding. The ordered descriptive test of Shirai and Andersen (1995, p.749) (see: Appendix 1) for English were used as the primary guide for determination in ambiguous situations.

I.5.5.3 Analysis of Tense-Aspect Forms

After the identification of grounding and lexical aspectual classes, each verb token is coded for one of the tense-aspect forms in English. As Aspect and Discourse Hypotheses make predictions about the distribution of perfective and imperfective morphology, following Bardovi-Harlig (1998), Bardovi-Harlig and Bergstrom (1996), Clachar (2005), Collins (2002), the θ / progressive, present progressive and past progressive is referred to as progressive. That is, progressive included all progressive forms in English.

The following is the list of tense-aspect forms that are coded in the study.

- 1) simple past
- 2) progressive (present progressive, past progressive, future progressive, present perfect progressive, past perfect progressive and θ -progressive eg.: "a woman

looking miserable”, “a woman seeing while stealing”)

- 3) plu-perfect
- 4) present
- 5) base (eg.: “she steal and run away”)
- 6) present perfect
- 7) future forms
- 8) modal
- 9) uninterpretable

The characters’ speeches which are in reported forms are coded as uninterpretable and excluded from the study since they influence the subjects verb choices. Following Bardovi-Harlig (1998), Collins (2002), Clachar (2005) spelling mistakes such as “*beginned*”, “*falled*” are coded as past unless the created form results in an extant verb such as “*felt down the car*”, “*is stole*”. Following Silva-Corvolan (1983), Bardovi-Harlig and Bergstrom (1996), Bardovi Harlig (1998), verbs which have the same form for base and past forms such as; “*hit, let, put, quit*” are coded as uninterpretable and excluded from the study since they also obscure the verbal morphology used by the subjects.

Following Bardovi-Harlig (1998), Bardovi-Harlig and Bergstrom (1996) Clachar (2005), Salaberry (1999), Howard (2004), the predicates each student used are counted token by token. As stated by Bardovi-Harlig (2000, p.294), although this type of analysis causes the multiple calculation of the same verb token, it is essential for the maintenance of integrity of the narrative text.

The Analysis of Variance (ANOVA) test is used in order to measure whether the differential rate of tense-aspect forms are significant between the groups tested in this study.

1.6 OUTLINE OF THE STUDY

This study is organized into four sections. The first chapter, Introduction,

contains brief introductory information about the subject and origin of the acquisition of temporality, and includes the statement of the problem, the aims of the study, the research questions, as well as the method of the study. The second chapter, Background of the Study, provides information about the studies on verbal morphology in first and second language in relation to the lexical aspect and discourse structure. The third chapter, Data Analysis and Discussion, presents the analysis of the narrative texts of the students in terms of their relation to the lexical aspectual classes and discursal structure. In other words, Chapter 3 indicated the findings of the analysis and exhibition of the descriptive statistics. The fourth chapter, Conclusion, provides both interpretation of the results and future remarks.



CHAPTER II

BACKGROUND OF THE STUDY

Chapter II mainly focuses on the following topics that form the theoretical framework of the study: (1) studies of tense and aspect morphology in relation to lexical aspect in first and second language acquisition respectively, (2) studies of tense aspect morphology in relation to discourse structure and lexical aspect in first language and second language acquisition respectively.

II.1 STUDIES OF TENSE-ASPECT MORPHOLOGY IN RELATION TO LEXICAL ASPECT

A number of studies on the acquisition of tense and aspect morphology in first and second language acquisition have shown that the verbal morphology encodes inherent lexical aspectual classes rather than tense or grammatical aspect.

Since the studies on the influence of lexical aspect in second language acquisition are based on the findings of the studies on first language acquisition, studies and explanations provided by the researches related with lexical aspect in first and second language are reviewed below, respectively.

II.1.1 Studies of Tense Aspect Morphology in Relation to Lexical Aspect in First Language Acquisition

The studies on the acquisition of temporality in the first language have approached the influence of lexical aspect from different points of view. In this sense, a series of descriptions have been provided by the researchers which have aimed to explain the influence of aspect that have led to the development of a series of hypotheses. Although there have been different approaches to the

topic, the common point in all of them is that lexical aspect influences the acquisition of temporality in different stages of acquisition process.

Bronckart and Sinclair (1973) carried out one of the earliest studies on tense-aspect morphology in child first language acquisition in relation to the lexical aspect. In the study, the verbal forms of seventy four French children were analysed. The data included the subjects' speech productions elicited through experimental production tasks. The subjects were asked to describe certain performance events with a result or a frequency or a duration. Bronckart and Sinclair reported that the tense use of French children in the experiment was influenced by perfective, aperfective and imperfective aspects of French. While the subjects of all ages used present forms for intrinsically durative events and events with no endpoints, they used perfective past in French for actions with clear end points. In other words, within the framework of Vendler schemata, they made a distinction between achievement and accomplishments (telic verbs) and activities (atelic verbs) in their verbal morphology.

Bronckart and Sinclair related this result in general to the theory of cognitive development and in particular to Piaget's (1971) Cognitive Development Theory which predicts that children make generalisations due to "the lack of differentiation between knowledge about physics and knowledge about logic, that exist during the pre-operational period (from two to seven years approximately)" (1971 cited in Bronckart and Sinclair, 1973, p.127). In this way, Bronckart and Sinclair attempted to explain the findings in terms of the cognitive deficiencies of children and interpreted the result as a consequence of cognitive limitations of children.

Followingly, Altunizzi and Miller (1976) examined the past tense development of eight children. In the longitudinal study, the past tense uses of seven Italian and one English speaking children were investigated through conversational data. The telic-atelic distinction was observed in this data as well and it was reported that the subjects marked past with the events with a definite end point rather than past states and activities.

Similar to Bronckart and Sinclair (1973), Altunici and Miller (1976, p.183) related this result with the cognitive abilities of children and claimed that since the early stages of the cognitive development of children do not allow them to make abstract conceptions between present and past, the children can not relate the past states and activities without a definite result to the present but can only use the ones with specific endpoints with the past tense. In other words, they considered the lexical aspect as a notion that the children with limited cognitive abilities use as a tool to establish a relationship between past which is an abstract notion for the children.

The findings were supported by Bloom et al. (1980 cited in Weist, 2002, p.35) who investigated the development of verbal morphology of four English children longitudinally. Like the French and Italian speaking children in the previous studies, the English speaking children also tended to mark the use of past forms with the verbs that have inherent endpoints and they used progressive with the verbs that have inherent durations. The researchers explained this marking as a result of the cognitive processes of children.

In three of the studies it was suggested that the children used aspect because of their cognitive deficiency in terms of temporal deixis (Jin and Hendrics, 2003, p.75). In other words, children marked lexical aspect because of their cognitive incompetencies.

Similar results were found by Stephany (1981 cited in Delidaki and Varlotska, 2003, p.174) who examined the speech productions of a group of Greek children. In the study it was observed that all the subjects in the study used the past tense forms with the verbs with perfective morphology. Moreover, while the children used present tense expressions with stative verbs, they used past perfective expressions with dynamic verbs with specific endpoints.

Another outstanding study that examined the influence of lexical aspect on child first language acquisition was carried out by Aksu-Koç (1988) on three Turkish

children. In the longitudinal study, the acquisitional order of two past tense forms in Turkish direct past experience (-DI) and indirect past experience (-MIŞ) and semantic form of indirect past experience in children's acquisitional process were investigated through spontaneous speech data obtained in natural interactional contexts.

While the study revealed that certain grammatical morphemes appear in an order in the language acquisition of children, it was also reported that the children first marked present progressive (-yor) with ongoing activities in the immediate context predominantly with activity verbs and thus this morpheme was considered to be the earliest form indicating aspect. On the other hand, children used perfective past (-DI) in contexts where changes in the states of events resulted in a completion.

The common point in all the studies is that the children use the notion of aspect instead of tense in the early stages of language acquisition. Weist et al. referred to this stand point as "The Defective Tense Hypothesis" (Shirai and Andersen, 1995, p.746). In other words, they held the idea that children mark lexical aspect with certain verbs instead of tense in adult verbal morphology.

While some researchers approached to the influence of lexical aspect as a tense marker, some approached to the same influence in terms of biological explanations.

Bickerton (1981 cited in Shirai, 2003, p.198) referred to the telic and atelic distinction which had been made in the earlier studies as "punctual-non-punctual" and "state-process" distinction. Bickerton proposed three stages in the acquisition process of children. According to him, in the acquisition process, children first start out with base forms of all verbs, then mark the non punctuality using the progressive -ing. Next, they use irregular past to mark punctuality. And finally, they realize that the regular past as a punctual marker and start to use -ed for punctual verbs.

He proposed Language Bioprogramming Hypothesis relying on his study on pidgin and creole languages. The claim was that adult speakers mark the tense in two dimensions. Firstly, they make a distinction between an event and a state, and secondly, they differentiate a punctual event with a specific endpoint from a non-punctual event without a specific endpoint. He proposed that these distinctions are innate in the mind of the children and this innateness is due to the fact that some linguistic structures are biologically programmed in children's brains (Jin and Hendriks, 2003, p.76; Olsen et al., 1998, p.126).

Similarly, Slobin (1985 cited in Li, 2000, p.305) claimed that children start the acquisition of language with an innate pre-formed semantic space that contains universal semantic concepts. He referred to the two contrasting concepts in this semantic space as process-result distinction and proposed that by means of this basic distinction the children tend to use atelic verbs with processes and associate telic verbs with the verbs that have results (Huang and Yang, 2005, p.152). That is, similar to Bickerton (1981), Slobin attempted to explain the basic distinction observed in all the studies in terms of the claim of innateness.

Another perspective which is referred to as "Distributional Bias Hypothesis" (Andersen, 1993, p.318) in terms of the influence of lexical aspect in first language acquisition focused on the input by the child caretaker(s)."

Andersen described the hypothesis as:

"Native speakers will tend to use past or perfective inflections more with telic and punctual events than with states and activities, progressive inflections primarily with activities, and imperfect inflections more with states and activities than with telic and punctual events. That is the proficient native speakers will exhibit in a relative quantitative terms the same distributional bias found in more absolute terms in the acquisitional data."

(Andersen, 1993, p.320)

According to the hypothesis, if adult native speakers' tense-aspect morphology use is congruent with the predictions of aspect hypothesis, then the predicted

result would be the influence of such a usage on the acquisition process of children (Shirai and Andersen, 1995, p.747).

The Distributional Bias Hypothesis similar to the previous explanations attempted to show the influence of lexical aspect on tense aspect acquisition. However, external effects such as the child's caretakers' speeches are added to the framework of the analysis.

In order to test the Distributional Bias Hypothesis, Shirai and Andersen (1995) analysed the speech samples of three children under the age of four longitudinally in their home environments in order to see whether the children marked certain verbs with the associated lexical aspectual categories and whether there was a relationship between the caretaker speech and the children's acquisitional process. Shirai and Andersen (1995, p.759) reported that the children's use of verbal morphology was restricted to certain categories. Then, this category boundry was extended and in later stages of development and it took an adult form.

Followingly, relying on the consistent pattern observed in a number of studies in first language, Shirai and Andersen (1995, p.745) concluded that:

- “1) Children first use past (or perfective) marking predominantly with achievement and accomplishment verbs, eventually extending their use to activity, finally to stative verbs.
- 2) In languages that have progressive aspect, children first use progressive marking mostly with activity verbs, eventually extending it to accomplishment and achievement verbs.
- 3) Children do not incorrectly overextend progressive markings to stative verbs.”

These predictions are regarded as the Aspect Hypothesis as a whole and have been tested with more recent researches in the field of first language acquisition.

Olsen and Weinberg (1999) approached to the relationship between the lexical

aspect and emergent verbal morphology in terms of the similarities and differences between the child and adult language acquisition. They attempted to find out whether the children and adults have the same mental organization of grammar. In the study, 664 verbs used by adults and children were analysed in terms of their aspectual classes and the analysis revealed that while the children applied the –ed or its irregular counterpart to verbs with specific endpoints, the imperfective –ing was only used with verbs with durative events. However, adult speakers didn't show the same tendency. That is, perfective and imperfective uses were not restricted in the speeches of adults. The findings of the study supported the first step of the Aspect Hypothesis that the children first use perfective with telic verbs, the use of –ing with dynamic and durative verbs.

Wagner (2001) investigated Aspect Hypothesis from a different point of view. In the study, the grammatical aspect was investigated in order to test the hypothesis. In the analysis, two experiments were carried out in order to see whether in the early ages of the acquisition process, the children marked aspect but not tense in their verbal morphology. In the first experiment, the subjects were forty six children under the age of three and their comprehension of tense is investigated with a sentence to scene matching test. Multiple performances of the same event were presented to children and they were asked whether a character is V-ing, was V-ing or is going to –ing of something. The findings showed that all the children were able to understand tense in the experiment. In the second phase of the experiment, when the information available in the scenes were changed into whether or not the past time event reached its completion point, the subjects could only understand past and present time auxiliaries, when the past time information was co-extensive with completion information in the scenes. Wagner (2001, p.661) argued that this was because the children were making a grammatical aspect judgement but not a tense and at least the aspect influenced tense interpretation of children.

Vidal and Garau (2002) tested the Aspect Hypothesis with the study conducted with one Catalan-English bilingual child. In the longitudinal study, the tense

aspect acquisition of the child was observed through spontaneous oral speech production. The analysis aimed to find out whether the emergent inflections were correlated with aspect and tense categories and if there was such a relationship, whether there was a different pattern between each of the child's languages. Vidal and Garau reported that the initial development of verbal morphology of the child exhibited the same pattern in both of the languages. While the past and perfective distinction was restricted to achievement verbs, the progressive inflection was restricted to activity verbs. So Vidal and Garau (2002, p.169) concluded that progressive and past inflections were initially restricted to inherent lexical meaning of verbs.

In regard to the studies that attempt to investigate the relationship between acquisition of verbal morphology and lexical aspect, it can be stated that there have been a number of explanations that have led to different hypotheses. However, the common point of all the different perspectives is that the lexical aspect is marked by verbal morphology in first language acquisition process. Such explanations have given way to the studies of temporality in relation to the lexical aspectual classes in second language acquisition.

II.1.2 Studies of Tense-Aspect Morphology in Relation to Lexical Aspect in Second Language Acquisition

Similar to the studies in first language acquisition, a number of studies have been carried out in second language acquisition in terms of the influence of lexical aspectual classes on verbal morphology. As is the case in the field of first language acquisition, this has led to a number of explanations and hypotheses in second language acquisition.

The earliest explanations provided on the influence of lexical aspect on acquisition of verbal morphology in second language were based on the argument that children mark aspect before they mark tense in the early stages

of their development. Andersen (1986) tested the validity of this assumption that is referred to as Defective Tense Hypothesis by Weist et al. (Shirai and Andersen, 1995, p.746) in his analysis with the English learners of Spanish. In the analysis, the encoding of tense aspect morphology of two children learning Spanish is investigated in successive stages of acquisition process. Andersen (1991, p.306) reported that learners initially used verbs in order to make aspectual distinctions and the interpretations of such inflections as tense markers develop after a long period of time.

In other words, he suggested that, similar to the process in which the children acquire their first language, the learners of a second language first mark the inherent aspectual categories rather than tense and aspect.

Relying on this data he described the hypothesis as:

“... in the beginning stages of language acquisition only inherent lexical aspectual distinctions are encoded by verbal morphology, not tense or grammatical aspect.”

(Andersen, 1991, p.307)

Similar to Andersen, Robison (1990) tested the same claim that the temporal qualities which are inherent in the lexical meaning of verbs are marked in the verbal morphology in second language. The data of the analysis consisted of 550 verb tokens of one adult learner of English. In the study, the correlation between the –ing morpheme and durative events, the correlation between past form and punctual events, and a less significant relation between –ing and stative were investigated. The analysis revealed that the past marking correlated with punctual events whereas –ing was marked with durative events, and the percentage of marking of stative verbs with durative events was low which supports the Aspect Hypothesis.

From the findings, Robison (1990, p.313) argued that when an adult learner

starts to use the morphemes of a second language in the interlanguage, the morphemes are not distributed across all verbs in a uniform manner, but they may be distributed according to lexical aspectual classes of verbs as in first language acquisition.

Within this framework Robison proposed the Primacy of Aspect Hypothesis as:

“The learners at first use L2 morphology redundantly to mark lexical aspectual distinctions, which are independently determined by the lexical meanings of the predicates. The scope of each morpheme subsequently expands until each morpheme is uniformly distributed among verbs and signals a temporal distinction independent of lexical class.”

(Robison, 1990, p.316)

Robison maintained the idea that lexical aspectual classes influence the acquisition of verbal morphology. However, he approached the same claim from a perspective which differed from the predictions of Defective Tense Hypothesis. While the defective tense hypothesis regards the acquisition of verbal morphology in correlation with the lexical aspect during certain stages of development (Shirai & Andersen, 1995, p.746), Robison claimed that it is primary in the sense that the learners of a second language first use lexical aspectual meanings of predicates in the target language.

Robison (1995) tested the same claim with adult learners from different proficiency levels. In the study, the interlanguage of twenty six Puerto Rican college students from four different proficiency levels was analysed. In this study, Robison used a different type of classification which was based on Vendler (1957) schemata and added two more lexical aspectual classes to this classification. In this way, a total of 3649 verbs was investigated in terms of six lexical aspectual classes as state, punctual state, activity, punctual activity, durative event, punctual event. In the analysis, it was found that the students linked present simple with states, -ing with activities and past for punctual events. With increasing proficiency, past marking spread from punctual events to punctual activities.

Bayley (1994) analysed the speech samples which were collected through interviews with twenty adult Chinese learners of English from two different proficiency levels coded as high and low. In the analysis, the influence of phonological environment in past marking as well as the influence of lexical aspectual categories on the use of verbal morphology were investigated and it was reported that while the phonological environment was influential in tense marking, regardless of their proficiency levels the learners favoured past marking with telic verbs while they didn't tend to use past marking with atelic verbs. Therefore, Bayley (1994, p.177) concluded that phonological environment and aspect can be considered as universal constraints in second language acquisition.

Unlike the previous studies that analyse the language development of untutored learners, Bardovi-Harlig and Reynolds (1995) tested the relationship between lexical aspect and tense aspect acquisition with 182 adult classroom learners of English from different language levels and cross linguistic backgrounds. The analysis specifically investigated the simple past tense use of the learners in relation to lexical aspect. The data was collected through short passages in past tense environment with blank items and learners were asked to fill the blanks using the clues given in the test. The answers were analysed in terms of one of the four lexical aspectual classes of Vendler (1957). The analysis revealed that the achievements and accomplishments were used with past tense appropriately, while the activity verbs showed a lower rate of appropriateness. Statives which were generally inflected with simple present showed a similar pattern with activities. Relying on this data, Bardovi-Harlig and Reynolds proposed that lexical aspectual classes influenced the use of simple past.

Bardovi-Harlig and Bergstrom (1996) investigated the same claim with twenty three English as a second language learners and twenty three French as a foreign language learners with different levels of proficiency. The data was gathered through a film retell task and forty six narratives were analysed in terms of lexical aspectual classes proposed by Vendler. The analysis revealed

that both groups of learners didn't mark past equally among all the verbs but were influenced by aspectual classes. Achievements and accomplishments were inflected with simple past in the initial stages and gradually this inflection extended to activity verbs. Finally the progressive forms of each language were marked with activity verbs.

The common point of all these studies was the recognition of lexical aspect as an influential factor on second language acquisition of verbal morphology. The findings of them gave way to the generalizations of what has come to be known as the Aspect Hypothesis in second language acquisition which can be summarized as:

- “1) The (perfective) past is marked with achievement and accomplishment verbs first and gradually it is used with activity and stative verbs.
- 2) In the languages with perfective-imperfective distinction, appearance of perfective past precedes imperfective past and the imperfective past is initially marked with stative and activity later with accomplishment and achievement verbs.
- 3) In languages with progressive aspect marking it is started with activity verbs gradually it extends to accomplishments and achievements.
- 4) Stative verbs are rarely marked with progressive morphemes.”

(Comajoan, 2005, p.31)

Shirai and Kurano (1998) tested the Aspect Hypothesis with the learners of Japanese as a second language. In the analysis, the acquisition of a set of verbs used by seventeen Japanese learners was investigated through a multiple choice judgement test. It was reported that Japanese as a second language learners followed the Aspect Hypothesis in terms of using Japanese past tense form “-ta” with accomplishments and achievements and imperfective form which is -tei for activities.

Salaberry (1999) supported the claim with his analysis on twenty adult Spanish learners as a second language. The data collected through two silent film retell tasks was investigated in terms of lexical aspectual classes, with an interval of

two months in order to measure the development. From the findings, Salaberry reported that while the Spanish imperfect was used by the learners with atelic verbs (activities), the use of telic verbs was marked by perfective, past tense verbal morphology. Relying on these findings, Salaberry concluded (1999, p.151) "the results of the study show that the lexical aspectual semantics of the verb phrase have an influence on the selection of verb endings throughout the development of the L2".

The analysis of Lee (2001) on two Korean speakers of English supported the aspect hypothesis partially. In the longitudinal study, the data was gathered through audiotaping the speech samples of the learners. The acquisition of temporality was investigated through the analysis of the expressions of past time events, their correlation with lexical aspectual classes, and the distribution of verbal morphology. The study revealed that the learners initially marked past tense with achievement and accomplishment verbs and this inflection then spread to activities and statives, while they marked progressives with activities as predicted by Aspect Hypothesis.

Collins (2002) carried out two cross sectional studies in order to test the Aspect Hypothesis. In the first study, the use of verbal morphology of seventy Francophone university students of English enrolled in the first two proficiency levels in the program were investigated. The data was gathered through two different elicitation techniques which were a controlled cloze task and silent film retell task. In the analysis, the correlation between the telic verbs and simple past, as well as the correlation between the activity verbs with atelics were investigated. In the second analysis, the verbal morphology of ninety one students of various proficiency levels was investigated. One cloze task, one preference task and one retell of a film task were used as the instruments of the study. Collins reported that, consistent with the Aspect Hypothesis, the learners used simple past with telic verbs, preferred progressive with activities and present form for statives.

Jin and Hendrics (2003) tested the Aspect Hypothesis in both first and second language acquisition of Chinese language. Using the same elicitation, the analysis attempted to test the Aspect Hypothesis in terms of finding out whether the aspectual categories were marked in the same way in both first and second language acquisition of Chinese. The data was collected through a picture sequence story retell task from thirty Chinese as second language learners and thirty Chinese as first language learners. It was reported that while the first language learners used more predicates with aspect markers, the second language learners used less aspect markers. Moreover, the second language learners tended to use more aspect markers on achievement in the beginning stages but eventually, they learned to use them with other types of predicates. However the first language learners showed a similar but less consistent pattern.

II.2 STUDIES OF TENSE-ASPECT MORPHOLOGY IN RELATION TO DISCOURSE STRUCTURE AND LEXICAL ASPECT

A number of studies on the distribution of tense aspect morphology in first and second language have indicated that the specific discourse structure in which tense-aspect forms emerge is an influential factor on the distribution of verbal morphology as well as the lexical aspectual features of the verbs.

The analysis of the relationship between the verbal morphology and specific discourse structure in second language acquisition process is based on the findings of the studies in the discourse structure of first language. Therefore, the studies and explanations provided by the researches related with discourse structure and lexical aspect in first language, and second language acquisition are reviewed below, respectively.

II.2.1 Studies of Tense Aspect Morphology in Relation to Discourse Structure and Lexical Aspect in First Language

Hopper (1979) states that universally, a narrative is divided into two parts as the actual story line which narrates the events and supportive material which does not actually narrate the main events. He refers to the former one as foreground and defines it as the skeletal structure that narrates the main events and background as the supportive material to the main events in foreground. According to him, the foreground events follow one another in the narrative as they do in the real world. The background events on the other hand are not in the sequence of these events but they amplify or evaluate the main events (1979, p.214). Because foreground includes discrete events with specific endpoints in the narrative, the predicted result would be the use of verbs preterite (simple past) with inherently punctual meaning. Whereas background is less constrained in terms of tense and the predicted pattern would be the imperfective that is stative, durative and iterative verbs. Therefore, Hopper (1979, p.239) argues that "in a discourse the competent users of the language need to mark out a main route through the narrative and divert in some way those parts of the narrative which are not strictly relevant to this route" and marking tense and aspect is a way of doing this in different parts of the narrative.

According to Hopper and Thompson (1980, p.280) the language users are in need of a design that the speakers need in terms of their communicative purposes and in terms of the needs of the listeners. In this respect, as stated by Hopper and Thomson (1980, p.280) "the part of a discourse which does not immediately and crucially contribute to the speakers goal, but which merely assists, amplifies, or comments on it, is referred to as background. By contrast, the material which supplies the main points of the discourse is known as foreground." In terms of the function of each section of a narrative, they claim that since the foreground is the place where one action ends when another action finishes, the foreground is rich for the use of perfective events with telic

verbs in contrast to atelic verbs in background where imperfective verbs emerge (Hopper and Thomson, 1980, p.286).

Loncagre (1981) holds a similar point of view in terms of the universality of foreground (event line) and background in the narrative. He argues that the tense and aspect use distinguishes one part from the other. Providing examples from English narratives, Loncagre (1981, p.338) argues that it is very probable to find simple past with event verbs in the foreground while the background is marked with activity verbs in progressive form.

Similarly, Dry (1981) argues that "the reader perceives the time movement along a narrative timeline if he interprets the presented situation to be the outcome of a change of state" (Dry, 1981, p.239). Based on her analysis on two novels in terms of discourse structure as well as lexical aspectual categories, she reports that while achievement and accomplishment verbs seem to propel the time forward, the activities and states do not. Due to the inherent semantic meanings of achievements and accomplishments, there is a change in the state of something and for this reason they are used in the main event line of a narrative. Therefore, she claims that states and activities may propel time in certain contexts but it is only limited to the environment where the action in the event line is detailed.

Dry (1983, p.48) refers to "time forward" in her previous work as foreground and describes it as the part "that are composed of sentences which refer to sequenced points in time line" and background clauses as the ones which "do not refer to a single point (imperfectives, habituais and iteratives or past perfect tense)". She argues that the narrative is identified with sentence aspect in certain languages that mark aspect (Dry, 1983, p.20).

Schiffrin's analysis (1981) on seventy three narratives in relation to use of simple past and historical present supports the claim that the distribution of verbal morphology is different in different parts of a narrative. She describes a narrative as a series of clauses in which events are relayed in the order they

took place and divided it into two parts according to the sort of information they convey. Schiffrin refers to the section that “tells the story by relaying a series of temporally ordered narrative events” as the “complicating action clauses”. On the other hand, refers to the section which describe time, place of the events and identities of the characters as “orientation clauses” (Schiffrin, 1981, p.48).

Reinhart supports the distinction between foreground and background sections in a narrative from a cognitive point of view. He argues (1984, p.787) that the distinction between foreground and background is the linguistic counterpart of the perceptual distinction between figure and ground proposed in the Gestalt Theory. In other words, he relates the linguistic appearance of the sections in terms of a cognitive point of view, more specifically with principles of Gestalt perception.

According to him there are three basic criteria to distinguish foreground from background as temporal criteria, functional dependency criteria and cultural dependent criteria. The temporal criteria Reinhart (1984, p.801) proposed are as follows:

“Temporal Criteria

- 1) Narrativity or temporal continuity: Only narrative units, i.e. textual units whose order matches the order of events they report can serve as foreground.
- 2) Punctuality: Units reporting punctual events can serve more easily as foreground than units reporting durative, repetitive, or habitual events.
- 3) Completeness: A report of a completed event can serve more easily as foreground than a report of an ongoing event.”

The temporal criteria are used to distinguish one ground from the other in terms of the temporal qualities of the predicates. On the other hand, functional dependence criteria distinguish one ground from the other in terms of the functions of the clauses. Whereas the culture dependent criteria are used to distinguish events in terms of the importance of them in various cultures (Reinhart, 1984, p.802).

Similarly, Fleischman (1985, p.845) describes a narrative as a body “not simply

a linear sequence of events that has a texture or focus, but an institution in which all events are not created equal." Based on her analysis with examples from Old French narratives, she states that present tense inserts into the past narrative whenever there appears a need for interruption in the temporal time line for insertion of background. Relying on examples from Old French data, she argues that the tense switching functions as a strategy for narrative. Fleischman refers to this (1985, p.852) as "narrative subordination" which corresponds to grounding as foreground and background.

Hinrichs (1986) views aspect marking within the framework of the analysis of semantic dependency of tense morphemes. The lexical aspect in discourse is considered as one of the factors that shifts the reference point of a discourse. Hinrichs argue (1986, p.81) that the reference point of a discourse can be changed in terms of lexical aspectual classes in that while accomplishments and achievements introduce new reference points, states and activities do not.

II.2.2 Studies of Tense Aspect Morphology in Relation to Discourse Structure and Lexical Aspect in Second Language Acquisition

Kumpf (1984) investigated the claim that the aspectual classes and discourse structure influence the verbal morphology in second language acquisition. In the analysis, the verbal morphology in the interlanguage of a Japanese learner of English was investigated in terms of narrative structure as foreground and background, aspectual categories as completive, non-completive, continuous action, or state. The analysis revealed that the speaker used the base forms for the perfective events in foreground with a low rate of exception of irregular past forms. On the other hand, the background was rich in descriptions with frequent simple past inflection with statives. In background, continuous verbs were reported to be inflected with -ing (Kumpf, 1984, p.141).

Similar to Kumpf, Flashner (1989) considered the interlanguage as a natural

language with its own system and investigated the relationship between the aspect and discourse structure. In the analysis, narrative episodes of three Russian learners of English were investigated. The oral narratives of the adult learners were gathered through spontaneous speeches. The analysis was carried out in terms of grounding as foreground and background, semantic reference, and verb forms. She observed that the clauses in the foreground were usually ended with past markings. On the other hand, the clauses in the background were overwhelmingly marked with base forms. Flashner argued this marking system involves transfer of aspectual categories from Russian language (Flashner, 1989, p.71).

Hataf (1989) investigated the relationship between narrative time and lexical aspect with special emphasis on statives with the analysis of examples from Biblical Hebrew, French and Russian languages. She proposed that the statives can also occur in the time line that is the foreground of a narrative. According to her, the sequential clauses are identified with their punctuality. When states are contained in their reference time, they may too appear in timeline.

Veronique (1989) investigated the reference to past events in narratives of North African worker learners of French as a foreign language. In the analysis, the temporal reference to past events was investigated with subjects of different proficiency levels as low, intermediate and high. The oral narratives were analysed in terms of tense and aspect morphology and narrative structure. Veronique reported that the low level learners were more systematic than the others in their use of verbal morphology. While the V stem was used in the foreground the V-ed forms were used in the background. The users of higher level of proficiency used both V stem and V-ed in the foreground and background. Veronique claimed the reason for this is the elaboration of the narratives when the proficiency increases.

Youssef and James (1999) analysed Tobagonian English learners' discourse structure and tense aspect markers in foreground and background in the oral

and written narratives of adult learner of English. They observed that the two grounds of a narrative were differentiated by contrastive markers. While θ suffix (base) favoured the foreground the –ed favoured the background. On the other hand while imperfective –ing and perfective θ are used in the foreground the imperfective was –ing and perfective –ed favoured background. They concluded that such results might have an indication of the definition of foreground and background (Youssef and James, 1999, p.597).

Bardovi-Harlig (1995) investigated the influence of narrative structure on the use of tense aspect morphology with a group of English as a second language learners from different proficiency levels. For the analysis, thirty seven oral and thirty seven written narratives were collected through a silent film retell task. Each clause was coded for two widely accepted grounds and verbal morphology in order to determine the tense marking in foreground and background. Bardovi-Harlig (1995, p.284) reported that the learners of low proficiency levels showed a low percentage of past in both foreground and background. However, the learners with higher proficiency level, showed use of simple past in the foreground. While it was the dominant tense in the background too, it did not reach the same high level since the other tense aspect forms emerged in the background such as past progressive and past perfect.

Bardovi-Harlig claims that these results show that initially the learners mark non-past for both foreground and background. Then, start to use the past for foreground and a variety of tense aspect forms in the background. Later, with the increase in the proficiency level of the students the distribution reaches a native like distribution and concludes that “narrative structure plays a key role in the development of the tense aspect system (1995, p.286).

Followingly, Bardovi-Harlig (1998) the narrative structure in relation to the lexical aspectual classes. In the analysis, analysed thirty seven oral and thirty seven written narratives which were collected through a silent film retell task. A

total of seventy four narratives was investigated in terms of grounding and lexical aspectual categories independently. The analysis revealed that the achievements were inflected with the highest rate of use regardless of grounding. Activities and accomplishments showed sensitivity to discourse in that they showed greater past tense use in the foreground than in the background and they showed higher rate of progressive in background than in the foreground. However, activities showed greater use of progressive than the other classes in the background. While the achievements were the lexical category that was marked with the highest rate in both foreground and background, it was followed by accomplishments which showed a higher rate of use than activities in the foreground. On the other hand, the activities had the highest rate of use of progressive in background. In other words, in the foreground the rate of simple past inflection appeared highest with achievements, which is followed by accomplishments, activities and statives, respectively. In background, this pattern was in the reverse order in that it started with activities and spread to accomplishments, achievements and finally to statives.

From these findings, Bardovi-Harlig claimed a pattern of distribution of the learners' tense aspect morphology in relation to both discourse structure and aspectual categories which shows that the learners' tense aspect morphology is influenced by both lexical aspectual categories and discourse structure.

Ortega (2000) tested the two hypotheses with adult second language learners of Spanish. In the analysis, oral narratives of four Moroccan learners of Spanish were investigated. The analysis aimed to find out the effects of lexical and grammatical aspect on the learners use of tense aspect morphology, their relationship with the discourse structure and the principal factors that guide the tense-aspect system of narratives. The oral narratives were analysed for grounding and lexical aspectual classes. The analysis revealed supportive results with the previous studies. In terms of use of lexical aspectual classes, the statives were used frequently with perfective verbs rather than imperfective

ones. That is, the statives were not used with progressive verbs. Achievements which are punctual and telic were marked with perfective aspect with a high percentage. Activities were marked with imperfective aspect including present, past and progressive. The distribution of the lexical aspectual classes supported the Aspect Hypothesis. In terms of grounding, as predicted by discourse hypothesis, the background was dominated by activities and statives while the foreground was dominated by accomplishments and achievements. From the findings, Ortega concluded that "there is evidence for the interaction of both the Discourse and Aspect hypothesis in the L2 aspectual system, with certain commonalities to all the narratives examined" (Ortega, 2000, p.499).

Liskin-Gasparro (2000) analysed the same claim in terms of introspective method through one film retell task and one personal experience retell tasks. The analysis attempted to find out the distribution of verbal morphology in different parts of discourse and the reasons for the emerging distribution. The participants of the study were eight adult advanced learners of Spanish. The analysis showed a relationship between the use of verbal morphology and discourse structure. While the learners used the preterite context dominantly in the foreground, the background was marked with the use of imperfective. Liskin-Gasparro (2000, p.830) reported that the learners comments, showed three basic reasons of their use of tense and aspect morphology; the nature of narrative task, lexical aspect, the role of the narrator in constructing discourse and impact of instruction.

Howard (2004) analysed the aspectual and temporal use of an adult group of advanced Irish learners of French as a second language. Specifically, the past time marking in French was investigated through the data collected through individual interviews. The clauses were coded in terms of grounding and four inherent lexical aspectual categories as activity, accomplishment, achievement and stative. He reported that perfective verbs occur to a greater extent in the foreground, while imperfective occurs to a greater extent in the background. The present showed a greater rate of use in background than in foreground.

On the other hand, in terms of lexical aspectual categories, while foreground perfectives were marked with achievements, the background imperfectives were inflected with statives. As for the present form, it was dominantly marked with statives in the background. Based on these findings Howard claimed that “the results suggest that the use of each morphological form varies not only between discourse grounds, but also within each discourse as a function of the lexical verb type to be marked.” (2004, p.329).

Clachar (2005) attempted to examine the effects of lexical aspectual classes and narrative structure on the pattern of acquisition and use of verbal morphology of creole English speakers of English. The written narratives of forty eight adult, English based creole speaking students of different proficiency levels were investigated in terms of grounding and lexical aspectual classes. Clachar reported that intermediate level learners' use of verbal morphology showed counter evidence to the predictions of aspect and discourse hypothesis. And she concluded that creole English speaker verbal morphology is not only influenced by lexical aspectual classes and narrative structure but also other factors such as the narrative structure of the creole cultures, morphosyntactic features of creoles (Clachar, 2005, p.275).

CHAPTER III

DATA ANALYSIS AND DISCUSSION

This chapter is organized in the following way. In the first section, the verbal morphology of the subjects is analysed in terms of grounding. In this section, the verbal morphology is analysed in foreground and background parts successively regardless of lexical aspectual classes. In the second section, the verbal morphology of the subjects is investigated in terms of lexical aspectual classes as statives, activities, accomplishments and achievements. In the third part of the analysis, the distributional pattern of tense and aspect morphology is examined in relation to both discourse structure and lexical aspectual classes. The results are tabulated and shown in descriptive statistics.

The sample included 1259 verb tokens. However, ninety nine tokens are coded as uninterpretable and excluded from the analysis for the following reasons. As stated in Chapter 1, fifty five predicates of characters' speeches in reported forms and eleven predicates which have the same form for both present and past are considered as uninterpretable and excluded from the analysis since they obscure the information of verbal morphology. Although the spelling mistakes are disregarded, and considered as simple past, six new creations that resulted in extant verbs are coded as uninterpretable since they obscure the lexical aspect of the predicate as well as the verbal morphology and excluded from the analysis. In this analysis, subjects used twenty seven modal verbs. However, since the modal verbs are not in the scope of the predictions of the two hypotheses tested in this analysis and have not been referred in the previous related studies, they are excluded from this analysis as well. The percentage of excluded verbs is 7.8%.

Then the analysis is carried out with a sample including 1160 verb tokens. The subjects in this analysis did not show use of present perfect, present perfect progressive, plu-perfect progressive and future forms. Therefore, the distribution of five tense-aspect forms (i.e. simple past, progressive, plu-perfect, present, base) is investigated in this study.

III.1 ANALYSIS OF TENSE-ASPECT FORMS IN RELATION TO GROUNDS

In this section, the statistical analysis of verbal morphology in relation to grounding will be presented. The section includes the distribution of verb tokens across grounds and deals with the distributional analysis of tense aspect forms in foreground and background parts of the narratives successively which will in turn indicate the influence of narrative structure on the distribution of tense-aspect morphology.

III.1.1 Distribution of Verb Tokens across Grounds

A total of 1160 verbs is coded as either foreground or background in terms of their function in the narratives. The distribution of the verb tokens by grounding is as follows:

Table 1. Distribution of Verb Tokens across Grounds

Grounding (n=1160)	Tokens	Percentage (%)
Foreground	752	64.8
Background	408	35.2

As Table 1 shows that among 1160 verb tokens, 752 are coded as foreground (64.8%), and 408 verb tokens are coded as background (35.2%). The rate of use of foreground clauses is higher than that of background clauses. Given that foreground is defined as the skeletal structure that consists of temporal events in order to narrate the main story line, (Hopper, 1979; Shiffrin, 1981; Reinhart, 1984) and background as the supportive material to the foreground in terms of supporting and amplifying it (Hopper, 1979; Hopper & Thompson, 1980), it can be stated that the rate of the verb tokens that narrate the successive events show higher rate of use than the ones that interpret them.

III.1.1.1 Analysis of Tense-Aspect Forms in Foreground

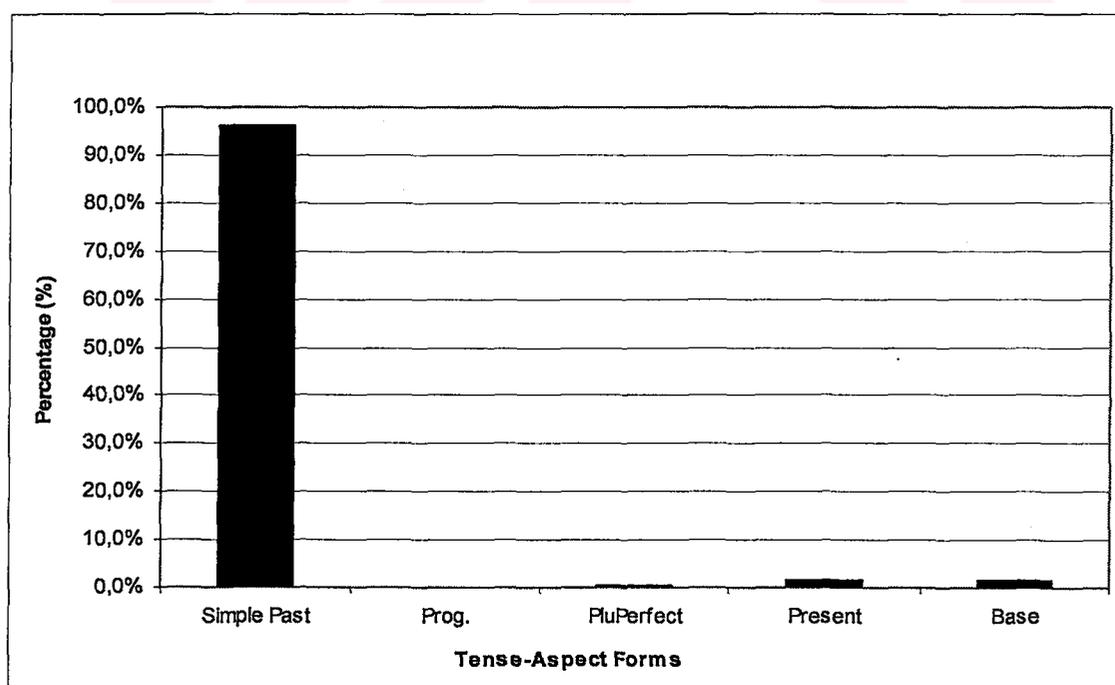
As stated above, among a total of 1160 verb tokens, 752 are identified as the predicates that narrate sequentially ordered events (64.8%). The distribution of tense aspect forms in foreground parts is as follows:

Table 2. Distribution of Tense-Aspect Forms in Foreground

Foreground (n=752)	Tokens	Percentage (%)
Simple Past	723	96.2
Progressive	1	0.1
PluPerfect	4	0.5
Present	11	1.5
Base	13	1.7

Table 2 indicates that, among 752 verb tokens 723 verb tokens are coded as simple past (96.2%). While the subjects used thirteen base uses (1.7%), they made use of present with eleven verb tokens (1.5%). Plu-perfect is used by the subjects four times in foreground (0.5%) and one verb token with progressive inflection is identified as foreground (0.1%). The distribution of tense aspect forms in foreground is illustrated in Figure 1.

Figure 1. Distribution of Tense-Aspect Forms in Foreground



As can be seen from Table 2 and Figure 1, the foreground is highly dominated with the use of simple past and appeared to be the only tense aspect form with a significant rate of distribution. The total rate of the other tense-aspect forms namely plu-perfect, present and base (3.8%) seem to be low when it is compared to the simple past inflection. Therefore, it can be stated that the subjects considered foreground of the narratives as the appropriate place for the simple past inflection. This finding is consistent with the view that foreground is the place where perfectives forms occur dominantly (Hopper & Thompson 1980). Also, it is consistent with the findings of some other studies on the distribution of verbal morphology in terms of grounding conducted with untutored and classroom learners of English (Bardovi-Harlig, 1995; Flashner, 1989).

Below are the examples for the tense-aspect forms in the order of their rate of frequency as simple past, base, present and plu-perfect in foreground (FG) respectively. Each tense aspect form is presented with two examples except the progressive which is used once in the sample.

- [Ex. 1] “(FG) She *ran* away the baker (FG) she suddenly *crashed* with Charlie Chaplin. (FG) They *falled* together.” (Subject 3)
- [Ex. 2] “(FG) He *ate* a lot of food but (FG) he *didn't pay* restourant and (FG) he called police then (FG) police arrested him. (FG) Police called police cars, (FG) he took puro and (FG) gave puros for children.” (Subject 20)
- [Ex. 3] “(FG) The man *accept* that crime (FG) but the police caught the girl.” (Subject 13)
- [Ex. 4] “(FG) He *sit* a chair. (FG) Then the woman got in the car.” (Subject 10)
- [Ex. 5] “(FG) They crashed into each other (FG) and *fall down*.” (Subject 10)

- [Ex. 6] “(FG) Charlie and woman *run away*. (FG) They sit in front of a garden.” (Subject 18)
- [Ex. 7] “(FG) After she *had run* to escape (FG) she crashed Charlie ...” (Subject 14)
- [Ex. 8] “(FG) After He *had gone* to cafeteria (FG) he ate all food ...” (Subject 14)
- [Ex. 9] “(FG)The police arrested him. (FG) And then the police *was taking* him to the police station.” (Subject 11)

III.1.1.2 Analysis of Tense-Aspect Forms in Background

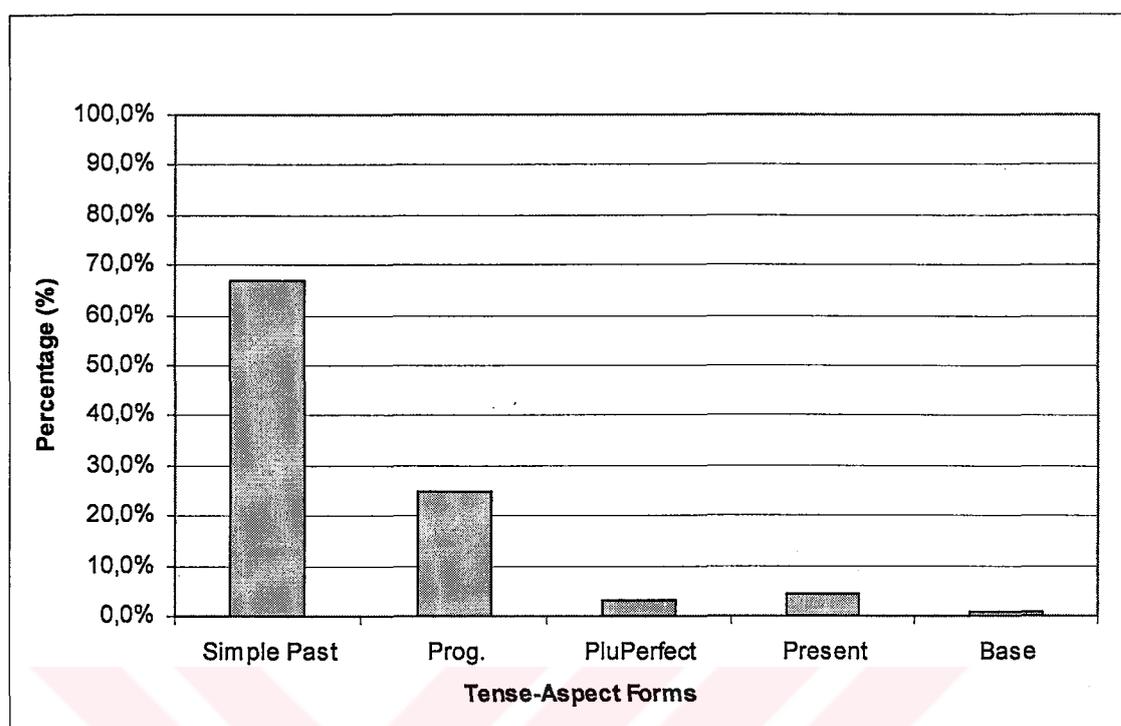
Among 1160 verb tokens, 408 verb tokens are identified as the predicates that interpret the foreground material (35.2%). The distribution of the tense aspect forms in background sections is as follows:

Table 3. Distribution of Tense-Aspect Forms in Background

Background (n=408)	Tokens	Percentage (%)
Simple Past	273	66.9
Progressive	101	24.7
PluPerfect	13	3.2
Present	17	4.2
Base	4	1.0

As table 3 shows, among 408 verb tokens, 273 simple past forms (66.9%) and 101 (24.7%) progressive forms are coded as background. The other tense aspect forms are used rarely by the subjects. The present form is used with seventeen verb tokens (4.2%) which is followed by thirteen plu-perfect forms (3.2%) and only four base forms (1.0%). Figure 2 illustrates the distribution of tense aspect forms in background.

Figure 2. Distribution of Tense-Aspect Forms in Background



As Table 3 and Figure 2 show, the simple past shows the highest rate of use which is followed by the progressive use in background. The total rate of the other tense aspect forms namely present, plu-perfect and base (8.2%) lags far behind the rate of the simple past and the progressive. Thus, it is possible to state that the other tense aspect forms show statistically insignificant rate of distribution which might suggest that the subjects recognised background as the proper environment to use simple past and progressive forms. For the emergence of progressive in background, it can be stated that this finding is in line with the view that the background is the part in which the imperfective verbs emerge (Hopper & Thomson 1980). Also it is consistent with some studies. For instance, Bardovi-Harlig (1995, p.284) reports that in the analysis while the subjects with high proficiency levels marked simple past with the highest rate of use, as an appropriate place to inflect with simple past, the rate of progressive appears to have the second highest rate of use after that of simple past.

Followings are some examples from the use of tense aspect forms used in background in the order of their rate of frequency. Each tense-aspect form

namely simple past, progressive, present, plu-perfect, and base forms are presented by two examples respectively. Background material is considered as the supporting material to the foreground. Therefore, the foreground (FG) clauses are given with background (BG) clauses for a more explicit display.

[Ex. 10] "... (FG) she crashed Charlie (BG) who *wanted* to go to jail."
(Subject 14)

[Ex. 11] "(FG) He saw lots of poor and dirty people. (BG) They *smelled* too bad." (Subject 9)

[Ex. 12] "(FG) Afterwards, the police (FG) came and (FG) realized (BG) Chaplin *was doing* something wrong again." (Subject 6)

[Ex. 13] "(FG) They sat on grass and started to talk. (FG) Later they saw a couple. (BG) The couple was the owner of the house (BG) and they *were staying* in front of the house. (BG) They *were chuckleing, hugging and kissing*." (Subject 2)

[Ex. 14] "(BG) In front of a bakery there was a girl (BG) who *looks* like so pale, poor and hungry." (Subject 19)

[Ex. 15] "(FG) He stood up and they escaped together. (FG) They came a garden (BG) where *is* in front of a small house." (Subject 10)

[Ex. 16] "(FG) An another woman saw her and (FG) said to the baker that (BG) "*she had stolen* a loaf of bread." (Subject 10)

[Ex. 17] "But the rich woman (BG) who *had seen* the burglary (FG) said ..."
(Subject 12)

[Ex. 18] "(FG) Chaplin asked her (BG) where *she live*." (Subject 9)

[Ex. 19] "(BG) When *she sit*, (FG) she started crying." (Subject 10)

III.2 ANALYSIS OF TENSE-ASPECT FORMS IN RELATION TO LEXICAL ASPECTUAL CLASSES

In this section, the statistical analysis of verbal morphology in relation to lexical aspectual classes will be presented. The section includes the distribution of verb tokens across lexical aspectual classes and deals with the distributional analysis of tense-aspect forms in terms of four lexical aspectual classes namely statives, activities, accomplishments and achievements respectively which will in turn indicate the influence of lexical aspectual classes on the distribution of tense-aspect morphology.

III.2.1 Distribution of Verb Tokens across Lexical Aspectual Classes

A total of 1160 verb tokens is analysed in terms of four aspectual classes as statives, activities, accomplishments and achievements. As for statives the distribution is analysed in terms of lexical statives and copula –be statives. The distribution of overall verb tokens in terms of the lexical aspectual classes is as follows:

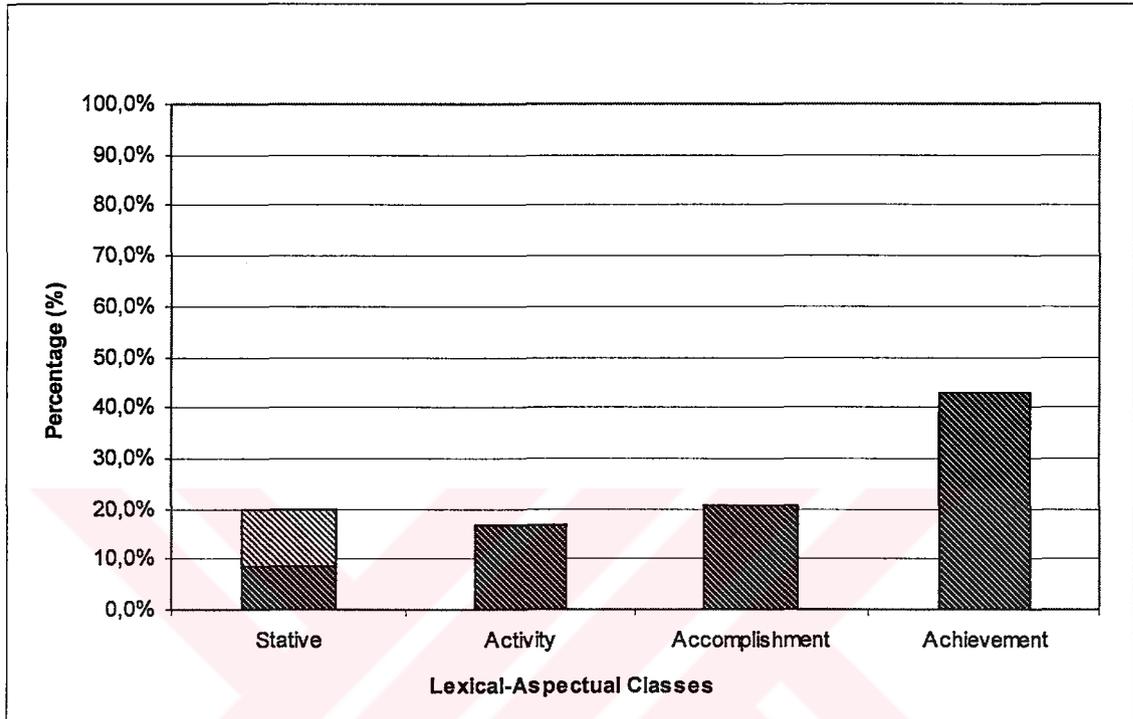
Table 4. Distribution of Verb Tokens across Lexical-Aspectual Classes

Lexical-Aspectual Classes (n=1160)		Tokens	Percentage (%)
Stative (n=232)	Lexical Statives	98	8.5
	Copula "Be"	134	11.5
Activity		195	16.8
Accomplishment		238	20.5
Achievement		495	42.7

Table 4 indicates that among 1160 verb tokens 495 are identified as achievements (42.7%). Accomplishments follow them with 238 verb tokens (20.5%). 195 verb tokens are identified as activity verbs (16.8%). Among 232 verb tokens identified as statives (20.0%), 134 verb tokens appear to be the forms of "be" copula, while only ninety eight verb tokens are identified as lexical

statives. Figure 3 illustrates the distribution of overall verb tokens in terms of lexical aspectual classes:

Figure 3. Distribution of Verb Tokens across Lexical Aspectual Classes



As Table 4 and Figure 3 show, achievements are the most frequently used lexical aspectual classes. Almost half of the verb tokens is identified as achievement verbs. The rate of achievement verbs is followed by the rate of accomplishments, statives and activities respectively.

On the other hand, among 232 statives, 134 forms are identified as forms of –be copula (11.5%) and 98 are identified as lexical statives (8.5%). The descriptions regarding the lexical aspectual classes of verbs do not include the forms of “be” (Dowty, 1979, p. 54). On the other hand, As stated by Bardovi-Harlig “be” is a tense carrier and it is unusual for “–be” forms to occur untensed. It is also valid for this data as well that the percentage of “be” copula statives holds %57.7 percent of all statives. Henceforth, following (Bardovi-Harlig & Bergstrom, 1996) “-be” forms have been eliminated from the analysis in the subsequent tables in order to investigate the lexical statives.

III.2.1.1 Analysis of Tense-Aspect Forms of Lexical Statives

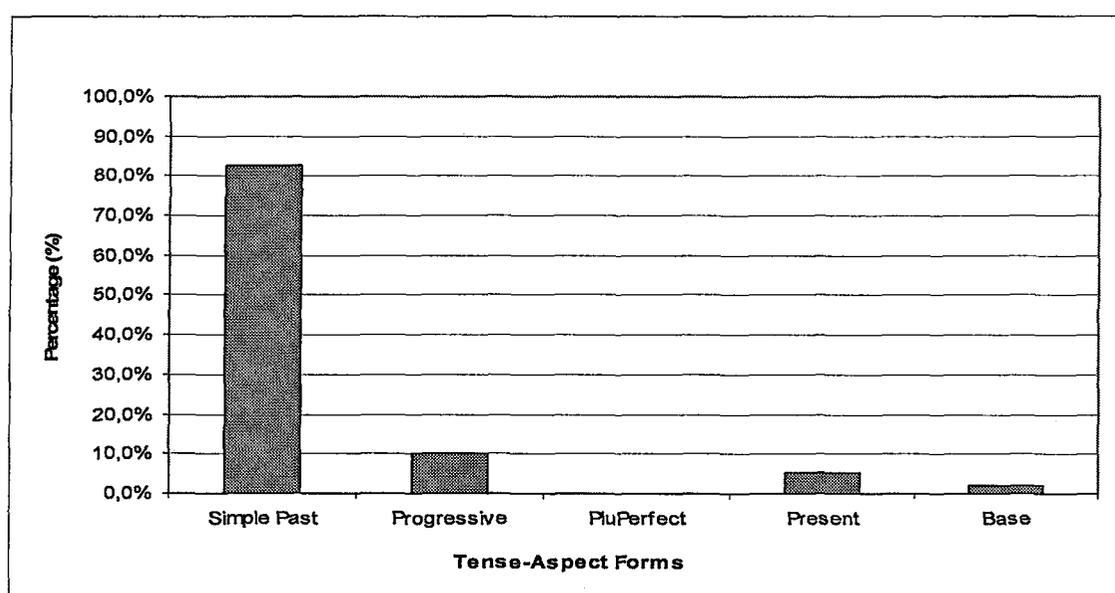
Of 1160 verb tokens, ninety eight are identified (8.5%) as lexical statives. The distribution of tense-aspect forms within lexical statives is as follows:

Table 5. Distribution of Tense-Aspect Forms of Lexical Statives

Lexical Statives (n=98)	Tokens	Percentage (%)
Simple Past	81	82.7
Progressive	10	10.2
PluPerfect	0	0.0
Present	5	5.1
Base	2	2.0

Table 5 shows that the simple past shows the highest rate of occurrence with lexical statives. Of ninety eight verbs identified as lexical statives, eighty one are coded as simple past (82.7%). The rate of simple past inflection is followed by the rate of progressive. Among ninety eight lexical statives, only ten verb tokens are inflected with progressive form (10.2%). While the present is inflected with five lexical statives (5.1%), two base forms are identified as lexical statives (2.0%). Figure 4 illustrates the distribution of tense-aspect forms within lexical statives.

Figure 4. Distribution of Tense-Aspect Forms of Lexical Statives



As table 5 and Figure 4 show, lexical statives are not inflected with plu-perfect and base forms while they are dominantly marked with simple past and infrequently marked with present and progressive. Based on these findings, it is possible to state that the subjects in the analysis recognised simple past as the appropriate tense-aspect form to inflect with lexical statives. Given that statives are the only non-dynamic lexical aspectual class (Andersen & Shirai, 1996, p.532), the non dynamic verbs are frequently inflected with simple past. This finding is inconsistent with the findings of some other studies (Robison, 1995; Bardovi-Harlig & Reynolds, 1995) in that in both studies the lexical statives are inflected with the present with the highest rate of use while the simple past is used significantly infrequent. However, it is consistent with some other studies in terms of the frequent use of past tense markers with stative verbs (Kumpf, 1984).

Some examples are given below in order to illustrate the tense-aspect uses with lexical statives in the order of their rate of frequency as simple past, progressive, present and base . Each tense aspect form is presented with two examples.

- [Ex. 20] "She was poor and hungry and *seemed* to look at the bakery's window ..." (Subject 1)
- [Ex. 21] "And a man *wanted* her to imagine themselves in same situation." (Subject 5)
- [Ex. 22] "A woman *looking* miserable was wandering in front of a bakery ..." (Subject 15)
- [Ex. 23] "She was hungry while she *was thinking* it"
- [Ex. 24] "... saw that Charlie has got no money." (Subject 2)
- [Ex. 25] "In front of a bakery there was a woman who *looks* like so pale, poor and hungry." (Subject 19)
- [Ex. 26] "Charlie asked where she *live*." (Subject 9)

[Ex. 27] "She asked her where she live." (Subject 5)

III.2.1.2 Analysis of Tense-Aspect Forms of Activities

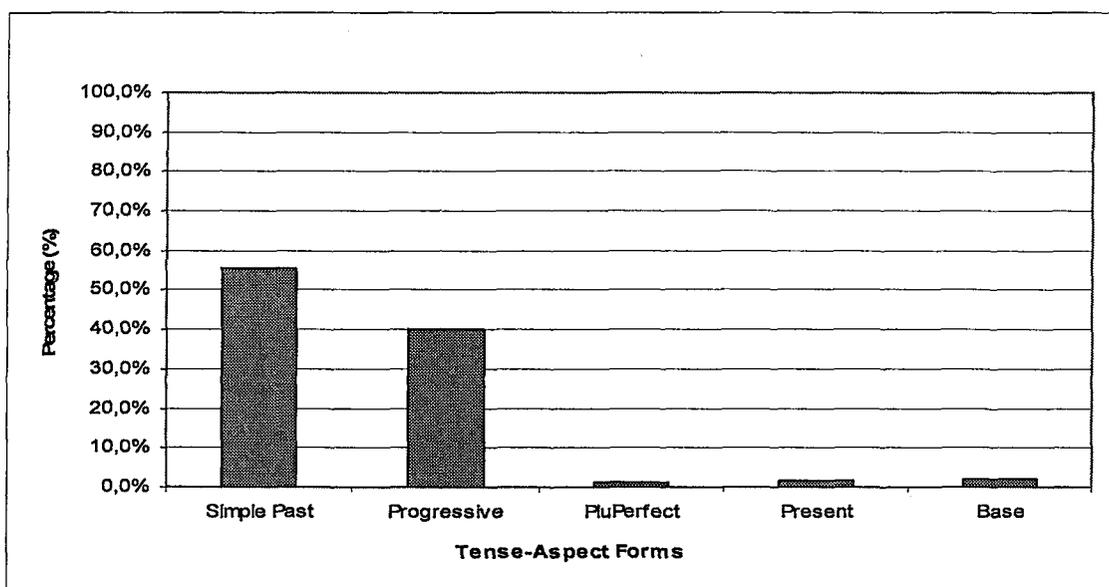
Among 1160 verb tokens, 195 are identified as the activity verbs (16.8%). The distribution of tense-aspect forms of activities is as follows:

Table 6. Distribution of Tense-Aspect Forms of Activities

Activities (n=195)	Tokens	Percentage (%)
Simple Past	108	55.4
Progressive	78	40.0
Plu-perfect	2	1.0
Present	3	1.5
Base	4	2.1

Table 6 indicates that among 195 verb tokens identified as activity verbs, 108 are inflected with simple past (55.4%). The rate of simple past inflection is followed by progressive inflection with seventy eight verb tokens (40.0%). The number of base forms is limited to four verb tokens (2.1%), which is followed by three present (1.5%) and two plu-perfect uses (1.0%) respectively. Figure 5 is the illustration of the distribution tense-aspect forms within activities:

Figure 5. Distribution of Tense-Aspect Forms of Activities



As table 6 and Figure 5 show, the activity verbs are marked frequently with simple past and progressive forms. The total rate of the other tense-aspect forms namely, plu-perfect, present and base (4.6%), lags far behind the rate of simple past and progressive inflection. Thus, defining activities as dynamic and atelic predicates, (Andersen, 1996, p.532) it can be stated that the atelic verbs are significantly inflected with the simple past and progressive forms respectively. This might indicate that the subjects in the analysis recognised the inflections with simple past and progressive forms appropriate with activity verbs. This finding is consistent with some previous studies in terms of the high rate of use of progressive and simple past with activities (Kumpf, 1984; Bayley, 1994; Bardovi-Harlig & Reynolds, 1995; Bardovi-Harlig & Bergstrom, 1996; Lee, 2001; Collins, 2004).

Below are the examples for the use of tense aspect inflections namely, simple past, progressive, base, present and plu-perfect forms with activity verbs in the order of their rate of frequency respectively. Two examples for each tense aspect forms are presented.

[Ex. 28] "... and they *talked* a bit." (Subject 4)

[Ex. 29] "He *tried* to advocate her." (Subject 12)

[Ex. 30] "When she was *begging* Charlie accepted responsibility ..."
(Subject 6)

[Ex. 31] "She was looking at cakes and she knew..." (Subject 9)

[Ex. 32] "... he *behave* like that woman."

[Ex. 33] "... she *beg* him, but he called the police." (Subject 12)

[Ex. 34] "The bakerman and the policeman *run after* her." (Subject 8)

[Ex. 35] "She and a man *run* together" (subject 5)

[Ex. 36] "After she had *run* to escape, she crashed Charlie ..." (Subject 14)

[Ex. 37] "The woman who had run had stolen a loaf of bread" (Subject 10)

III.2.1.3 Analysis of Tense-Aspect Forms of Accomplishments

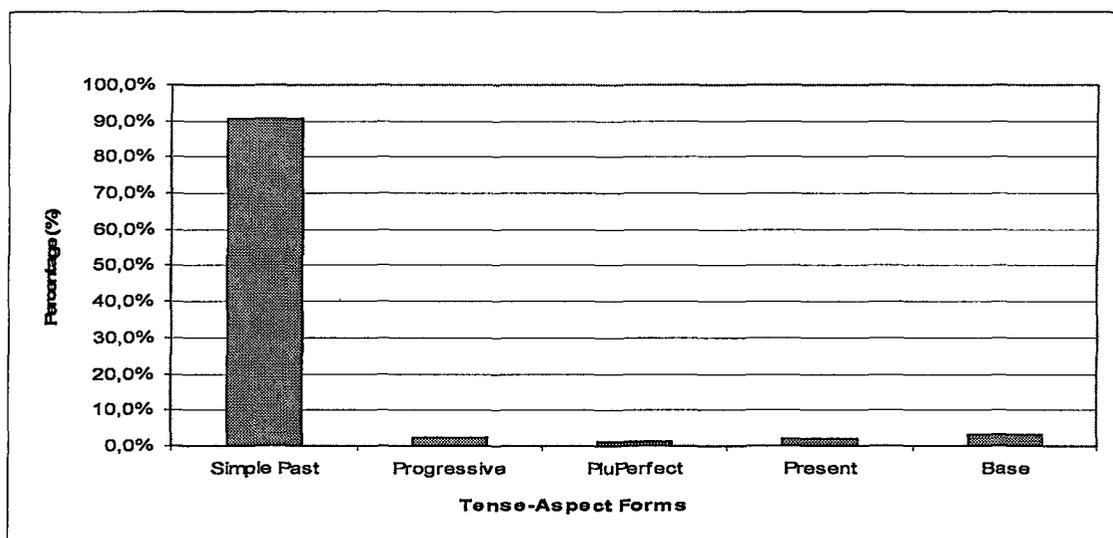
Of 1160 verb tokens, 238 (20.5%) are identified as accomplishment verbs. The distribution of tense-aspect forms of accomplishments is as follows:

Table 7 Distribution of Tense-Aspect Forms of Accomplishments

Accomplishments (n=238)	Tokens	Percentage (%)
Simple Past	216	90.8
Progressive	6	2.5
Plu-perfect	3	1.2
Present	5	2.1
Base	8	3.4

Table 7 indicates that among 238 verbs identified as accomplishment verbs, 216 are inflected with simple past (90.8%), this rate is followed by eight base forms (3.4%) six progressive forms (2.5%) five present forms (2.1%) and three plu-perfect forms (1.2%). Figure 6 illustrates the distribution of tense aspect forms within accomplishments.

Figure 6. Distribution of Tense-Aspect Forms of Accomplishments



As Table 7 and Figure 6 indicate that plu-perfect, present and base forms are inflected with accomplishment verbs with statistically insignificant rates. The total rate of the all non-simple past tense-aspect forms (9.2%) lags far behind the rate of simple past. Therefore, it can be stated that accomplishment verbs are frequently inflected with simple past. Defining accomplishment verbs as the dynamic verbs as non-punctual and telic verbs (Andersen 1996: 532), this finding clearly indicates that the subjects in this analysis considered simple past as the proper tense-aspect inflection with non-punctual telic verbs. The high rate of use of accomplishments with simple past is consistent with findings of some studies (Robison, 1990; Bayley, 1994; Bardovi-Harlig & Reynolds, 1995; Bardovi-Harlig & Bergstrom, 1996; Lee, 2001; Collins, 2004).

Below are some examples for the accomplishment verbs inflected with simple past, base, progressive, present and plu-perfect respectively. For each tense-aspect form two examples are presented.

- [Ex. 38] "After that, police *came there*, ..." (Subject 7)
- [Ex. 39] "After that Charlie *went to a cafeteria*." (Subject 18)
- [Ex. 40] "... she stole a bread and *run away*." (Subject 4)
- [Ex. 41] "He *get* food for two people." (Subject 15)
- [Ex. 42] "... the police *was taking* the man to the police station ..." (subject 11)
- [Ex. 43] "When she *was running away* from baker, she crushed to..." (Subect 6)
- [Ex. 44] "Charlie and woman *run away*." (Subject 18)
- [Ex. 45] "Before they *run away*, they had fallen out car" (Subject 14)
- [Ex. 46] "He had *gone* to cafeteria ..." (Subject 14)

[Ex. 47] "He didn't pay for he *had taken*" (Subject 19)

III.2.1.4 Analysis of Tense-Aspect Forms of Achievements

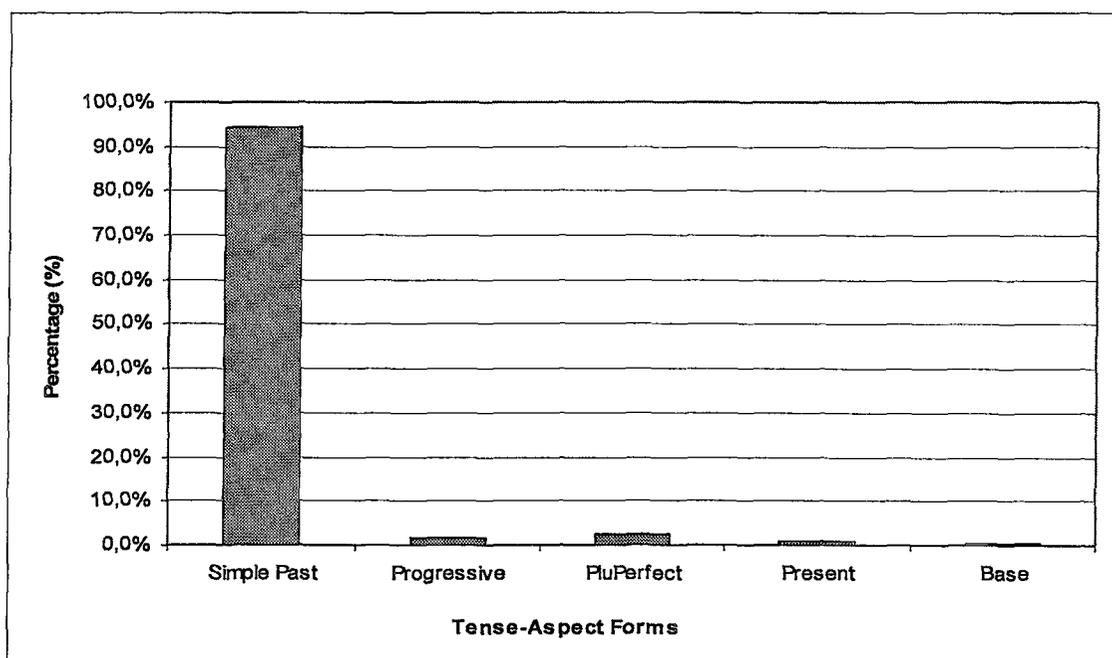
Among 1160 verb tokens 495 verb tokens are identified as achievements (42.7%). The distribution of tense-aspect forms of achievements is as follows:

Table 8. Distribution of Tense-Aspect Forms of Achievements

Achievements (n=495)	Tokens	Percentage (%)
Simple Past	467	94.4
Progressive	8	1.6
PluPerfect	12	2.4
Present	5	1.0
Base	3	0.6

Table 8 indicates that a total of 495 verb tokens is identified as achievements. Among 495 verb tokens, 467 are inflected with simple past (94.4%) which is followed by twelve plu-perfect uses (2.4%), eight progressive forms (1.6%), five present forms (1.0%) and three base forms (0.6%). Figure 8 provides the distribution of tense-aspect forms within activities:

Figure 7. Distribution of Tense-Aspect Forms of Achievements



As Table 8 and Figure 7 suggest simple past has the highest rate of inflection with achievement verbs. The total rate of the other tense-aspect forms namely progressive, plu-perfect, present and base (5.8%) lags far behind the rate of simple past inflection. Defining achievement verbs as the only class that have the feature of punctuality (Andersen, 1996, p.531), it is possible to state that the punctual verbs are highly inflected with simple past rather than the other tense aspect forms which might indicate that the subjects recognised simple past as the appropriate tense aspect form to inflect with simple past. This finding is consistent with some other studies, in that in all of these studies the punctual verbs are inflected with the simple past with the highest rate of use (Robison, 1990; Bayley, 1994; Robison, 1995; Bardovi-Harlig & Reynolds, 1995; Bardovi-Harlig & Bergstrom, 1996; Lee, 2001; Collins, 2004).

The inflections of achievements with simple past, plu-perfect, progressive, present and base forms are exemplified below respectively. Each tense-aspect form is presented with two examples.

[Ex. 48] "The policeman *released* Charlie." (Subject 19)

[Ex. 49] "...she *stoped* and called him to escaping." (Subject 8)

[Ex. 50] "... a woman who *had seen* that complained." (Subject 11)

[Ex. 51] " They *had fallen* out car." (Subject 14)

[Ex. 52] "While she was *stealing* bread one woman who is not poor saw the girl." (Subject 9)

[Ex. 53] " A woman *seeing* the girl while *stealing* complained the owner." (Subject 15)

[Ex. 54] "They realized that they *fall in love*." (Subject 18)

[Ex. 55] “Then they fall out the road”. (Subject 12)

[Ex. 56] “The man *accept* that crime but the police caught the girl.” (Subject 13)

[Ex. 57] “A man *admit* the crime and police arrested him” (Subject 17)

III.3 ANALYSIS OF TENSE-ASPECT FORMS IN RELATION TO GROUNDS AND LEXICAL ASPECTUAL CLASSES

In this section the use of tense aspect morphology in relation to lexical aspectual classes and grounding will be presented. The section includes the distribution of overall verb tokens in terms of grounding and lexical aspectual classes and deals with the distributional analysis of tense-aspect forms in terms of two grounds as foreground and background parts of the narratives and lexical aspectual classes as lexical statives, activities, accomplishments and achievements which will in turn indicate the influence of narrative structure and lexical aspectual classes on distribution of tense aspect morphology. Since the aim of this section is to display the inflection of lexical aspectual classes in relation to grounding, the distribution of verbal morphology within each lexical aspectual class will be presented in relation to grounding.

III.3.1 Distribution of Verb Tokens across Grounds and Lexical Aspectual Classes

A total of 1160 verb tokens is analysed in terms of two grounds as foreground and background and four aspectual classes as statives, activities, accomplishments and achievements. The distribution of overall verb tokens in terms of grounding and the lexical aspectual classes is as follows:

Table 9. Distribution of Verb Tokens of Lexical Aspectual Classes across Grounds

Lexical-Aspectual Classes	Foreground (n=752)		Background (n=274)	
	Tokens	Percentage (%)	Tokens	Percentage (%)
Lexical Stative	10	1.3	88	32.1
Activity	96	12.8	99	36.2
Accomplishment	216	28.7	22	8.0
Achievement	430	57.2	65	23.7

Table 9 indicates that, among 752 verb tokens identified as foreground only ten verb tokens are identified as lexical statives (1.3%). Activity verbs show a higher rate of use in comparison to lexical statives in foreground since of 752 verb tokens ninety six are identified as activity verbs. The accomplishment verbs show slightly higher rate of use than lexical statives and activities. Of 752 verb tokens, 216 are identified as accomplishment verbs (28.7%). The achievements show the highest rate of use. Of 752 foreground verb tokens 430 are identified as achievement verbs (57.2%).

Among 274 verb tokens identified as background only twenty two are identified as accomplishments (8.0%). The rate of achievement verbs in background is higher than accomplishments. Of 274 verb tokens, sixty five are identified as achievements (23.7%). The lexical statives show a higher rate of use than accomplishment and achievements in background. Eighty eight verb tokens are identified as lexical statives among 274 background verb tokens (32.1%). The activities are the most common lexical aspectual class in background. Of 274 verb tokens, ninety nine verb tokens are identified as activity (36.2%). Figure 8 illustrates the distribution of the lexical aspectual classes across two grounds.

Figure 8. Distribution of Verb Tokens of Lexical Aspectual Classes across Grounds

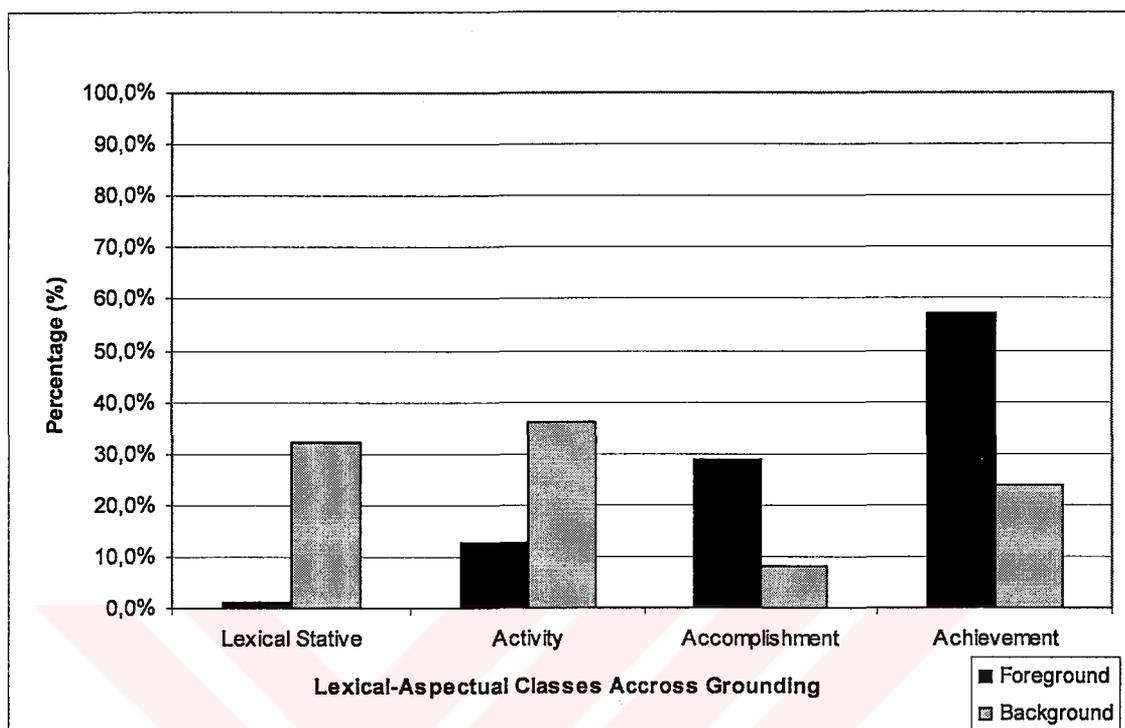


Table 9 and Figure 8 indicate that while in foreground the most common lexical aspectual class is achievements which is followed by accomplishments, activities and lexical statives respectively, in background the activities seem to be the most frequent lexical aspectual class which is followed by lexical statives, accomplishments and achievements.

III.3.1.1 Analysis of Tense-Aspect Forms of Lexical Statives across Grounds

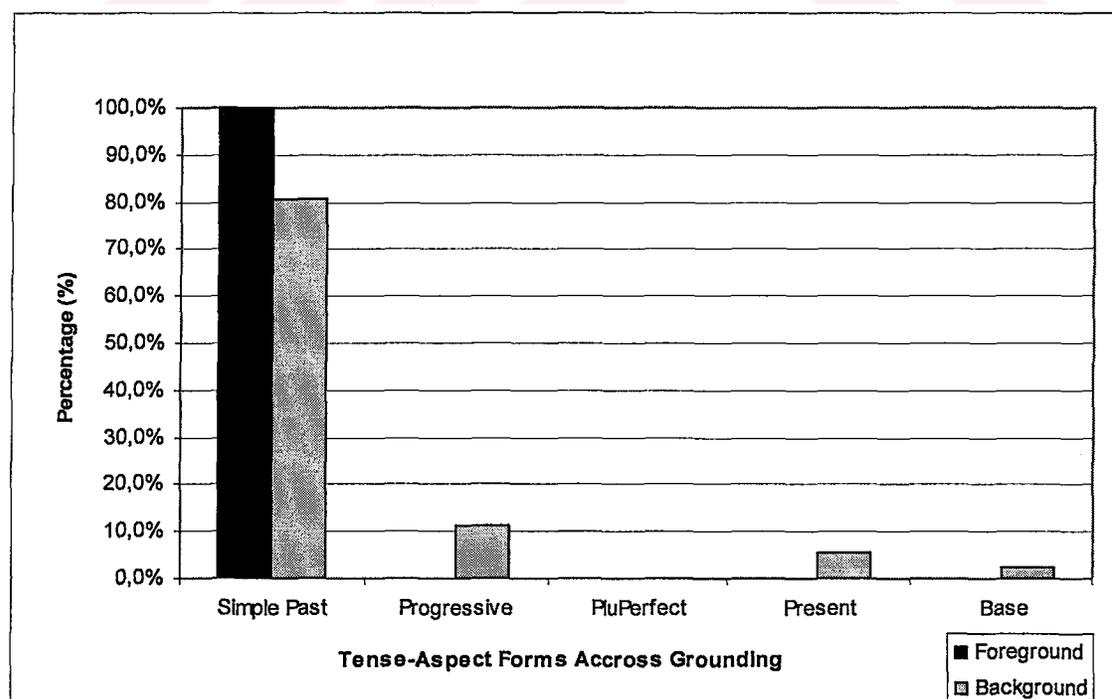
Among ninety eight verb tokens identified as lexical statives, only ten are identified as foreground, eighty eight are identified as background (10.1% and 89.9%, respectively). The distribution of lexical statives across grounding and tense-aspect forms is as follows:

Table 10. Distribution of Tense-Aspect Forms of Lexical Statives across Grounds

Lexical-Statives	Foreground (n=10)		Background (n=88)	
	Tokens	Percentage (%)	Tokens	Percentage (%)
Simple Past	10	100.0	71	80.6
Progressive	0	0.0	10	11.4
PluPerfect	0	0.0	0	0.0
Present	0	0.0	5	5.7
Base	0	0.0	2	2.3

Table 10 indicates that all the lexical statives identified as foreground are inflected with simple past (100%). In background, simple past showed the highest rate of use as well. Among eighty eight verb tokens in background, seventy one are inflected with simple past (80.6%). However, three more tense-aspect forms appear in background which are progressive, present and base respectively. The simple past inflection is followed by ten progressive uses (11.4%), five present forms (5.7%) and only two base inflections (2.3%). Figure 9 illustrates the distribution of tense aspect forms of lexical-statives by grounding.

Figure 9. Distribution of Tense-Aspect Forms of Lexical Statives across Grounds



As shown in Table 10 and Figure 9 in this sample while simple past appears with statistically low rate of use in foreground with lexical statives, in background four tense–aspect forms emerge as simple past, progressive, present and base. However, simple past shows the highest rate of inflection among the other tense-aspect forms. This finding is in line with some previous studies in regard to low rate of lexical statives in both grounds (Bardovi-Harlig, 1998) and in regard to the frequent use of simple past with statives in background (Kumpf, 1984). Based on these finding, it is possible to suggest that the lexical statives show sensitivity to discourse structure in terms of the number of verb tokens used. However, in terms of the rate of tense-aspect inflection, it does not show sensitivity to discourse structure since simple past form is the dominant inflection in both foreground and background.

Followings are the examples for the simple past, progressive, present and base form inflections with lexical statives respectively in both grounds. Each tense aspect form is presented with one example for each ground.

- [Ex. 58] “(FG) A young poor woman appeared on the corner and (BG) she *looked* very hungry.” (Subject 4)
- [Ex. 59] “(FG) Then police arrested the girl. (BG) The man *wanted* to go prison and (FG) he entered the restaurant.” (Subject 20)
- [Ex. 60] “(BG) A woman *looking* miserable (BG) was wandering in front of the bakery.” (Subject 15)
- [Ex. 61] “... there was a girl (BG) who *looks* like so pale, poor and hungry.” (Subject 19)
- [Ex. 62] “Charlie asked where she *live*.” (Subject 1)

III.3.1.2 Analysis of Tense-Aspect Forms of Activities across Grounds

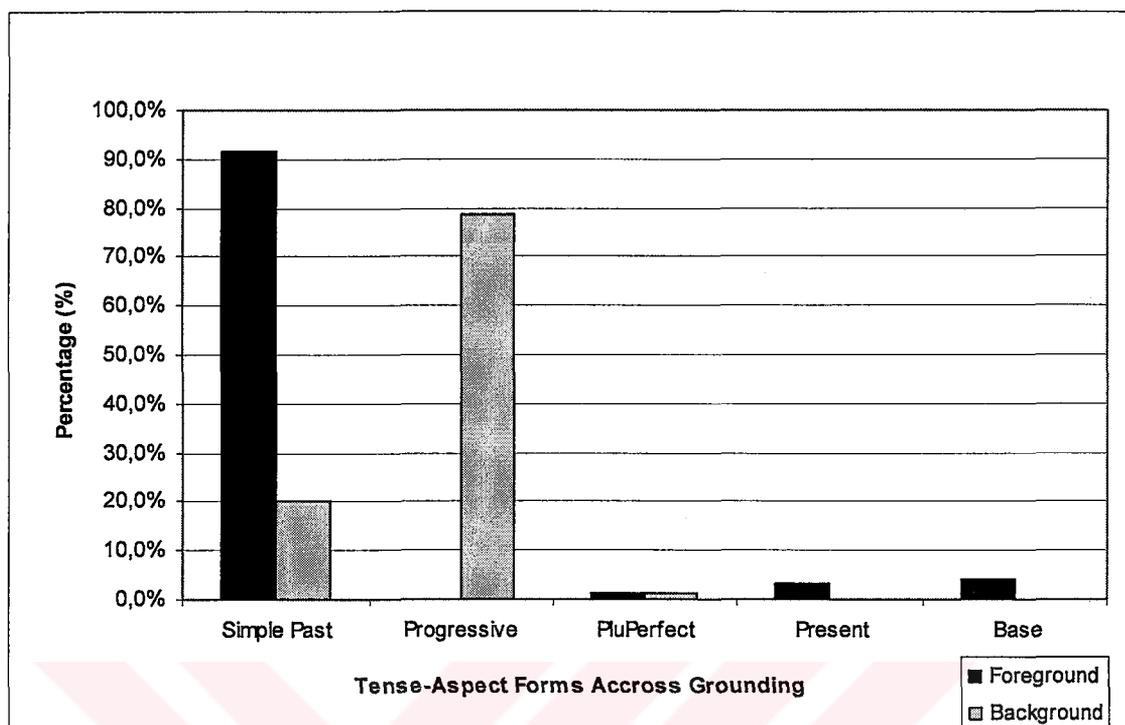
Of 195 activity verbs, ninety six are identified as foreground and, ninety nine are identified as background (49.2% and 50.8%, respectively). The distribution of tense-aspect forms of activities by grounding is as follows:

Table 11. Distribution of Tense-Aspect Forms of Activities across Grounds

Activities	Foreground (n=96)		Background (n=99)	
	Tokens	Percentage (%)	Tokens	Percentage (%)
Simple Past	88	91.7	20	20.2
Progressive	0	0.0	78	78.8
PluPerfect	1	1.0	1	1.0
Present	3	3.1	0	0.0
Base	4	4.2	0	0.0

Table 11 and Figure 10 indicate that among ninety six verb tokens identified as activity verbs in foreground, eighty eight are inflected with simple past (91.7%). The simple past use in foreground is followed by four base uses (4.2%), three present uses (3.1%) and one plu-perfect use (1.0%). In foreground, the activity verbs are not inflected with simple past. However, in background the progressive appears to be the most common form. Among ninety nine activity verbs in background seventy eight are inflected with progressive (78.8%). In background, progressive use is followed by simple past use with twenty verb tokens (20.2%). Only one activity verb is inflected with plu-perfect form in background (1.0%). Figure 10 illustrates the distribution of tense-aspect forms of activities by grounding.

Figure 10. Distribution of Tense-Aspect Forms of Activities across Grounds



As shown in Table 11 and Figure 10, while simple past shows the highest rate of use in foreground, the progressive appears to be the most frequent tense-aspect form in background. On the other hand, while the progressive is the most common tense-aspect inflection in background no activity verbs are inflected with progressive in foreground. It can be stated that the other tense-aspect forms appear to have statistically insignificant rate of distribution in both grounds. These findings might indicate that while the subjects recognised foreground as the proper environment for the inflection with simple past, the background is recognised as the part for the use progressive forms. This finding is consistent with the view that the background is the part where imperfective forms are marked with atelic verbs (Hopper & Thomson, 1980). Therefore, it can be stated that, activity verbs show sensitivity to grounding in terms of the distribution of simple past and progressive forms which is consistent with the findings of Bardovi-Harlig (1998) in regard to the distribution of activity verbs across grounds.

Below are the examples for the simple past, progressive, base, present and plu-

perfect inflections with activities in both grounds in the order of their rate of frequency. Each tense aspect form is presented with one example for each ground.

[Ex. 63] “(FG) So he entered a cafeteria (FG) *ate* a lot of things ...”(Subject 5)

[Ex. 64] “(BG) While the baker *didn't look*, (FG) she stole a bread ...” (Subject 4)

[Ex. 65] “(FG) She stole a bread and (FG) run away. (BG) While she was *running* (FG) she crashed a man on the corner ...” (Subject 4)

[Ex. 66] “(FG) The children got them and (FG) ran away. (FG) Charlie *smoke* tobaccos and (FG) got angry.” (Subject 1)

[Ex. 67] “(FG) ... a woman who saw that told this to the owner of the bakery. (FG) Then they *run after* her.” (Subject 5)

[Ex. 68] “(FG) After she had *run* to escape (FG) she crashed Charlie ...” (Subject 14)

[Ex. 69] “The woman (BG) who had run had stolen a loaf of bread” (Subject 10)

III.3.1.3 Analysis of Tense-Aspect Forms of Accomplishments across Grounds

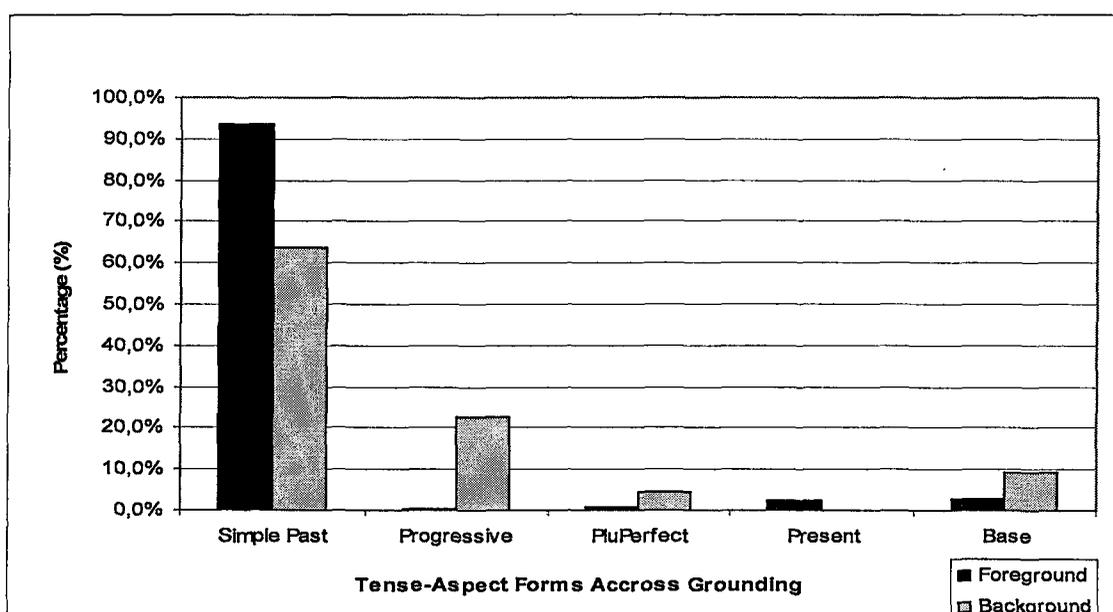
Among 238 accomplishment verbs 216 are identified as foreground and twenty two are identified as background (90.8% and 9.2%, respectively). The distribution of distribution of tense-aspect forms of accomplishments by grounding is as follows:

Table 12. Distribution of Tense-Aspect Forms of Accomplishments across Grounds

Accomplishments	Foreground (n=216)		Background (=22)	
	Tokens	Percentage (%)	Tokens	Percentage (%)
Simple Past	202	93.5	14	63.7
Progressive	1	0.5	5	22.7
PluPerfect	2	0.9	1	4.5
Present	5	2.3	0	0.0
Base	6	2.8	2	9.1

Table 12 indicates that, among 216 verb tokens identified as foreground, 202 verb tokens are inflected with simple past (93.5%). While only six base forms are used with accomplishment verbs in foreground (2.8%) the number of accomplishment verbs inflected with present is five (2.3%) which is followed by two plu-perfect forms (0.9%) and one progressive form (0.5%). In background the number of tokens is decreased to twenty four. Among twenty four verb tokens identified as background accomplishments, fourteen are inflected with simple past (63.7%), which is followed by five progressive inflection (22.7%), two base inflection (9.1%) and one plu-perfect inflection (4.5%). Figure 11 illustrates the distribution of tense-aspect forms of accomplishments by grounding.

Figure 11. Distribution of Tense-Aspect Forms of Accomplishments across Grounds



As shown in Table 12 and Figure 11, the accomplishment verbs are found more frequently in foreground than in background. Moreover, the rate of simple past inflection is higher than any other tense aspect forms in foreground. As for background, while the rate of use of accomplishment verbs decreases the rate of simple past inflection decreases as well. Considering the total rate of all the other tense aspect forms, this difference becomes more significant. The total rate of the tense-aspect forms that are not inflected with simple past in foreground (6.5%) is higher than the total rate of the other tense-aspect forms in background (36.3%). Therefore, it can be stated that the accomplishments show sensitivity to grounding in terms of the rate of use of verb tokens and rate of simple past inflection across grounds. This finding is in the line with the view that the foreground is rich for the use of perfective events with telic verbs (Hopper and Thompson 1980) and in line with the findings of Bardovi-Harlig (1998).

Followings are the examples for the simple past, base, progressive, present and plu-perfect inflections with accomplishments in both grounds in the order of their rate of frequency. Each tense aspect form is presented with one example in each ground.

- [Ex. 70] “(FG) He *stood up* and (FG) *took* the bread from the floor.”
(Subject 10)
- [Ex. 71] “(BG) When the seller *entered* the baker, (FG) she stole a loaf of
bread from truck.” (Subject 7)
- [Ex. 72] “(FG) Charlie entered a cafeteria and (FG) he *get* food for two
people” (Subject 15)
- [Ex. 73] “(BG) When the poor girl *run away* (EX) she hit Charlie (FG) and
they fall down.” (Subject 8)

- [Ex.74] “(FG) The police arrested him. (FG) And then the police was *taking* the man to the police station” (Subject 11)
- [Ex. 75] “... (FG) and he showed the money to the police (BG) while he was *paying* the bill.” (Subject 1)
- [Ex. 76] “(FG) Charlie and woman *run away*. (FG) They *sit* in front of a garden. (Subject 18)
- [Ex. 77] “(FG) He *had gone* to cafeteria (FG) he ate all food.” (Subject 14)
- [Ex. 78] “(FG) He didn’t pay anything for (BG) he had *taken*.” (Subject 19)

III.3.1.4 Analysis of Tense-Aspect Forms of Achievements across Grounds

Of 495 achievement verbs 430 are identified as foreground and sixty five are identified as background (86.9% and 13.1%, respectively). The distribution of tense-aspect forms of achievement by grounding is as follows:

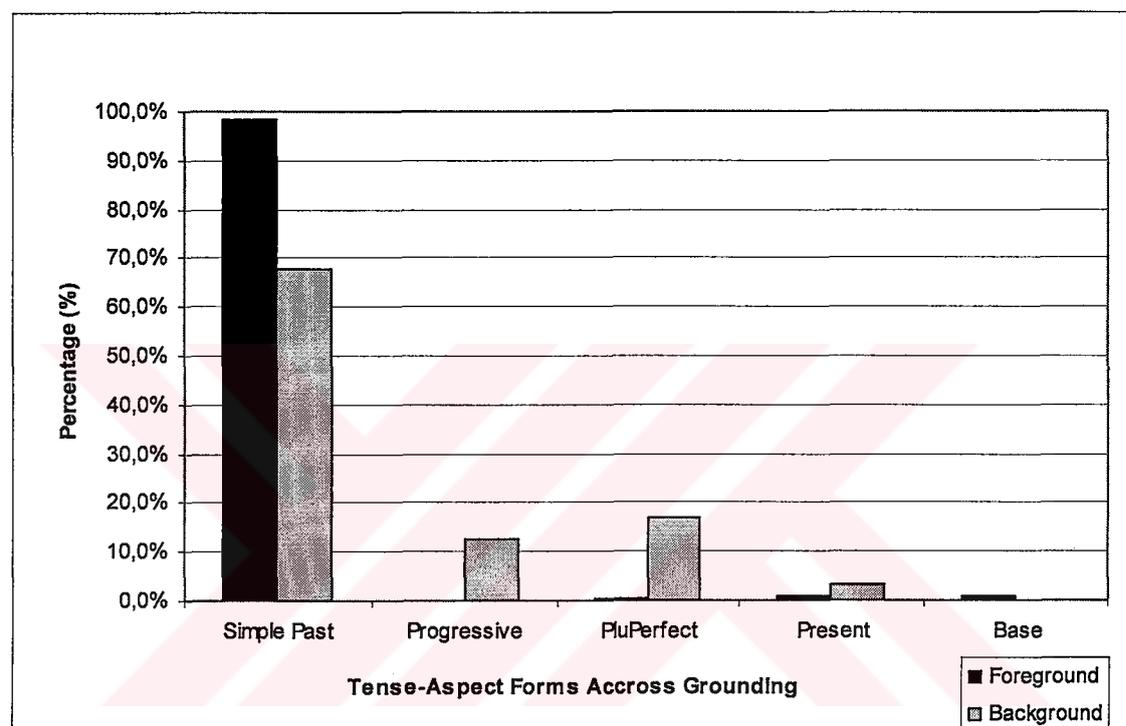
Table 13. Distribution of Tense-Aspect Forms of Achievements across Grounds

Achievements	Foreground (n=430)		Background (n=65)	
	Tokens	Percentage (%)	Tokens	Percentage (%)
Simple Past	423	98.4	44	67.7
Progressive	0	0.0	8	12.3
PluPerfect	1	0.2	11	16.9
Present	3	0.7	2	3.1
Base	3	0.7	0	0.

As Table 13 shows, among 430 achievement verbs in foreground, 423 are inflected with simple past (98.4%). While three present, and three base forms are observed (0.7%, 0.7%), only one achievement verb is inflected with plu-perfect (0.2 %). The progressive morpheme is not inflected with achievement verbs in foreground. Similar to foreground, in background, the simple past shows the highest rate of use. Among sixty five verb tokens in background, forty

four are inflected with simple past (67.7%). In background, simple past use is followed by eleven plu-perfect (16.9%), eight progressive (12.3%) and two present uses (3.1%). The base is not inflected with achievement verbs in background. Figure 12 illustrates the distribution of tense-aspect forms of achievements by grounding.

Figure 12. Distribution of Achievements across Grounds



As shown in Table 13 and Figure 12, the simple past shows the highest rate of use with achievements in both grounds. Regarding the total use of the other tense-aspect forms in foreground and background, the foreground shows lower rate of use (1.6%) in comparison to background (33.3%). This finding is consistent with the view that foreground includes discrete events with clear endpoints in narrative structure. Therefore, it is the part in which the use of simple past with inherently punctual meaning emerge (Hopper, 1979) and consistent with the findings of Bardovi-Harlig (1998) in regard to the findings in terms of the rate of distribution of achievement verbs across grounds.

Based on these findings it is possible to suggest that the achievements do not show sensitivity to discourse structure in terms of both the total number of verb tokens and the rate of simple past inflection.

Followings are the examples for the simple past, plu-perfect, progressive, present and base inflections with achievements in both grounds in the order of their rate of frequency. Each tense aspect form is presented with one example in each ground.

[Ex. 79] “(FG) Then the police *arrested* the girl. (FG) But Charlie Chaplin said that ...” (Subject 3)

[Ex. 80] “(BG) When she *recognized* him, (FG) she *began* to cry.” (Subject 12)

[Ex. 81] “...(FG) They had fallen out car. (FG)They went to park...” (Subject 14)

[Ex. 82] “(FG)She said that (BG) she had *remembered* him” (Subject 6)

[Ex. 83] “(BG) A woman *seeing* the girl (BG) while *stealing* complained to the owner.” (Subject 15)

[Ex. 84] “(FG)Then they *fall out* the road. (BG) When they *fall out* (FG) they fainted.” (Subject 12)

[Ex. 85] “(FG) A man *admit* the crime (FG) and the police arrested him ...” (Subject 17)

CHAPTER IV

CONCLUSION

In this study, the use of verbal morphology in the written narratives of a group of intermediate level, adult, classroom learners of English is investigated in order to question the influence of discourse structure and lexical aspectual classes of verbs on the distribution of tense-aspect forms. Based on the findings of the analysis of tense-aspect forms in terms of grounding, lexical aspectual classes, and both grounding and lexical aspectual classes, the following conclusions can be drawn.

(1) The analysis of grounding shows that the simple past is the dominant tense-aspect form in both grounds. Among 752 verb tokens coded as foreground, 723 are inflected with simple past (96.2%). In background it is also the dominant tense-aspect form. Among 408 verb tokens in background, the simple past is inflected with 273 verb tokens (66.9%). However, in comparison to the simple past rate in foreground, it is slightly decreased because of the increase in the rate of progressive form in background. While the progressive is inflected with only one verb token among 752 verb tokens in foreground (0.1%) it is used with 101 verb tokens among 408 verb tokens in background (24.7%). Therefore, it can be stated that the simple past and progressive forms show sensitivity to discourse structure.

As for the other tense-aspect forms, it can be stated that they are used infrequently in both grounds. Among 752 verb tokens in foreground, the simple present is used with only eleven verb tokens (1.5%) and among 408 verb tokens in background, it is inflected with seventeen verb tokens (4.2%). In foreground, thirteen verb tokens are inflected with base forms (1.7%) and in background four base forms emerge (1.0%). Plu-perfect is inflected with four verb tokens in foreground (0.5%) and in background it is used with thirteen verb tokens (3.2%). Considering the insignificant rate of use in both grounds, it is possible to state that simple present, base and plu-perfect forms do not show sensitivity to discourse structure.

On the other hand, the total number of the tense-aspect forms that are not inflected with simple past is twenty-nine among 752 verb tokens in foreground (3.8%), and this rate increases to 135 verb tokens among 408 verb tokens in background. The ANOVA test used in order to measure whether the differential rate of tense-aspect forms between foreground and background is significant, revealed that the difference is significant at $p > 0.01$ level. These findings might indicate that the tense-aspect forms of the learners are influenced by the parts of the narrative structure.

(2) The analysis on the tense-aspect forms across lexical aspectual classes shows that the achievements are the verbs that show the highest rate of inflection with simple past. Among 495 achievement verbs, 467 are inflected with simple past (94.4%). Accomplishments follow the achievements in terms of the rate of simple past inflection. Among 238 verb tokens identified as accomplishment, 216 are inflected with simple past (90.8%). The simple past inflection rate of lexical statives follow achievements and accomplishments. Of ninety eight lexical statives, eighty two are inflected with simple past (82.7%). The activities show the lowest rate of occurrence with simple past. Among 195 activity verbs 108 are inflected with simple past (55.4%).

While activities show the lowest rate of use with simple past, they show the highest rate of use with progressive forms. Of 195 activity verbs, seventy eight are inflected with progressive form (40.0%). This rate is slightly decreased with lexical statives. Only ten of ninety eight lexical statives are inflected with progressive form (10.2%). The lowest rates of progressive form appear with accomplishments and achievements that show the highest rates with simple past inflection. Among 495 achievement verbs only eight verb tokens are inflected with progressive (1.6%). Likewise, of 238 accomplishment verbs only six are inflected with progressive (2.5%).

The other tense-aspect forms are used with low rates of inflection. Of ninety eight lexical statives, only five verb tokens are inflected with simple present

(5.1%) and two verb tokens with base forms (2.0%), while no plu-perfect inflection is found with lexical statives. Among 195 activity verbs four verb tokens are inflected with base forms (2.1%), three verb tokens are used with simple present (1.5%) and only two appear to have plu-perfect inflection (1.0%). Among 238 accomplishment verbs while eight verb tokens are found to be inflected with base forms (3.4%), five verb tokens used with present (2.1%) and three forms are identified as plu-perfect (1.2%). Finally, of 495 achievement verbs while the number of the plu-perfect inflection is twelve (2.4%), the present is inflected with five verb tokens (1.0%) and three verb tokens are identified with base inflection (0.6%). Thus it is possible to state that they are used with all lexical aspectual classes with statistically insignificant rates.

Based on these findings, it can be stated that the telic verbs (achievement and accomplishment) show the highest rates of inflection with simple past (94.4% and 90.8%, respectively) among the other lexical aspectual classes and show the lowest rate of inflection with progressive morpheme (1.6% and 2.5%, respectively) among the other lexical aspectual classes. On the other hand, atelic verbs (activities) show the highest rate of use with progressive (40.0%) among the other lexical aspectual classes while they show the lowest rate of inflection with simple past (55.4%) among all the other lexical aspectual classes. The ANOVA test used in order to measure whether the differential rate of tense-aspect forms across lexical aspectual classes is significant revealed that the difference is significant at $p > 0.01$ level. These findings, might indicate that the tense-aspect forms are influenced by the lexical aspectual features of verbs.

(3) The analysis on both grounding and lexical aspectual classes shows that in foreground, 430 verb tokens are identified as achievements. Among 430 achievement verbs, 423 are inflected with simple past (98.4%). The rate of simple past inflection in foreground is followed by the rate of simple past inflection with accomplishments. Of 216 foreground accomplishment verbs 202 are inflected with simple past (93.5%). In the foreground the rate of activity

verbs follow the rate of telic verbs. Of ninety six verb tokens in foreground eighty eight are inflected with simple past (91.7%). In background parts of the narratives, the achievement verbs show the highest rate with simple past inflection as well. Forty four of sixty five achievement verbs in foreground is inflected with simple past (67.7%). The accomplishments follow the achievements in terms of simple past inflection as well. Of twenty two verb tokens, fourteen are inflected with simple past (63.7%) The activities follow them in background too. Of ninety nine activity verbs identified as background only twenty verbs are inflected with simple past (20.2%).

Based on these findings it can be argued that subjects in this study show the highest rate of inflection with achievements followed by accomplishments and activities in both grounds which is in line with the prediction that dynamic verbs show a decreasing pattern of inflection with simple past moving from the highest use with achievements, to accomplishments and activities. The ANOVA test used in order to measure whether the differential rate of simple past inflection among lexical aspectual classes is significant revealed that the difference is significant at $p > 0.01$ level.

(4) Among 216 accomplishment verbs identified as foreground 202 are inflected with the simple past (93.5%). On the other hand, in background fourteen of twenty two verb tokens which are identified as accomplishment verbs are inflected with simple past (63.7%). As for the activities, among ninety six verb tokens identified as activity verbs, eighty eight verb tokens are inflected with simple past (91.7%) in foreground. On the other hand, this rate is decreased in background. Among ninety nine activities in background, twenty are inflected with simple past (20.2%). Therefore, it can be stated that accomplishment and activity verbs show higher rates of use with simple past in foreground than in background which is consistent with the prediction that the foreground non-punctual dynamic predicates show higher rates of inflection with simple past than background. The ANOVA test used in order to measure whether the differential rate of simple inflection with non-punctual dynamic predicates between foreground and background is significant revealed that the difference is significant at $p > 0.01$ level.

(5) In foreground, ninety six verb tokens are identified as activity verbs and among these, no progressive form is observed (0.0%). In background however, ninety nine verb tokens are determined as activity verbs and seventy eight of them are inflected with progressive forms (78.8%). That is, while in the background, the activities have the highest rate of inflection with progressive, no progressive inflection appears in foreground which supports the prediction that the progressive use with atelic verbs is limited to the background. The ANOVA test used in order to measure whether the differential rate of progressive inflection with activities between foreground and background is significant revealed that the difference is significant at $p > 0.01$ level.

Based on these conclusions regarding the distribution of tense-aspect forms across grounding and lexical aspectual classes, and both grounding of the narrative structure and inherent lexical aspectual features of the verbs are found to be influential on the use of tense-aspect forms.

Certainly, the conclusions presented in this study should be interpreted taking into consideration the limitations of the study. First, this study deals with written narratives. It might be the case that an analysis of spoken narratives reveals different results in terms of the distribution of verbal morphology. Another limitation of the study is that this study was conducted with the learners at intermediate level. Results might be different with the learners having different English proficiency levels. Finally, in this analysis the influence of narrative structure is investigated in terms of its effect on tense-aspect morphology. Another text type, such as a descriptive text might reveal different results in terms of tense-aspect morphology.

As a concluding remark, it should also be stated that although it has some limitations, this study could be considered as a starting point for the analysis of verbal morphology in relation to discourse structure and lexical aspectual classes.

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APPENDIX 1
DIAGNOSTIC TEST FOR THE DETERMINATION OF
LEXICAL ASPECTUAL CLASSES FOR ENGLISH

(Shirai & Andersen, 1995, 749)

Step 1: State or Non-State?

Does it have a habitual interpretation in simple present?

If no: State (eg: I love you)

If yes: Non-state (eg: I eat bread)

Step 2: Activity or Non-Activity?

Does "X is V-ing" entail "X has V-ed" without an iterative or habitual meaning?

In other words, if you stop in the middle of V-ing, have you done the act of V?

If yes: Activity (eg: run)

If no: Non-activity (eg: run a mile)

Step 3: Accomplishment or Achievement?

If test (A) does not work, apply test (B) and possibly (C).

Test (A) If "X V-ed in Y time (eg: 10 minutes)" then "X was V-ing during that time".

If yes: Accomplishment (eg: "He painted a Picture")

If no: Achievement (eg: "He noticed a Picture")

Test (B) Is there ambiguity with "almost"?

If yes: Accomplishment (eg: "He almost painted a Picture" has two readings: "He almost started to paint a picture" / "He almost finished painting a Picture")

If no: Achievement ("He almost noticed a picture" has only one reading.)

Test (C) "X will VP in Y time(eg; 10 minutes) = "X will VP after Y time."

If no: Accomplishment (eg; "He will paint a Picture in an 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 (eg; "He will start singing in two minutes" have only one reading, which is the same as "He will start singing after 2 minutes", with no other meaning possible.)



APPENDIX 2

NARRATIVES

SUBJECT 1

Charlie is an alone and a hungry man. While he was walking at the street, a girl appeared in front of the bakery. She was poor and hungry and seemed to look at the bakery's window then she stole a bread and quickly ran without looking her back. The police realized and ran after than she crashed Charlie Champlin Charlie wanted to go to prison because he was poor and wanted to eat something because of this he said the police that "she didn't I did." The girl ran and the police took Charlie, a man said "it was the girl not the men." Charlie went to cafeteria and he got a lot of meals and ate all of them. Then he called the police to the cafeteria and he showed the money to the police while he was paying the bill. They left from the cafeteria and they waited the police bus near the cafeteria. There was a shop near the cafeteria in where there was tobacco. While they were waiting, Charlie gave somethings to the little children from the shop. The children got them and ran away. Charlie smoke tobacco's and the policeman got angry. Later the policeman put him into the bus. in the bus he accidentally sat on the woman's leg then a man who was sitting next to the woman, looked him angrily. At this time a girl who stole the bread got on the bus. Charlie gave his place to the girl and they looked eachother. Charlie said the girl "remember me and the bread." Charlie fell in love with the girl and while they were looking eachother, the police bus turned left very strongly and quickly then Charlie, the girl and the policeman fall down from the policebus. They were on the road. Charlie fall into the girl's lap then he got up and said the girl "now is your chance to escape." At this time the policeman woke up and Charlie hit him. While the girl was running, she turned and called Charlie to come with her. They ran away eachother than they walked on the road. Later they sat on the grass. TThey smiled and looked eachother. Charlie asked where she lived. she answered "no place - anywhere." They looked a wife and a husband who were in a little home near them and Charlie asked her if she could imagine them in a

little home like that. Charlie started imagining. They were married and lived in a little home. They were very happy. He can eat orange, grape from the window. He stopped the cow from the door and got its milk then they started eating. While Charlie was imagining those, the girl only thought her stomach. She was very hungry.

SUBJECT 2

There was a woman. She is young but poor and hungry. She looked like she had got no money. She was staying in front of a patisserie and she was looking at cakes and breads. Then bakery's car came. When baker was carrying the breads from car to patisserie, poor woman took a bread in the car and started to run. She stole bread because she was hungry and she couldn't have paid for even a bread. When she was running, an accident happened. Charlie Chaplin and woman crashed. Police was running after the woman, and when woman crashed, policeman caught her. Charlie understood the situation and said "she didn't steal the bread, I did." He said that because he was even poor and hungry. He wanted to go into prison. Because he could find meal only in prison. He thought that if he could go into prison, he would have a bed and he would have meal. So he admitted the guilt. When police took him a woman who is the witness of this event, warned the baker and baker warned the police. Police set Charlie free and arrested the poor woman. But Charlie was willing go to in jail, because of this he went into a cafeteria, he took meal, he ate them all and called the police. Police came and saw that Charlie has got no money. Police arrested Charlie in a police car. Later Charlie was arrested and got in the car, police got the poor woman in the car too. The woman remembered Charlie, when she was looking the others she started to cry. Then she attacked the policeman. At that moment an accident occurred and the police car crashed. Charlie and the woman fell out the road. It was a chance for the woman. She could have escaped. She started to run but soon she stopped, turned back and called Charlie, so Charlie escaped too. They were walking in front of a house

with garden. They sat on grass and started to talk. Later they saw a couple. The couple was the owner of the house and they were staying in front of the house. They were chuckleing, hugging and kissing each other. They were rich and they were not hungry - Probably they have got all things what they want. Charlie and the por woman saw them and started to imagine. They were in that house. They were rich and they had got fruits, bread, meats and milk. They were not hungry so they were happy. They stopped imagining and came back into real life. Then they realized that they were still hungry.

SUBJECT 3

A beautiful girl who was very hungry stopped a baker. When the baker car came, she was looking at the bread in the baker building. A baker moved the breads. Then she saw the breads in the car. Because of being hungry she stole a bread. When she stole the bread a women saw her. She ran away the baker she suddenly crashed with Charlie Chaplin. They falled together. At the same time the women said the police "it was the girl." Then the police arrested the girl. But Charlie Chaplin said that "she didn't, I did." This wasn't true. But the police arrested Charlie. He said that because of being hungry. He wanted to go to the jail. So, he lied. The women who saw the girl when she stole a bread said that "No, he didn't, she did." Then they arrested the girl. Charlie Chaplin saw a cafeteria. Then he entered the cafeteria and ate a lot of things. Before he payed the cash, he called the police. Because of having no money he couldn't pay. So, the police arrested him. He got on the police car. Then the girl got on the police car too. Charlie Chaplin stood up and she sat down his place. She was very upset to being thief and being at that situation. She tried to escape the police when the car went to the jail. Charlie Chaplin, the girl and a police falled the car. Charlie Chaplin and the girl escaped together. They sat down to rest. They liked each other. They talked for a short time. Then they saw a couple. Charlie Chaplin said that "can you imagine to live like their lives." And they began to imagine. It was a very big dream. She remembered that she was very hungry when they woke up.

SUBJECT 4

A young poor woman appeared on the corner and she looked very hungry. She was wearing poor clothes. She viewed breads, pastas and lots of delicious things at the baker's window. She can't stand her hunger. Thus she decided to steal. While the baker didn't look, she stole a bread and ran away. While she was running she crashed a man on the corner and police arrived. He accepted her guilty and said to the police "I stole this bread, this girl is innocent." Then the police arrested him and walked away with him. Immediately a middle-aged woman witness appeared and said "it isn't he, it is she who steals the bread." Therefore the police arrested her and left him free to go. But, he wanted to go to jail because he knew that the jail was comfortable and he didn't need to take care about his hunger there. Because of that he entered a cafeteria and stole some foods. He ate all of them and stood up and then said to the police he was guilty. Therefore the police arrested him and took him into the police car. Then he met her again, coincidentally and they talked a bit. But the girl was sad and didn't want to go to the prison. Then they decided to jump from the car. Then an accident happened the police, girl and he fell out. He said to her "now, it is your chance to go" and she went away. But when she walked a bit she turned her head to him and called him. He had already fallen in love with her and he didn't consider a lot the prison relief and went with her. They walked away and when they were sure nobody followed them, they wanted to sit and wanted to relax somewhere. They sat near the road. When they were relaxing there they saw a happy, rich couple and they felt jealous of them. He asked her "can you imagine us a little home like that" and he began to tell his dream to her. In his dream they were both in a happy, rich, comfortable couple life. Everything was perfect and he can eat fruits. It was such an exaggerating dream that they had a cow near their house. Also they were having a nice meal. When he finished to mention about his dream they felt their hunger again.

SUBJECT 5

Alone and hungry woman looked bakery's vitrine. That time the owner of the bakery carried tray of cake from the car to the bakery. When he entered the bakery, she stole a loaf of bread from the car and started to run. But someone saw her, while she was stealing and a woman who saw that told this to the owner of bakery. Then they run after her. When she was running she and a man crashed into each other and the owner and a woman caught her and policeman came there and arrested her. But a man whom she crashed took on her crime. for this reason policeman arrested a man. But a woman who saw this crime told the owner, the guilty is the girl, so they found the police and told the truth so he let him to go. But a man didn't want to go, and decided to have a crime. So he entered a cafeteria and ate a lot of things but he didn't pay the bill. Even he wanted the policeman to pay the bill! So police arrested him again. That time police talked on the phone. When the police was talking on the phone, he bought cigarette and some chocolate for children and again he wanted the police to pay the bill. The police and a man got on the guilty's bus. And alone and hungry woman got on the bus, too. When he recognized her he gave his seat to her, and asked her "do you remember me." And she started to cry, then, suddenly she tried to escape from the bus. Although the police and a man try to block her, she, the police and a man fell out from the bus. She and a man run together to a garden to sit. When they sat down, he asked her where she live. But she had no place to live. While they were talking they saw happy and rich couple. And a man wanted her to imagine themselves in same situation. He imagined happy family view and they are not hungry! When their imagination finished, she touched her stomache. Still, she was hungry!

SUBJECT 6

A girl who seemed hungry and alone, came in front of a bakery. She was very hungry, so she stole a bread from bakery. When she was running away from

baker, she crushed to Chaplin. So the baker caught her and arrested. When she was begging, Chaplin accepted responsibility and said "I did it." The police arrested Chaplin, but when they were going, the lady, who saw the girl stealing, said "she did it." So the policeman released Chaplin and run after the girl. Then, Chaplin entered a cafeteria to eat something and took a lot of meal, because he was hungry, too. When that was happening, the police caught her. Charlie ate all of these meals and went to casheir. While he was going he called the police that he couldn't afford the price of meal. He called police, because he wanted to go to jail. Then the police and Chaplin quit from cafeteria. When the police was interested in another thing, Chaplin came behind another shop, took a cigar and gave something to a boy which he took from shop. Afterwards, the police came and realized Chaplin was doing something wrong again. Chaplin was doing it, because he was going to jail, so he wanted to enjoy and he wanted to go to jail because of hunger. He thought he would eat food in jail easily. Next, Chaplin got on to a police car. He sat on a seat and then the girl who had stolen the bread, got on the bus. Charlie saw her and gave his seat to her. He reminded himself to her. Later the girl tried to escape from car and Charlie followed her and they fell from car with a police. The police faited so there was a chance to escape. Charlie stated that the girl could run away, but she wanted Chaplin to escape with her, so they both ran away. Later, they sat on ground and started to talk. The girl said "I live in no place, anywhere." While they were talking they saw a happy couple. They were very happy, because they weren't hungry. Chaplin and the girl laughed at them, but they were laughing to themselves, because they were in bad conditions. Then Charlie and the girl started to dream a life like in that couple's house. In their dream, they were eating and eating. He had a lot of food, so he could waste some of them. At the end, they woke up from dream.

SUBJECT 7

A beautiful girl was very poor and hungry. One day, she passed on an empty street and saw a dawis bread corporation. When the seller entered the baker,

she stole a loaf of bread from truck. A strange woman saw her and told the seller. He called the police. After that, police came there, suddenly she wanted to getaway, but she bumped into Charlie. He understood that she had stolen a bread. Charlie accepted crime, yet a strange woman said "it is the girl - not the man". The police wanted to arrest her. At that time, Charlie went to other street and saw a cafeteria. He entered in it and ate too much food. He didn't pay the money due to prison. He quitted the cafeteria. The police arrested and they got on the car. A short time after, the girl got on it. Charlie gave his seat to girl. Suddenly she wanted to jump from the car, but couldn't jump. An accident happened. Charlie, girl and police fell down. Charlie said to girl "Now is your chance to escape." She escaped, but with Charlie. They walked on an empty path and saw a house with garden. They sat on a garden and began talking. Charlie said "Where do you live." She said "No place - everywhere." He said "Can you imagine us in a little home like that?" After he imagined their home and lifestyle. She was hungry while he was thinking it.

SUBJECT 8

The man (C.C.) wanted to return prison. He walked but at the same time the girl was very poor and hungry. She looked bakery and she stolen bread. She run away but the woman said bakerman this event. The bakerman and policeman run after her. The girl crashed the man (C.C.) Police came and realized who was stealing the bread. The man (C.C.) said that "I did." The policeman caught him but the other woman said that "No, no! She did." And policeman caught her. The man was determined to returning the prison so he went to cafe, he ate lots of things. And he didn't give money so they called police. The policeman caught him. He pushed the man (C.C.) into police car. Later, she got on police car. She ran into him. He effected her in car and she too. He stood up and gave his place to her. Then police, man and the girl fell out the police car. He said her "now is your cance to escape." Then she ran away but she stoped and called him to escaping. He wanted to escape with her and he ran very quickly. Then they sat

garden and talked. They saw happy couple. He made a joke for smiling together. Then he imagined, they had a lot of food, they was very rich and happy, (they could eat everything). But their imagine was very exagration. At the same time she returned the real life and she remembered to she was very hungry.

SUBJECT 9

One day a girl was passing in front of the bakery. She was very poor, her clothes were very old and she was very hungry. She was looking at cakes and she knew she couldn't buy anything. Because she didn't have any money. Then she stole loaf of bread. While she was stealing bread one women who is not poor saw the girl. She shouted and called police. While she was trying to escape she crashed Charlie Chaplin and they fell down. Police came and wanted to took her but Chaplin said "I did, she didn't." In addition Chaplin was poor boy. Then police arrasted him. But witness women said the bakery "he didn't steal bread, she did." When bakery heard this he told the police he is innocent. You should arrasated the girl. While police arrasted the girl Chaplin entered cafe. He ate so many things and didn't pay any money. Chapline called the police when he was walking in front of the cafe. The police again arrested him. While police was talking on the phone he bought cigratte for himself and bought some chocolates for childrens who were near the him. Then again police took him and he got on the bus whic was for guilty people. He saw lots of poor and dirty people. They semelled too bad. Then that poor girl got on the bus. When Chaplin saw her he showed place for her sitting. He said "did you remember me and bread" after this sentence she began to cry. Chaplin gave handkerchief for her. Suddenly she jumped out the bus with chaplin and they felt down. First Chaplin stood up and he said to girl "now you have chance to escape." Then she run away and called the Chapline. He firstly hasitate about escape but he decided to run away with poor girl. They went to park and sat down the ground. Chaplin asked her where did she live. She replied with smiling

"no place – everywhere." Because she was homeless. While they were talking they saw a woman who kissed and said good bye her husband. She entered the house very happy. Her behavior was too funny for Chaplin and he behaved like that woman, they laughed. Chaplin said "can you imagine us like that man and woman." Then he started to imagine. They were in that house. They were very rich. Chaplin's wife was cooking the meal.

SUBJECT 10

There was a woman. She was poor and hungry. A baker took loaves of bread from the car and took away to bakery. The woman saw him and stole a loaf of bread from the car. Another woman saw her and said to the baker that the woman who had run had stolen a loaf of bread. At the same time, she began to run rapidly. A man appeared suddenly in front of the woman. They crashed into each other and fell down. He stood up, and took the bread from the floor. When the policeman came, she began to entreat earnestly. He said that "she didn't, I did." The police man arrested him, but the eyewitness woman told the truth. Police ignored him, and followed her around. The man entered a cafeteria and ate lots of food. Going to pay the bill, he invited the policeman stood in front of the cafeteria. He didn't pay the bill and the policeman took him away to police car. There were 5 people. He sat a chair. Then the woman got in the car. He stood up so that she could sit down. When she sat, she started crying. He gave her a handkerchief. Then she tried to escape. He tried to obstruct. Then, an accident occurred and he, she and a police man fell down from the car. The policeman fainted because of the accident. He said the woman that "now was her chance to escape." She started running, but turned back so that he could come with her. He stood up and they escaped together. They came a garden where is in front of a small house. They sat and seemed happy. They looked each other in a short time. He wondered where she had lived. She answered the question "No place - anywhere." Meanwhile, a couple came out of the house. The man was going to his work. The woman turned back to house happily. He

imitated the woman and they began to imagine a life like the couple's life. In the small and nice house were they. She was preparing the meal. There was a big piece of meal for meal. There were several varieties food. He turned back the real life. She didn't seem happy. She only thought about food.

SUBJECT 11

A poor and hungry girl who was wearing dirty clothes stole a loaf of bread from a bakery, and the baker saw her and started to run after her. When people caught the girl. The man who wanted to go to prison told police that he had stolen the bread. So the police arrested him. And then the police was taking the man to the police station, a woman who had seen that complained and the police started to run after the girl. The police arrested the girl and put her in a police car. The man was free but he went into a restaurant and ate a lot of food. After that he finished the food, but he didn't pay the money and told a policeman it. Police arrested him and put him in the police car. In car there were some people and there wasn't an empty place, so the man stood up and told the girl to sit. While they were going, the man and the girl started to look to each others. The girl was hungry and started to cry and the car crashed to another car and they fell out the car. After that they decided to escape and they ran away. They arrived near a house. There was a tree, so they sat under it. The man asked questions to know the girl. The girl told the man that she was a homeless. After that the door of the house opened and a happy couple went out. The woman kissed her husband, and then her husband went. The girl and the man started to imagine that they were married and lived in a big house. In the garden of the house there were orange trees and the cows. The man and the girl had breakfast in their imagination. They were eating meat in breakfast. At last, the imagination finished and they returned to the real world.

SUBJECT 12

While a poor girl who was wearing very old clothes was walking, she saw a bakery. A baker was carrying the breads. When baker went to the shop, she stole a loaf of bread. When she escaped from the shop, a woman who was really rich saw her. She complained the girl to the baker. When the poor girl run away, she hit Charlie and they fall down, so the baker came to them so easily. He shouted at her, she beg him, but he called the police. He said she had stolen a loaf of bread, but Charlie said "she didn't do." He tried to advocate her, Because he wanted to go to prison for a good life. Then the police believed in Charlie's saying. He took Charlie to the prison. But the rich woman who had seen the burglary said "he didn't, the girl did." While the police and Charlie was going, the baker stopped them next to a cafeteria. He said the police "Charlie didn't, she did" so the police let Charlie go. Charlie was very upset because of letting him go. He saw the cafeteria. For going prison, he ate everything in cafeteria and when he went to pay the money, he called a police passing the cafeteria. Charlie said him there was no money to pay, so the police took him to the prison. When the police called the police station Charlie took some puros and he gave some puros to children playing in the street. The police saw him and took the puro from him. While the police was talking the seller, a police car came to near them. Charlie was very happy because of going prison. While Charlie and the other people was going to prison, the girl who stole the bread came to the car. The police had caught her. When Charlie saw the poor girl, he let her sit on his chair. He felt in love with her. She remembered him. When she recognized him, she began to cry. Suddenly, she went to the police and began to argue with the police. Then, they fall out the road. When they fall out, they fainted. Charlie got up and he made the girl get up. He said "Now is your chance to escape." She escaped but she didn't want to go alone. She called Charlie to go. So, they escaped. While they were walking hand in hands, they sat on grass. There was a home which is little and lovely home. A man and a woman walked out the home and the man kissed his wife, and he went. The wife who kissed was very happy as mood. She walked into home. Charlie and

the poor girl saw them. They scoffed at the woman, but then Charlie said "can you imagine we were in this little home." They imagined. In this imagination, they were married and they were very happy. They had lots of furnitures, curtains, carpets. They were rich and so happy. While he was imagining the poor and hungry girl said she was hungry. Charlie felt in love with the poor girl. She was hungry.

SUBJECT 13

A girl who was hungry stole a loaf of bread from baker, but a woman saw that and told it to baker. While baker was trying to catch her, she bumped into a man. The man accept that crime but the police caught the girl. The man decided to go to jail because he was hungry so he went a restaurant and ate many things but he didn't pay money for this, so the police arrested the man.

In the police bus the man and the girl was ran into and the man tried to talk with girl. The girl was grateful to man. Than the bus had an accident, so they achieve to escape from police.

They sat in a small house's garden and saw a happy family and imagined that a happy marriage. In this marriage they had a smart house, they had a lot of food to eat and they had money to do something happily. The girl liked that imagine too. The man fell in love but the girl only thought about foods.

SUBJECT 14

There was a woman who was hungry and alone. She stole bread because she didn't have money. After she had run to escape she crashed Charlie who wanted to go to jail. Then police came to catch she. But Charlie said that he stole bread. And Police catch he. But one woman who saw the action told baker

he didn't steal bread. Then baker said police. Carlie became free. After He had gone to cafeteria he ate all food. And He didn't have money. Police came to catch he. After He had gone sideboard he took a cigar and smoked. But he didn't pay it because he didn't have money. Then police throwed he in jailcar. After that the police throwed she same jailcar. He started to love her at the moment. Then car happened accident. Before they run away They had fallen out car. They went to park and They saw family. They imagined to be like them. But she didn't think it because she was hungry.

SUBJECT 15

A woman looking miserable was wandering in front of the bakery when the bread lorry came. A girl was so hungry that she got a loaf of bread and started to run. A woman seeing the girl while stealing complained to the owner. While a girl was running, she bumped into Charli who was determined to go back prison. Due to that aim, Charlie said that "I did." Polices were taking Charlie to prison when they learnt to truth. They gave up Charlie and started to run after the girl. Charlie entered a cafetaria and in it, he get food for 2 people though he had no money. He ate all of them and went to cashier very happily. He invited a police to pay his bill. The aim was very clear, he wanted to be arrested and it happened. While they were waiting for the lorry which was carrying people who were guilty to the prison, he made the police crazy. A lorry came and they got on it. There were only seats for six people in the lorry. While they were going, Charlie ran into the girl. She looked unhappy and Charlie gave his seat to that girl. Unlike Charlie, the girl was not satisfied with going to prison and started to cry. Then she tried to escape from the lorry. The lorry's driver had an accident, while he was driving and Charlie, police, girl fell from the lorry. Police was not awake, therefore Charlie wanted girl to escape. Charlie was doing all those things because he fell in love with girl. Girl called Charlie to come with her. They escaped together. Then they rested somewhere and started to recognize eachother. They saw a little house and the owner of the house. Charlie acted the owner and the girl started to be happy. Charlie asked girl "imagine us

together in a house like that." Their imaginary house was very nice and included lots of varieties of food. There were grapes, meats, oranges in the house and a cow. That dream was full of happiness but the girl was only interested in foods. Although the girl felt something towards Charlie, she could not think of it. Because she was hungry.

SUBJECT 16

A beautiful girl was very poor and hungry. One day, she was passing on an empty street and saw a dawis bread corporation. When the seller entered the baker, she stole a loaf of bread from truck. A strange woman saw her and told the seller. He called the police. After that, police came there, suddenly she tried to getaway, but she bumped into Charlie. He understood that she had stolen a bread. He wanted to go prison and yet a strange woman said "it was the girl – not the man." The police wanted to arrest her. At that time, Charlie went to other street and saw a cafeteria. He entered in it and ate too much food. He didn't pay the money due to prison. He left the cafeteria and run into the police. He was arrested and they got on the car. A short time after, the girl got on it. Charlie gave his seat to girl. Suddenly she wanted to jump from the car, but couldn't. The car had an accident. Charlie, girl and police fell down. Charlie said to girl "Now is your chance to escape." She escaped, but with Charlie. They walked on an empty path and saw a house with garden. They sat on a garden and began talking. Charlie said "where do you live." She said "No place, everywhere." He said "Can you imagine us in a little home like that?" After he imagined their home and lifestyle. She was hungry while he was thinking it.

SUBJECT 17

A beautiful girl with no shoes was walking on the street. Suddenly she was a bread car and stole a loaf of a bread because she was hungry. She started running. After about 3 seconds, she crushed a man with a heat. When she

stole, there was a woman who saw that. A police came and tried to understand the event. A man admit the crime and the police arrested him but a woman who saw the event told the real burglar. The police left him. After that he went to a restaurant and ate so many plates of food. He wanted a police to come in and a police saw that he didn't pay the check. The police took him. When the police was talking with somebody on the phone, a man took a cigarette and gave some things to children. Again, he didn't pay money. Police's car came and he was very happy to go to a jail. When they were going by the car, a girl came there and she was very upset. The man gave her his chair. She was surprised because he was so kind. She started crying but she became very angry and ran to the door. At that time the car shaked and the man, the girl and a police felt down from the car. The police fainted and a man told her to run away. She ran but wanted him to come with her. The man became happy for her offer and he came with her. They sat on a grass in a garden. They started talking. After a few minutes they saw two people who are married. They were looking so happy. They dreamed themselves like they are. They were living in a lovely house with fruit trees and they could eat them when they want. There was an otomatic cow. They could drink fresh milk when they want. They sat down for dinner and started eating but they woke up from their dream. She was very hungry and after that dream her feeling increased.

SUBJECT 18

There was a woman who was hungry. She stole a leaf of bread. After that, when she was running away she hit Charlie. And their bodies hit the floor together. And police came. Charlie said that he stole the bread. Because he was hungry too and he wanted to go to prison. But there was a strange woman who saw the woman when she was stealing bread. She said the bread seller and the police went to catch the woman. After that Charlie went to a cafeteria. He ate and he didn't pay the check. Because he wanted to go to prison. The police came and took him. When they were going, Charlie took puros and he gave chocolates to children from the same shop. Because he wanted more

reasons to go to prison. They went to the police car. The woman who stole bread came to the same car. The woman tried to escape and Charlie tried to help her. But an accident happened and Charlie, the woman and a police fell out the car. Charlie and woman run away. They sit in front of a garden. They realized that they fall in love. They saw a nice and happy couple and they started to imagine a good life. They saw themselves in that home. They had foods but it was a dream that was very exaggerated. The woman appeared when she was touching her stomach. And she was licking her lips. Because she was famished.

SUBJECT 19

In front of a bakery there was a girl who looks like so pale, poor and hungry. She was wearing a black old cloth, and she was looking inside of bakery with a great hunger. Suddenly, when the baker went inside of the bakery, she stole a bread and ran fastly. While she was running she crushed to Charlie Chaplin. A woman and the baker caught the girl and called a policeman. She looked police, woman and the baker with a pitty face and bagged. She said that she didn't steal the bread. Charlie felt sorry about her, and said that he had stolen the bread, not the girl. The policeman arrested Charlie Chaplin. After this event, the girl who stole the bread looked very sadly. The woman said to the baker that "he didn't, she did." They ran after the policeman and said that "he didn't, she did." The policeman released Charlie. Then, Charlie went into a cafe and took 2 trays. At the same time police caught the poor girl and arrested her. In the cafe Chaplin ate lots of meal, he went in front of the cash and called a policeman to show that he can't pay for the meal. The police arrested him and took him outside. There was a telephone in front of the cafe, and there was shop near the telephone. The policeman telephoned somewhere. While the policeman was talking on the phone, Chaplin wanted a cigar from the shopkeeper and he burned the cigar, then two boys came near Charlie, he gave them some things from shop. He didn't pay anything for he had taken. Policeman saw it and took

him immediately. Then a police transportation came and stopped. Policeman and Charlie got on it. And then a policeman took the girl inside of the transportation. Chaplin saw the girl and gave her his own seat. She sat down, and Chaplin asked her "do you remember me and the bread." She said that she had remembered him and then she started to cry. Charlie gave his handkerchief to her. After he fell down to a woman's lap but a car accident happened. They were lying on the street, later Charlie woke up and woke the girl up. Charlie said to girl that she could escape now. Then the girl ran away, when she turned the corner she looked back and called Charlie Chaplin. After this, Charlie was looking happy and he ran after her.

They came to a place which was full of flowers and plants. They sat down here and started to talk each other. While they were talking a man and a woman came outside from their homes. The wife of house kissed her husband and she sent his husband to his work. Then she ran to the house very happily, she was jumping! Charlie and the girl looked her strange behaviour and laughed at her. Charlie imitated the wife of the house, and they laughed to this together. Then Charlie said to the girl: "Can you imagine us in a little house like that?" After this question they started to imagine that they were living in a house like that together. In their dream, they were eating meat. The meal that they were eating was looking very delicious and their dream ended, and Charlie looked the girl's face with a smile. The girl felt that she was starving and touched her stomach because of the great hunger. She was looking very hungry.

SUBJECT 20

The girl was hungry and poor. She didn't eat anything and she saw bread so she stolen bread and another woman saw the girl and she said bakery's boss. Bakery's boss and woman said police man. After girl crashed the man (C.C.), police arrested the girl. The man said that "I did" and police arrested the man. Women said "it was not the man, the girl." Then police arrested the girl. The

man wanted to go prison and he entered the restaurant. He ate a lot of food but he didn't pay restaurant and he called police then police arrested him. Police called police cars, he took puro and gave puros for children. He got on police car. Then the girl got on police car and they ran into. Then the girl tried to escape, the car had an accident. Police, man and girl fell the police car. Then he said her "now is your chance to escape." So she escaped but she stopped and called the man. Then they ran and escaped. They sat garden. They saw happy couple. He said "Can you imagine us." And he imagined: they had a lot of food. They was very rich. Their imagination was exagration. They stopped the imagination and they returned real life. And she was very hungry.



APPENDIX 3 TOKEN COUNTS

ACH: Achievement, ACC: Accomplishment, ACT: Activity, LEX STA: Lexical Stative, STA With Be: Stative With Be

Subject 1

N = 74		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	22	0	0	0	0	22	
	BG	2	0	0	0	0		2
ACC	FG	13	0	0	1	1	15	
	BG	0	1	0	0	0		1
ACT	FG	11	0	0	0	1	12	
	BG	2	6	0	0	0		8
Lex.STA	FG	0	0	0	0	0	0	
	BG	4	0	0	0	0		4
STA With Be	FG	0	0	0	0	0	0	
	BG	9	0	0	1	0		10
Total	FG	46	0	0	1	2	49	
	BG	17	7	0	1	0		25

Subject 2

N = 79		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	27	0	0	0	0	27	
	BG	5	0	0	0	0		5
ACC	FG	11	0	0	0	0	11	
	BG	1	0	0	0	0		1
ACT	FG	1	0	0	0	0	1	
	BG	1	11	0	0	0		12
Lex.STA	FG	0	0	0	0	0	0	
	BG	4	1	0	3	0		8
STA With Be	FG	0	0	0	0	0	0	
	BG	12	0	0	2	0		14
Total	FG	39	0	0	0	0	39	
	BG	23	12	0	5	0		40

Subject 3

N = 49		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	22	0	0	0	0	22	
	BG	3	0	0	0	0		3
ACC	FG	8	0	0	0	0	8	
	BG	4	0	0	0	0		4
ACT	FG	3	0	0	0	0	3	
	BG	1	1	0	0	0		2
Lex.STA	FG	0	0	0	0	0	0	
	BG	2	0	0	0	0		2
STA With Be	FG	0	0	0	0	0	0	
	BG	5	0	0	0	0		5
Total	FG	33	0	0	0	0	33	
	BG	15	1	0	0	0		16

Subject 4

N = 63		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	23	0	0	0	0	23	
	BG	2	0	1	0	0		3
ACC	FG	10	0	0	0	1	11	
	BG	0	0	0	0	0		0
ACT	FG	2	0	0	0	0	2	
	BG	4	4	0	0	0		8
Lex.STA	FG	1	0	0	0	0	1	
	BG	9	0	0	0	0		9
STA With Be	FG	0	0	0	0	0	0	
	BG	6	0	0	0	0		6
Total	FG	36	0	0	0	1	37	
	BG	21	4	1	0	0		26

Subject 5

N = 56		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	19	0	0	0	0	19	
	BG	6	1	0	0	0		7
ACC	FG	7	0	0	0	0	7	
	BG	2	0	0	0	0		2
ACT	FG	4	0	0	2	0	6	
	BG	3	3	0	0	0		6
Lex.STA	FG	3	0	0	0	0	3	
	BG	2	0	0	0	1		3
STA With Be	FG	0	0	0	0	0	0	
	BG	1	0	0	2	0		3
Total	FG	33	0	0	2	0	35	
	BG	14	4	0	2	1		21

Subject 6

N = 72		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	24	0	0	0	0	24	
	BG	1	1	1	0	0		3
ACC	FG	14	0	0	0	0	14	
	BG	0	2	0	0	0		2
ACT	FG	3	0	0	0	1	4	
	BG	1	10	0	0	0		11
Lex.STA	FG	0	0	0	0	0	0	
	BG	7	0	0	0	0		7
STA With Be	FG	0	0	0	0	0	0	
	BG	7	0	0	0	0		7
Total	FG	41	0	0	0	1	42	
	BG	16	13	1	0	0		30

Subject 7

N = 40		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	18	0	0	0	0	18	
	BG	1	0	1	0	0		2
ACC	FG	8	0	0	0	0	8	
	BG	2	0	0	0	0		2
ACT	FG	3	0	0	0	0	3	
	BG	1	1	0	0	0		2
Lex.STA	FG	1	0	0	0	0	1	
	BG	2	0	0	0	0		2
STA With Be	FG	0	0	0	0	0	0	
	BG	2	0	0	0	0		2
Total	FG	30	0	0	0	0	30	
	BG	8	1	1	0	0		10

Subject 8

N = 44		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	18	0	0	0	0	18	
	BG	0	1	0	0	0		1
ACC	FG	9	0	0	0	1	10	
	BG	1	0	0	0	0		1
ACT	FG	5	0	0	1	0	6	
	BG	1	0	0	0	0		1
Lex.STA	FG	0	0	0	0	0	0	
	BG	3	0	0	0	0		3
STA With Be	FG	0	0	0	0	0	0	
	BG	4	0	0	0	0		4
Total	FG	32	0	0	1	1	34	
	BG	9	1	0	0	0		10

Subject 9

N = 72		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	28	0	0	0	0	28	
	BG	5	1	0	0	0		6
ACC	FG	10	0	0	0	1	11	
	BG	0	0	0	0	0		0
ACT	FG	3	0	0	0	1	4	
	BG	0	6	0	0	0		6
Lex.STA	FG	0	0	0	0	0	0	
	BG	4	0	0	0	1		5
STA With Be	FG	0	0	0	0	0	0	
	BG	10	0	0	2	0		12
Total	FG	41	0	0	0	2	43	
	BG	19	7	0	2	1		29

Subject 10

N = 66		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	21	0	0	1	0	22	
	BG	0	0	1	0	0		1
ACC	FG	18	0	0	1	1	20	
	BG	0	1	0	0	1		2
ACT	FG	6	0	0	0	0	6	
	BG	2	0	1	0	0		3
Lex.STA	FG	0	0	0	0	0	0	
	BG	3	2	0	0	0		5
STA With Be	FG	0	0	0	0	0	0	
	BG	6	0	0	1	0		7
Total	FG	45	0	0	2	1	48	
	BG	11	3	2	1	1		18

Subject 11

N = 51		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	24	0	0	0	0	24	
	BG	1	0	2	0	0		3
ACC	FG	6	1	0	0	0	7	
	BG	0	0	0	0	0		0
ACT	FG	3	0	0	0	0	3	
	BG	1	3	0	0	0		4
Lex.STA	FG	0	0	0	0	0	0	
	BG	3	0	0	0	0		3
STA With Be	FG	0	0	0	0	0	0	
	BG	7	0	0	0	0		7
Total	FG	33	1	0	0	0	34	
	BG	12	3	2	0	0		17

Subject 12

N = 86		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	27	0	0	2	0	29	
	BG	5	0	2	1	0		8
ACC	FG	14	0	0	0	0	14	
	BG	2	0	0	0	1		3
ACT	FG	6	0	0	0	1	7	
	BG	1	8	0	0	0		9
Lex.STA	FG	0	0	0	0	0	0	
	BG	3	0	0	0	0		3
STA With Be	FG	0	0	0	0	0	0	
	BG	12	0	0	1	0		13
Total	FG	47	0	0	2	1	50	
	BG	23	8	2	2	1		36

Subject 13

N = 28		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	9	0	0	0	1	10	
	BG	1	0	0	0	0		1
ACC	FG	5	0	0	0	0	5	
	BG	0	0	0	0	0		0
ACT	FG	3	0	0	0	0	3	
	BG	0	0	0	0	0		0
Lex.STA	FG	0	0	0	0	0	0	
	BG	5	1	0	0	0		6
STA With Be	FG	0	0	0	0	0	0	
	BG	3	0	0	0	0		3
Total	FG	17	0	0	0	1	18	
	BG	9	1	0	0	0		10

Subject 14

N = 36		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	14	0	1	0	1	16	
	BG	1	0	0	0	0		1
ACC	FG	4	0	2	1	0	7	
	BG	0	0	0	0	0		0
ACT	FG	3	0	1	0	0	4	
	BG	1	0	0	0	0		1
Lex.STA	FG	0	0	0	0	0	0	
	BG	4	0	0	0	0		4
STA With Be	FG	0	0	0	0	0	0	
	BG	3	0	0	0	0		3
Total	FG	21	0	4	1	1	27	
	BG	9	0	0	0	0		9

Subject 15

N = 62		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	20	0	0	0	0	20	
	BG	0	2	0	0	0		2
ACC	FG	9	0	0	0	1	10	
	BG	0	1	0	0	0		1
ACT	FG	3	0	0	0	0	3	
	BG	0	7	0	0	0		7
Lex.STA	FG	0	0	0	0	0	0	
	BG	6	1	0	0	0		7
STA With Be	FG	0	0	0	0	0	0	
	BG	12	0	0	0	0		12
Total	FG	32	0	0	0	1	33	
	BG	18	11	0	0	0		29

Subject 16

N = 42		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	20	0	0	0	0	20	
	BG	1	0	1	0	0		2
ACC	FG	9	0	0	0	0	9	
	BG	0	0	0	0	0		0
ACT	FG	4	0	0	0	0	4	
	BG	0	1	0	0	0		1
Lex.STA	FG	0	0	0	0	0	0	
	BG	3	1	0	0	0		4
STA With Be	FG	0	0	0	0	0	0	
	BG	2	0	0	0	0		2
Total	FG	33	0	0	0	0	33	
	BG	6	2	1	0	0		9

Subject 17

N = 58		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	19	0	0	0	1	20	
	BG	4	0	0	0	0		4
ACC	FG	10	0	0	0	0	10	
	BG	1	0	0	0	0		1
ACT	FG	6	0	0	0	0	6	
	BG	0	5	0	0	0		5
Lex.STA	FG	2	0	0	0	0	2	
	BG	0	0	0	1	0		1
STA With Be	FG	0	0	0	0	0	0	
	BG	8	0	0	1	0		9
Total	FG	37	0	0	0	1	38	
	BG	13	5	0	2	0		20

Subject 18

N = 45		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	10	0	0	0	0	10	
	BG	3	2	0	1	0		6
ACC	FG	10	0	0	2	0	12	
	BG	0	0	0	0	0		0
ACT	FG	3	0	0	0	0	3	
	BG	0	3	0	0	0		3
Lex.STA	FG	0	0	0	0	0	0	
	BG	4	0	0	0	0		4
STA With Be	FG	0	0	0	0	0	0	
	BG	7	0	0	0	0		7
Total	FG	23	0	0	2	0	25	
	BG	14	5	0	1	0		20

Subject 19

N = 94		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	35	0	0	0	0	35	
	BG	3	0	2	0	0		5
ACC	FG	18	0	0	0	0	18	
	BG	1	0	1	0	0		2
ACT	FG	12	0	0	0	0	12	
	BG	0	9	0	0	0		9
Lex.STA	FG	3	0	0	0	0	3	
	BG	1	4	0	1	0		6
STA With Be	FG	0	0	0	0	0	0	
	BG	4	0	0	0	0		4
Total	FG	68	0	0	0	0	68	
	BG	9	13	3	1	0		26

Subject 20

N = 43		Simple Past	Progressive	PluPerfect	Present	Base	Total	
							FG	BG
ACH	FG	23	0	0	0	0	23	
	BG	0	0	0	0	0		0
ACC	FG	9	0	0	0	0	9	
	BG	0	0	0	0	0		0
ACT	FG	4	0	0	0	0	4	
	BG	1	0	0	0	0		1
Lex.STA	FG	0	0	0	0	0	0	
	BG	2	0	0	0	0		2
STA With Be	FG	0	0	0	0	0	0	
	BG	4	0	0	0	0		4
Total	FG	36	0	0	0	0	36	
	BG	7	0	0	0	0		7

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Seteney Boran
Doğum Yeri ve Tarihi : Ankara 28.10.1976

Eğitim Durumu

Lisans Öğrenimi : Hacettepe Üniversitesi İngiliz Dil Bilimi Bölümü
Yüksek Lisans Öğrenimi : Hacettepe Üniversitesi İngiliz Dil Bilimi Bölümü
Bildiği Yabancı Diller : İngilizce

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