

Tense and Aspect Acquisition in L2 English by Native speakers of Arabic

Mahfood Alsalmi
English Supervisor, Taif, Saudi Arabia

Abstract

This paper sheds light on tense and aspect acquisition in L2 English by native speakers of Arabic. The main goal is to present a clear explanation of tense and aspect systems in English and Arabic. This work includes four sections. The first section focuses on the main definitions of tense and aspect and tries to make a clear distinction between notions such as time-tense, tense-aspect, lexical aspect and grammatical aspect etc. It also provides a classification for tense and aspect systems. The second section contains a brief analysis of tense and aspect systems in English and Arabic and adopts a contrastive analysis approach supported by many examples. The third section investigates the role of language transfer on the acquisition of L2 and outlines some hypotheses and predictions that arise for an Arabic L2 learner of English acquiring tense and aspect. Finally, the fourth section studies the aspect hypothesis in relation to English and Arabic.

Keywords: Tense; Aspect; Acquisition; Arabic; English.

Introduction

Tense and aspect represent a rich subject for traditional grammarians and modern linguists who have approached this complicated area of languages with slightly different terminological conventions.

Traditional grammarians do not distinguish tense from aspect while modern linguists make a distinction between tense which focuses on WHEN something happened or was the case and aspect which expresses factors like duration and completeness of events.

Hurford states that "For English, this difference of terminology comes out mainly in relation to the perfect and the progressive, which many traditional grammarians would treat as part of the system of tense, but modern linguists treat as belonging to the system of aspect." (1994, p. 16).

In this paper, tense can be defined as the linguistic expression of time-relations. It refers to temporal deixis - the relation (present, past or future) of a given situation to a reference time, usually the time of speech.

Aspect, on the other hand, is not concerned with temporal deixis, but rather characterizes "different ways of viewing the internal temporal constituency of a situation" (Comrie, 1976, p. 3). Therefore, the difference between he is writing and he was writing is that of tense, since the is/was contrast signifies the difference between the two in relation to speech time. However, the difference between he wrote a letter and he was writing a letter is one of aspect, since the difference stems from how the action of writing is viewed by the speaker: the former views the situation in its entirety (external view) whereas the latter views the situation as consisting of phases (internal view) (Comrie, 1976, p. 5).

However, studies still adopt different approaches and methodologies to focus on tense and aspect. According to Binnick (2012):

Almost every area of linguistics, with the exception of phonetics and phonology, has its own approach to tense and aspect. Not only do morphology, syntax, semantics, and pragmatics differ in their terminology and methodology, but each area has its own distinct Problematik--they naturally seek to answer quite different questions where tense and aspect are concerned. (p. 56)

Chomsky states that "In a highly idealized picture of language acquisition, Universal Grammar is taken to be a characterization of a child's pre-linguistic state. Experience... serves to fix the parameters" (1981, p. 7). According to him, all languages have a common structural basis because humans have innate set of rules and principles that organize language.

If we assume that L1 acquisition is mediated by universal grammar, then we can ask an important question: do adult L2 learners still have access to the principles and parameters of UG? Generally, we can find three different hypotheses regarding the accessibility of UG by adult L2 learners: No access to UG, Direct access to UG, and Indirect access to UG (Cook, 1988; White, 1991).

Apart from UG, the acquisition of tense and aspect is considered a new area because people tend to consider inherent lexical and grammatical aspects outside the compass of UG. In fact, many studies in L1 acquisition of various languages have shown that children acquiring an L1 are strongly influenced by the semantic aspect inherent in the verb to which verb morphology is attached. Therefore, children use present inflection with statives, progressive inflection with activities and past inflection with achievements and accomplishments. In this stage, the acquisition of tense and aspect morphology is strongly influenced by lexical aspect inherent in the verb or predicate, with tense distinctions being neglected. This situation is summarized by the Aspect Hypothesis (Andersen and Shirai, 1994). It has been observed in L1 acquisition of various

languages such as French (Bronchart and Sinclair, 1973), Italian (Antinucci and Miller, 1976), Greek (Stephany, 1981), and English (Bloom et al, 1980; Shirai and Andersen, 1995). The same tendency has also been observed in SLA: French (Kaplan (1987), English (Jabbari, 1998; Robison, 1995), Spanish (Andersen, 1991; Ramsay, 1990), Dutch (Housen, 1994), and Japanese (Shirai and Kurono, 1998) .

This paper is intended to investigate tense and aspect acquisition in English by native speakers of Arabic. It attempts to present a clear view of tense and aspect systems in English and Arabic. It examines Arabic influence on the acquisition process. It also attempts to clarify the Aspect Hypothesis, which claims that verb inflections in early interlanguage systems function primarily as markers of lexical aspect regardless of tense.

Main definitions

1-Tense

In the literature related to tense and aspect, many definitions of tense can be found. Jespersen (1962) defines tense as "the linguistic expression of time-relations, so far as these are indicated in verb forms"(p. 1). Hockett (1958) claims that tenses typically show different locations of an event in time. Lyons (1968) gives a broader definition of tense, stating that:

The essential characteristic of the category of tense is that it relates the time of the action, event or state of affairs referred to in the sentence to the time of utterance (the time of utterance being 'now'). Tense is therefore a deictic category, which (like all syntactic features partly or wholly depend upon deixis) is simultaneously a property of the sentence and of the utterance.(p. 305).

a-Tense Distinction

English has two tense forms: past and present (see also Lyons, 1977; Quirk et al, 1972; Smith, 1978). Lyons (1968) argues that this tense distinction is best regarded as a contrast of 'past' versus 'non-past'. The reason is that whereas:

The past tense does not typically refer to 'before-now', the non-past is not restricted to what is contemporaneous with the time of utterance: it is used also for 'timeless' or 'eternal' statements... and in many statements that refer to the future ('after-now') ... the opposition of past and non-past is realized systematically by suffixation of the first element of the verbal phrase . (p. 306)

The future form has often been shunned from admittance to the rank of tense. Leech (1971, p. 52) states that "although the will/shall construction provides English with its nearest approximation to a 'neutral' or 'colorless' future, one ought not to describe it as a "future tense" on a par with the past and present tenses".

Furthermore, Quirk et al (1972, p. 87) state that "there is no obvious future tense in English corresponding to the time/tense parallel for present and past". This view is shared by Lyons (1968, 1977) who argues that futurity is never a purely temporal concept. It necessarily includes an element of prediction or some related modal notion. In other words, there is no form which in itself indicates futurity. These linguists (Hockett, 1958; Lyons, 1968) observe that the inflectional morphology of the English verb does not include any affix that could be regarded as an explicit marker of future tense. Futurity can be expressed in several ways such as with the auxiliary verbs shall/will which, they argue, should be treated as modals (e. g., can, may, must, etc.) because of the modal connotation they express in certain contexts, and with other semantic forms (e. g., the present form of the English verb plus an obligatory temporal adverb). What has

been treated in most languages as the future tense is, Lyons (1977) argues, rather a modal category, and so-called present tense markers have primarily aspectual functions. Thus, the opposition is reduced to the binary one of past-non-past. However, other linguists (Comrie, 1985; Reichenbach, 1947) distinguish a wider range of tenses, maximally including the present tense, the past tense, the future tense, the present perfect, the past perfect, the future perfect, the conditional and the conditional perfect. This distinction is deemed necessary for labeling different kinds of verb forms and is warranted from a theoretical view-point since each of these tenses corresponds to a different temporal scheme (Declerck, 1986).

b-Tense and Time

When we focus on tense and time, we can clearly deduce that tense does not always refer to the same time. The following examples illustrate this:

- We hope he comes tomorrow: present simple refers here to future time.
- If he was here now, he could help her: past simple refers here to present time.
- I am going to meet him tomorrow: present progressive refers here to future time.

That's why we can say that certain tenses in English can be used to refer to a different time.

2-Aspect

Tense, as we have seen, is a deictic category that locates a situation in relation to some other time (usually the time of speech). Aspect, on the other hand, is non-deictic and covers a wide range of phenomena having to do with the internal temporal structure of the situation described by a verb (Comrie, 1976). It refers to the internal temporal properties of the situation such as duration, interactivity, etc.

a-Lexical Aspect

Lexical aspect is also known as inherent aspect, situation aspect and VP aspect. It refers to the inherent semantic features of verb. The most well-known classification of verbs based on their inherent properties is introduced by Vendler (1957) where verbs can be classified into achievement, accomplishment, activity and state.

The classification of verb types can also be made in terms of three semantic dimensions (Comrie, 1976; Smith, 1991):

- Dynamicity;
- Durativity;
- Telicity.

b- Grammatical Aspect

Smith calls the grammatical aspect the viewpoint aspect (Smith, 1983). It refers to the ways in which the temporal features of a situation are viewed independent of its relation to any reference time (Comrie, 1976; Smith, 1983). The grammatical aspect refers also to non-tense distinction expressed by grammatical markers such as auxiliaries or inflections (Andersen, 1991; Shirai and Andersen, 1995). Generally, the distinction between perfective and imperfective is the key of grammatical aspect.

In order to clarify the meaning of grammatical aspect, the following examples show the difference between perfective and imperfective aspects:

- (a) zaarat landen (perfective).

'She visited London'.

(b) kaana yakrau kitaaban (imperfective).

'He was reading a book'.

(c) akala (perfective).

'He ate'.

(d) kaanu yaakuluna (imperfective).

'They were eating'.

(e) kaana yakulu hunaa kulla yamin (imperfective).

'He used to eat here every day'.

In sentences (a) and (c), there is a complete action that started and finished in the past. It is perfective. In sentences (b) and (d), the event is still in the past but it is progressive and there is no idea if the event was completed or not, that's why it is imperfective. The event in sentence (e) is also imperfective but it refers to a habit in the past.

c-Terms for Various Aspects

When reading the literature related to tense and aspect, many aspectual terms are found. Table 1 shows some of these terms with examples:

Table 1: Terms for Various Aspects

Aspectual Terms	Examples
Perfective	I went there.
Perfect (a common conflation of aspect and tense)	We have arrived.
Imperfective	She is Reading a book (progressive) or she reads a book every day (habitual).
Continuous	He is playing or He knows.
Continuative	It is still raining.
Progressive	He is eating (ongoing and evolving action).
Stative	He knows Arabic (ongoing but not evolving).
Punctual	She slept.
Durative	She slept for a while.
Prospective	It is about to burst.
Habitual	I visit them every month.
Gnomic/generic	Humans speak (general truth).
Episodic	The bird flew (non-gnomic)
Pausative	They stopped talking for a while.
Resumptive	I resumed sleeping.
Delimitative	He played for an hour.
Iterative	She watches the same movie again and again.
Accidental	I accidentally knocked over the chair

Inceptive	I started to run (beginning of a new action: dynamic)
Inchoative	The flowers started to bloom (beginning of a new state: static)

In this paper, we adopt the previous classification of aspect (Lexical/Grammatical) because it is clearer and more efficient for studying tense and aspect acquisition for an Arab learner of L2. Moreover, it is the most used in literature related to tense and aspect and it involves the other aspectual terms.

For the lexical aspect, our choice goes for the classification of Vendler (1957) (state, activity, accomplishment and achievement) enriched by three semantic dimensions (dynamicity, durativity, telicity). This classification helps to investigate the dimensions of tense and aspect in both languages Arabic and English and establish concrete results and findings.

Finally, for the grammatical aspect, our choice goes for the distinction (perfective/imperfective) because it is related to the classification of lexical aspect that we chose and it can apply easily in both languages when making a contrastive approach.

Our choice of these classifications is not absurd or spontaneous but it is really based on a deep research in literature related to tense and aspect. Our main goal is to succeed to make a study that does not reach only professionals but also normal people like parents and students who find it difficult to acquire tense and aspect in L2.

3-Tense – Aspect Systems

In the literature related to tense and aspect, four major possibilities of tense-aspect systems can be found as following:

- a pure aspect system;
- a pure tense system;
- an aspect system by priority, combined with a tense system;
- a tense system by priority, combined with an aspect system.

In this paper, we will focus mainly on mixed tense-aspect system because both languages Arabic and English have this system. The obligatory category for English is tense, while it is aspect for Arabic.

Tense and Aspect in English and Arabic

1-Tense and Aspect in English

In English, the aspects of the present tense are the following:

- Present simple (not progressive, not perfect): "I write".
- Present progressive (progressive, not perfect): "She is singing".
- Present perfect (not progressive, perfect): "He has written".
- Present perfect progressive (progressive, perfect): "We have been travelling".

The aspects of the past tense are:

- Past simple (not progressive, not perfect): "I wrote".
- Past progressive (progressive, not perfect): "She was singing".
- Past perfect (not progressive, perfect): "He had written".
- Past perfect progressive (progressive, perfect): "We had been travelling".

The uses of the progressive are multiple and they may refer to the viewpoint of the speaker:

- I was watching TV when he came. (in middle of action).
- She has seen a lot in her life, but she has never seen this. (at end of action)

The use of progressive can have illocutionary forces or additional modal components such as:

- You are being innocent now. (deliberately)
- She is not lying to me! (forbidden)
- They are playing tomorrow. (decided)

Some other constructions can be used in English to express aspectual distinctions such as :

- Used to + Verb to express a past habit : "We used to sit here".
- Going to + Verb to express a future situation: "We are going to meet him next week".

2-Tense and Aspect in Arabic

In her study, Bouras (2006) states that "In Arabic, Tense and Aspect are rather of limited semantic expression when compared to other languages. Grammarians argue that the verb in Arabic refers to the polarized aspects of completed and incomplete action. It refers only to imperfect (incomplete) and perfect action largely ignoring those references in tense and mood which are so common in Indo-European languages. Tense and aspect in Arabic are expressed in terms of perfectiveness and imperfectiveness. The perfect is called الماضي and the imperfect المضارع." (p. 84)

According to Comrie (1976) "the difference between the Arabic perfective and imperfective cannot be purely one of aspect" (p. 78). He believes that Arabic perfective/imperfective is a case of tense/aspect opposition.

Tense perfective is characterized by suffixation and imperfective by prefixation or by a combination of prefix and suffix. We have three variations: person (first, second, third), number (singular, dual, plural) and gender (masculine, feminine).

English and Arabic have complementary tense-aspect systems in several respects. The obligatory category for English is Tense, for Arabic, it Is Aspect. These obligatory categories are inflected forms in both languages. In a sentence, obligatory Aspect in Arabic may imply Tense or obligatory Tense in English may imply Aspect.

3-Contrastive Analysis of Tense and Aspect in English and Arabic

It is appropriate to contrast tense and aspect in English and Arabic from the perspective of functional equivalence because structural, formal equivalence is often misleading (Sieny, 1986). Lado (1957) points out that the same grammatical function might be expressed through different 'media' in two different languages. In our case, the same verb form, even in the same language, may be used to express different functions. Therefore, the functional equivalence between tense and aspect in English and Arabic may be summarized, as in Table 2.

Table 2: Functional Equivalence between Tense and Aspect in English and Arabic

	English	Arabic
FETA - Present Simple	1.She washes her hands (event)	1.Same Tagsilu yadayhaa

	2. We start filming next month	2. Different: Future time is expressed by : * Present Simple: nabdau a-taswira a-shahra al-kaadema. *Future time forms: sa-/sawfa nabdau a-taswira a-shahra al-kaadema.
FETA Present Continuous	1. He is watching TV. (action in progress).	1. Different: present continuous is indicated by: * present simple: Yushahidu a-telfaza He watches TV or * active participle with no finite form: Huwa aatin nahwi. He is coming towards me.
	2. They are playing tomorrow. (future)	2. Different: future simple forms are used (for plans and arrangements): sa-/sawfa yalaabuna gadan. 'They will play tomorrow'.
FETA Present Perfect	1. I have met him.	1. Different: present perfect is expressed by: * present simple: arifuha mundu sanawaatin 'I know her for years'; i. e., 'I have known her for years'. * past simple: Mundu an kaabaltuhu 'Since I have met him; i. e., 'Since I met him'. * recent past: qad wajada hallan 'He has found a solution'.
FETA Present Perfect Continuous	1. I have been working here since 1995.	1. Different; present perfect continuous is expressed by: * present simple: Aamalu huna mudu 1995 'I work here since 1995; i. e., 'I have been working here since 1995. Or * past continuous: kaana yantadiruka saaatan 'He was waiting for you for an hour'; i. e., 'He has been waiting for you for an hour'.
FETA Past Simple	1. He found his wallet.	1. Same: Wajada mehfadatahu. 'He found his wallet'.

FETA Past Continuous	1. She was playing.	1- Different; two forms are used: * kaana + imperfect: kaanat talaabu 'Shee was playing'. * kaana + active participle: kaana naaiman 'He sleeping'; i. e., 'He was sleeping'.
FETA Past Perfect	1. She had read a book.	1. Different; many forms are used: *remote past: kaanat qad karaat kitaaban 'She had (already) read a book'. * past continuous: kaanat takrau kitaaban 'She was reading a book'. *recent past: qad karaat kitaban 'She read a book'; i. e., 'She had (just) written a letter'.
FETA Past Perfect Continuous	1. He had been reading a book.	1. Different; past perfect continuous is indicated by: *past continuous: kana yakrau kitaaban 'He was reading a book'; i. e., 'He had been reading a book'. * emphatic past continuous: laqad kaana yakrau kitaaban. 'He was reading a book'; i. e., 'He had been reading a book'.
FETA Future Simple	1. He will travel.	1. Different; three forms can be used: * future simple: sa-/sawfa yusafiru. 'He will travel'. *present simple: yalabuna gadan 'They will play tomorrow'. * active participle + future temporal adverbial. Ali musafirun gadan 'Ali travelling tomorrow'; i. e., 'Ali is travelling tomorrow'.
FETA Future Continuous	1. He will be watching TV.	1. Different; two forms can be used: *future continuous: sa-/sawfa yakunu naiman. 'He will be sleeping'. * present simple: Antadiruka I will be waiting for you.
Future Perfect	1. She will have found a solution.	1. Same: sa-/sawfa takunu qad wajadat hallan 'She will have found a solution'.

Future Perfect Continuous	1. She will have been waiting for two hour.	1. Different; future perfect is used: sa-/sawfa takunu qad entadarat mudata saaatayni 'She will have waited for two hours'.
----------------------------------	---	---

Table 2 shows that there is no one-to-one relationship between forms expressing tense and aspect in English and Arabic. Even in cases where the English and Arabic verb forms appear to be similar in their form classification (e. g., present simple, past simple, past continuous, future perfect ... etc.), their functions hardly match. For example, whereas English uses the past simple tense to express a habit in the past, Arabic employs the past continuous. The following example is given in English along with its equivalent in Arabic:

- She read a book every week last year.
- kaanat takrau kitaaban kula usbuin alaama al maadi
'She was reading a book every week last year'.

Furthermore, Arabic verb forms are used to express functions different from their counterparts. Thus, Arabic often uses at least two verbal forms to express a verbal form in English (Lado, 1957). In this regard, Ellis (1994) argues that the difficulty of learning a second language depends on the distance between the target language and the first language. Where the two languages are closely related, learning is facilitated; and where they are distant, it is not helped. Corder (1967) subscribes to this view. This old fashioned approach to transfer is replaced by an innovative one proposed by Vainikka and Young-Scholten (1994), who claim that what transfer in early stages of L2 acquisition are only lexical categories and their projections but not functional categories.

Language Transfer

1-Overview

In many cases, learners of L2 tend to apply knowledge from their native language to a second language when speaking or writing. This process is called language transfer which is also known as linguistic interference, crossmeaning and L1 interference. It is largely observed and discussed in learning and teaching English as a second language due to its important impact on the learner ability to acquire the new language.

Generally, we can distinguish between two types of language transfer. The first one is called positive transfer which occurs when the structure of a sentence is the same in L1 and L2 and here the learner succeeds to make a correct sentence. The second type is called negative transfer which means that by transferring knowledge from L1 to L2, the learner forms a wrong sentence in L2 because the structure is not the same in the two languages. Therefore, the greater the differences between the two languages, the more negative transfer can be expected.

In the relevant literature, the second type is most often discussed while the impact of positive transfer is most of the times unnoticed.

2-Impact on the Acquisition of Tense and Aspect for Arab Learners

Based on the contrastive analysis of tense and aspect in English and Arabic that we did and considering the impact of language transfer on the acquisition of tense and aspect, the following hypotheses and predictions arise for an Arab learner of L2:

- Arabic-speaking learners would encounter many difficulties in using the third person morpheme '-s'. They would fail to attach this morpheme to the English verb. As a result, uninflected forms would be frequently used as an attempt at present reference, which is usually indicated in Arabic by means of prefixes such as ta, ya, na, and a attached to the Perfect form.
- Progressive meaning in Arabic can be expressed by the Imperfect form, the active participle, or by kaana + Imperfect. This means that the construction of progressive tenses is different from that of their counterparts in English. As such Arabic speaking learners of the lower proficiency level would encounter difficulties in acquiring progressive forms in English in terms of either using auxiliary verb 'be' with the base form without inflection, or attaching the '-ing' ending to the base form without the auxiliary verb 'be', resulting in transfer.
- The lack of one-to-one relationship between forms expressing tense and aspect in English and Arabic would lead to difficulties in acquiring different tenses such as present perfect, present perfect continuous, past perfect, future perfect ... etc, and consequently transfer would occur. Arabic-speaking learners would use various verbal forms to express the functions of English tenses. They would, for example, use the Arabic past simple tense for the English present perfect. However, similar tense forms such as present simple and past simple would be easily acquired.
- Arabic-speaking L2 learners are sensitive to the semantic distinction between perfective and imperfective aspects on accomplishments and achievements since such a distinction is instantiated in their L1.
- Arabic-speaking L2 learners overgeneralize the use of the progressive aspect on English state verbs because this overgeneralization is initiated in their L1 Arabic.

Aspect Hypothesis

1-Overview

Over the last two decades the acquisition of tense-aspect morphology has been intensively investigated to account for the observation that emerging verb inflections appear to function in ways distinct from the target. This investigation has shown an interesting universal pattern in both first- and second-language acquisition. The development of tense-aspect morphology is strongly influenced by the lexical aspect inherent in the verb to which inflections are attached. This tendency has been observed in French (Bronchart and Sinclair, 1973), Italian (Antinucci and Miller, 1976), Greek (Stephany, 1981), and English (Bloom, Lifter, and Hafitz, 1980; Shirai and Andersen, 1995). The same tendency has also been observed in SLA. Robison (1990, 1995) and Jabbari (1998) study the acquisition of English, Andersen (1991) and Ramsay (1990) investigate the acquisition of Spanish, Housen (1994) examines the acquisition of Dutch, and Shirai and Kurono (1998) study the acquisition of Japanese.

The occurrence of this phenomenon in various languages indicates that the universal innate aspectual values of punctuality, telicity, and dynamicity provide the basic characterization of aspectual categories. The variations that occur among the aspectual systems of languages are departures from the general characterization of these categories. Thus, aspectual categories are not language-dependent. People distinguish the basic aspectual categories by using three universal aspectual values: [dynamic], [punctual], and [telic]. There appears to be, therefore, a common feature in all languages making stative verbs [-dynamic], activity verbs [+dynamic] and

[-telic], achievement verbs [+punctual] and [+telic], and accomplishment verbs [-punctual] and [+telic].

The above tendency, which has come to be known simply as the Aspect Hypothesis (Andersen and Shirai, 1994), has appeared under different names and formulations, including the Defective Tense Hypothesis, the Primacy of Aspect Hypothesis (Robison, 1990) and the Relative Defective Tense Hypothesis (Andersen, 1989). The Defective Tense Hypothesis states: "In beginning stages of language acquisition only inherent aspectual distinctions are encoded by verbal morphology, not tense or grammatical aspect" (Andersen, 1991, p. 307).

2-Aspect Hypothesis in relation to English and Arabic

The Arabic tense-aspect system is considered in detail, and relevant research hypotheses posed, hypothesizing that while the learners have their L1 as the initial state of SLA, they will resort to their native language only to the extent that universal principles of tense and aspect are not violated (see Jabbari, 1998). Arabic-speaking learners would, for example, use base forms of stative verbs as an attempt at present reference. The tendency to use uninflected forms seems to be a universal characteristic of early stages of language acquisition (Brown 1973). Moreover, learners would mark achievement and accomplishment verbs with past tense and the progressive. The use of past marking with achievement and accomplishment verbs is consistent with the universal entailments of these verbs. However, marking achievements with the progressive is consistent with the characterization of achievement verbs in Arabic, but not in English. It is a departure from the general characterization of aspectual categories. Therefore, marking achievements with the progressive can not be a violation of constraints on aspectual categories.

Conclusion

To conclude, we can say that tense and aspect acquisition in L2 English by native speakers of Arabic reveals different axes and areas of research.

This paper is a simple attempt to shed light on tense and aspect in both languages. At this level, two main points draw specifically the attention; the first is about the role and impact of language transfer while the second is about the aspect hypothesis and its validity for Arab learners of L2.

About the author :

Mahfood Alsalmi, holds PhD in EFL from Mohammed V University in Morocco. He worked as an English teacher in Saudi Arabia for twelve years in different stages as well as teaching abroad for four years in Morocco. Currently, he is working as an English supervisor in Taif, Saudi Arabia. He published two papers in the same field.

References

- Al-Tarouti, A.F. (2003). Lexical aspect and the acquisition and use of Arabic verbal forms. *Journal of King Saud University*, 15, 1, 3-20.
- Andersen, R. W. (1991). Developmental sequences: The emergence of aspect marking in second language acquisition. In T. Huebner & C. A. Ferguson, *Crosscurrents in Second Language Acquisition and Linguistic Theories* (305-224). Amsterdam: John Benjamins Publishing.
- Andersen, R. W. 1989. The theoretical status of variation in interlanguage development. In S. Gass, C. Madden, D. Preston, & L. Selinker, *Variation in Second Language Acquisition* (46-64). Clevedon, UK: Multilingual Matters.
- Andersen, R. W., and Shirai, Y. (1994). Discourse Motivations for Some Cognitive Acquisition Principles. *Studies in Second Language Acquisition*, 16, 1, 133-156.
- Antinucci, F., and Miller, R. (1976). How children talk about what happened. *Journal of Child Language*, 3, 1, 167-189.
- Binnick, R. I.(1991). *A Guide to Tense and Aspect*. Oxford: Oxford University Press.

- Binnick, R.I. (2012). *The Oxford Handbook of Tense and Aspect*. Oxford: Oxford University Press.
- Bloom, L., Lifter, K., & Hafitz, J. (1980). Semantics of Verbs and the Development of Verb Inflection in Child Language. *Language*, 56, 1, 386-412.
- BOURAS, M. (2006). A Form Oriented Study of the Acquisition of Tense and Aspect by Algerian Adult Learners of English. (Unpublished doctoral dissertation). Mentouri University, Constantine.
- Bronckart, J. P., and Sinclair, H. (1973). Time, tense, and aspect. *Cognition*, 2, 1, 107-130.
- Brown, R. (1973). *A First Language: The Early Stages*. Cambridge, MA: Harvard University Press.
- Chomsky, N. (1981). *Lectures on Government and Binding*. Dordrecht: Foris.
- Comrie, B. (1976) *Aspect: An Introduction to the Study of Verbal Aspect and Related Problems*. Cambridge: Cambridge University Press.
- Comrie, B. (1985). *Tense*. Cambridge: Cambridge University Press.
- Cook, V. J. (1988). Chomsky's Universal Grammar and Second Language Learning. *Applied Linguistics*, 6, 1, 3-18.
- Corder, S. P. (1992). A Role For The Mother Tongue. In S. M. Gass, and L. Slinker, *Language Transfer in Language-Learning* (18-31). Amsterdam: John Benjamins Publishing.
- Declerck, R. (1986). From Reichenbach to Comrie and Beyond. *Lingua*, 70, 1, 305-364.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Hockett, C. (1958). *A Course in Modern Linguistics*. New York: Macmillan.
- Housen, A. (1994). Tense and aspect in second language learning: The Dutch interlanguage of a native speaker of English. In C. Vet & C. Vetter, *Tense and Aspect in Discourse* (257-291). Berlin: Mouton de Gruyter.
- Hurford, J. R. (1994). *Grammar: A Student's Guide*. Cambridge: Cambridge University Press.
- Jabbari, A. A. (1998). *The Acquisition of Tense and Aspect by Persian-Speaking Learners of English as a Second Language*. (Unpublished doctoral dissertation). University of Durham, Durham.
- Jespersen, O. (1962). *Essentials of English Grammar*. London: Taylor, Garneft, Evans & Co.
- Kaplan, M. (1987). Developmental patterns of past tense acquisition among foreign language learners of French. In B. van Pafften, *Foreign language learning* (52-60). Rowley, MA: Newbury House.
- Lado, G. N. (1957). *Linguistics Across Cultures*. Ann Arbor: University of Michigan Press.
- Leech, G. N. (1971). *Meaning and the English Verb*. London: Longman.
- Lyons, J. (1968). *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press.
- Lyons, J. (1977). *Semantics*. Cambridge: Cambridge University Press.
- Quirk, R., Greenbaum, S., Leech, G., Svartvik, J. (1972). *A Grammar of Contemporary English*. London: Longman.
- Ramsay, V. (1990). *Developmental Stages in the Acquisition of the Perfective and the Imperfective Aspects by Classroom L2 Learners of Spanish*. (Unpublished doctoral dissertation), University of Oregon, Eugene.
- Reichenbach, H. (1947). *Elements of Symbolic Logic*. New York: Free Press Reidel.
- Robison, R. E. (1990). The primacy of aspect: aspectual marking in English interlanguage. *Studies in Second Language Acquisition*, 12, 1, 315-330.
- Robison, R. E. (1995). The Aspect Hypothesis Revisited: A Cross-Sectional Study of Tense and Aspect Marking in Interlanguage. *Applied Linguistics*, 16, 3, 344-370.
- Shirai, Y., and Andersen, R. W. (1995). The Acquisition of Tense-Aspect Morphology: A Prototype Account. *Language*, 71, 4, 743-761.
- Shirai, Y., and Kurono, A. (1998). The acquisition of tense-aspect marking in Japanese as a second language. *Language Learning*, 48, 2, 245-279.
- Sieny, M. E. (1986). Tense and aspect in English and Arabic. *Journal of College of Arts*, King Saud University, 13, 1, 41-59.
- Smith, C. S. (1978). The syntax and interpretation of temporal expressions in English. *Linguistics and Philosophy*, 2, 1, 43-100.
- Smith, C. S. (1983). A Theory of aspectual choice. *Language*, 59, 3, 479-501.
- Stephany, U. (1981). Verbal grammar in modern Greek early child language. In P. S. Dale & D. Ingram, *Child Language: An International perspective* (45-47). Baltimore, MD University Park Press.
- Vainikka, A. and Young-Scholten, M. (1994). Direct access to X-bar theory: Evidence from Korean and Turkish adults learning German. In T. Hoekstra, B. D. Schwartz, *Language Acquisition Studies in Generative Grammar* (265-316). Amsterdam: John Benjamins Publishing.
- Vendler, Z. (1957). Verbs and times. *The Philosophical Review*, 66, 143, 60.
- Vendler, Z. (1967). *Linguistics in Philosophy*. Ithaca, NY: Cornell University Press.
- White, L. (1991). Second Language Acquisition and Universal Grammar. *Studies in Second Language Acquisition*, 12, 1, 121-133.