

ASPECTUAL CLASSES AND TIME ADVERBIALS IN EFL TEACHING

Selma ELYILDIRIM*

Abstract: The interpretation of the sentences involving some aspectual properties and the time adverbials such as *in+time phrase*, *for+time phrase*, *right now*, and *at this point* is different in English in terms of duration and process and hence these time phrases distinguish activity verbs from accomplishment and achievement verbs. That is, activity verbs take for+time phrases as adverbial phrases but not in+time phrases. However, accomplishment and achievement verbs are used with in-phrases but not with for-phrases. Activity verbs with right now, at this point are acceptable, as well.

This study addresses the issue of whether Turkish learners of English know the restrictions concerning the use of time adverbials with aspectual classes, and if so, to what extent they understand and use them. The relationship between the comprehension and production of time adverbials in English sentences including aspectual classes and the learners' proficiency level in general is also examined in the study.

Key Words: Aspectual Classes, Time Adverbials, EFL Learning

I. Background

The aspect of a sentence is related to the way in which the event or state itself spreads out in time. There exists a difference between the temporal relations expressed in a sentence and the aspectual properties of the sentence as can be seen in the following sentences:

- 1) a. Carl wrote a poem.
- b. Edgar will eat a banana.

In examples (1a) and (1b) different time relations but the same aspectual structure are found. The time of the first and second sentence is different. The former is in the past tense and the latter is in the modal WILL. In terms of the aspectual properties, both of these sentences indicate an event that progresses through a series of intermediate stages and has a natural endpoint. In (1a) the natural endpoint is the completed form of the poem, in (1b) the natural endpoint is when the last bite of the banana is swallowed.

The second pair of examples includes two sentences that exhibit identical time relations but different aspectual properties:

- 2) a. Carl wrote a poem.
- b. Roy had a cold.

As stated before, sentence (2a) asserts the existence of an event that progresses through a series of stages to a natural endpoint. Sentence (2b),

* Yrd.Doç.Dr., Atatürk Üni, Fen Edebiyat Fakültesi, İngiliz Dili ve Edebiyatı ABD.

however, asserts the existence of a certain state. That is, it does not involve an idea of steady progression.

One can get the idea that aspectual properties of sentences are much more subjective than the time relations. In fact, as pointed out by Baker (1989: 476), there are four kinds of English rules in which aspectual properties of sentences play a definite role:

- rules governing the appearance of certain aspectual adverbials
- rules governing the interpretation of time adverbs
- rules governing the availability and interpretation of the simple present tense
- rules governing the availability and interpretation of the progressive construction (BE + present-participial verb phrase)

The effects of these four kinds of rules are obvious when time adverbials are inserted into the examples given above:

- 3) a. ?Carl wrote a poem *for forty minutes*.
b. Roy had a cold *for four days*.

The for-phrase adverbial, as indicated by putting a question mark before the sentence, is odd in (3a) but it is natural in (3b) since it expresses a state. (3b) is interpreted as uniform throughout an interval. (3a), by contrast, is an accomplishment and, as noted before, has a natural endpoint.

- 4) a. When John left the house, Carl wrote a poem.
b. When John left the house, Roy had a cold.

In the first example, the time of writing the poem follows the time when John left the house. However, in the second example, the time of having the cold involves the time when John left the house.

- 5) a. *Carl writes a poem.
b. Roy has a cold.

As can be seen above, the simple present tense is unacceptable in (5a) but it is acceptable in (5b). Similarly, in the following examples, the progressive is acceptable in sentence (6a), but not in sentence (6b):

- 6) a. Carl is writing a poem.
b. *Roy is having a cold.

These sentences show that there is a relationship between the aspectual properties of a sentence and the time adverbs they take or the temporal relations they express.

A. Basic Aspectual Classes

There are four major aspectual classes proposed by the philosopher Vendler (1967, cited in Bardovi-Harlig 2000: 215-216) and these classes are important when explaining the rules and their effects stated above. The classification relies on the presence or absence of the semantic features *dynamic* (i.e. to distinguish predicates indicating action such as *play* and *wake*

up from stative predicates such as *seem* and *know*) *telic* (i.e. to have inherent endpoints) and *punctual* (i.e. to distinguish achievement verbs from all other verbs):

States - They refer to states which generally do not involve any action on the part of their subjects. States continue without interruption over time. Examples of states include *seem*, *know*, *need*, *feel* and *be* as in (7):

- 7) a. Mary felt sad.
- b. This man is dead.

Activities - They are dynamic and durative. However, they do not have natural endpoints (i.e. *atelic*) like states. Examples of activities include *rain*, *play*, *work*, *walk*, *wander* and *talk* as in (8):

- 8) a. Susan talked to Jane.
- b. Roger wandered around the city.

Accomplishments - The examples presented in (1) involve accomplishment verb phrases: *write a poem* and *eat a banana*. They are dynamic and durative and also have natural endpoints as in example verbs *build*, *paint*, *prepare* and *grow up*. More sentences exemplifying accomplishments are below:

- 9) a. James built a house.
- b. Ann peeled the orange.

Achievements - They consist of the final aspectual class of verb phrases. The common point between accomplishments and achievements is to have a clear natural endpoint, but achievements differ from accomplishments in putting more emphasis on the endpoint than to any earlier point. The following example sentences clarify this striking feature:

- 10) a. Liz finished the report.
- b. Ron arrived at the station.

B. The Relationship between Aspectual Classes and Time Adverbs

Having classified the four major aspectual types, a more systematic examination of the rules presented in the first section can be undertaken. The commonly used adverbial phrases to indicate the duration of a state or event are headed by *in* or *for*. Nevertheless, the different interpretations available for the sentences containing phrases such as *in five minutes* should be recognised:

- 11) a. Amy Brown will swim four hundred metres in five minutes.

This is an ambiguous sentence with regard to the adverbial phrase. In one interpretation, as explained by Baker (1989: 478), the sentence means that the task of swimming four hundred metres will take five minutes from start to finish. In the other interpretation, the same sentence means that the swimming of the four hundred metres is scheduled to begin five minutes after the production of utterance. The first interpretation is aspectual in nature and it refers to time internal to the event itself. As to the second interpretation, it is relational and related to the time of the event relative to another time. This

study deals with the aspectual interpretation and ignores the other interpretation.

Accomplishments and achievements take *in* phrases since they have natural endpoints:

- 12) a. Ann peeled the orange in two minutes. (accomplishment)
 ?for two minutes.
- b. Liz finished the report in three weeks. (achievement)
 ?for three weeks.

States and activities take *for* phrases as they do not have such endpoints:

- 13) a. Roy had a cold for four days. (state)
 ?in four days.
- b. Susan talked to Jane for ten minutes. (activity)
 ?in ten minutes.

As seen in these examples, the difference between the aspectual classes with regard to the adverbial phrases they accept can be used to distinguish activities from accomplishments or vice versa. However, the application of this test to a variety of verb phrases produces surprising results. There are examples in which two verb phrases are headed by the same verb but have to be classified in different types. The following examples illustrate this point:

- 14) a. Terry drove to Manchester in an hour (*for an hour).
- b. Terry drove toward Manchester for an hour (*in an hour).
- 15) a. Tom rowed three miles in an hour (*for an hour).
- b. Tom rowed for an hour (*in an hour).

In (14), only the first sentence indicates that a specific goal is attained. (15a) expresses the fact that a definite distance was covered, but (15b) does not. Baker (1989: 480) writes the following rule to account for such examples:

Motion verb phrases in which a definite goal is reached or a definite distance is covered count as accomplishments, whereas motion verb phrases in which neither of these conditions holds count as activities.

Beside this contrast, there is another contrast between accomplishment and activity. The examples given below exhibit this contrast:

- 16) a. Alison ate a peach in three minutes (*for three minutes).
- b. Alison ate peaches for three hours (*in three hours).
- 17) a. Frank drank a glass of lemonade in thirty seconds (*for thirty seconds).
- b. Frank drank lemonade for thirty minutes (*in thirty minutes).
- 18) a. George read a novel in three days (*for three days).
- b. George read novels for three days (*in three days).

19) a. Jim wrote a poem in three days (*for three days).

b. Jim wrote poetry for three days (*in three days).

The first sentence in each pair involves some definite unit or amount of something, but the second does not. Baker (1989: 480) formulates the following rule for such cases:

If a certain verb phrase has a direct object that denotes a definite number or amount, and the verb phrase is an accomplishment, then a corresponding verb phrase in which the object denotes an indefinite number or amount will count as an activity.

The four basic aspectual classes that were explained differ from each other in the way in which the ordinary time adverbials such as *at two o'clock*, *yesterday morning*, *right now* denote individual points of time, whereas other adverbs such as *yesterday*, *last month*, *on Wednesday* denote intervals of time. The underlying rationale in different interpretation concerns the issue of 'where the state or event in question has to lie in relation to the time span denoted by the adverb' (Baker 1989: 481).

The following sentences will make this point clear. States are the most problematic in this regard. Suppose that John had a cold the day before and it lasted until ten o'clock in the evening. Suppose also that Jill arrived for a visit at four o'clock that afternoon. The sentences including the target time adverbs, giving information about these cases, are acceptable.

20) a. John had a cold the day before.

b. John had a cold when Jill arrived for a visit at four o'clock.

In the first example the time adverb involves the state, but in the second example the time adverb itself is included in the period in which the state is in effect.

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The case is different in activities and accomplishments. They have more limited interpretations:

21) a. Sophie talked to Bill yesterday.

b. Sophie talked to Bill at four o'clock.

22) a. Roger wrote an article yesterday.

b. Roger wrote an article at four o'clock.

The first sentence of each pair is understood in the same manner as the state sentence (20a). However the interpretations of sentences (21b) and (22b) are different from that of the state sentence (20b). The time expression *at four o'clock* can refer to the moment at which these events started.

For achievement sentences there is another interpretation. The time span of the adverb covers the final moment of the achievement in contrast with activities and accomplishments. Thus:

23) a. Michael spent several years finishing his novel. He finally finished it on August 15, 1994 (at five o'clock in the afternoon). (achievement)

b. *Michael spent several years writing his novel. He finally wrote it on August 15, 1994 (at five o'clock in the afternoon). (accomplishment)

Any time adverb that covers the final moment can be used with achievements.

In addition, the basic aspectual classes play a role in determining the possibilities for two contrasting interpretations for verb phrases. These interpretations can be called *punctual* and *habitual* ones. In punctual interpretation there is a state or event that occurs either once or some definite number of times, but, in habitual interpretation, there is a state or event that recurs with some degree of frequency as can be seen in the following examples:

24) a. John had a cold last week. (punctual state)

b. John occasionally had a cold. (habitual state)

25) a. Jane pestered the dog yesterday. (punctual activity)

b. Jane pestered the dog from time to time. (habitual activity)

26) a. Simon ate an apple last night. (punctual accomplishment)

b. Simon ate an apple three times a week. (habitual accomplishment)

27) a. Mike discovered a new restaurant on Friday. (punctual achievement)

b. Mike discovered a new restaurant several times a year. (habitual achievement)

In order to reach any of these interpretations one should consider the external circumstances stated below: 'So long as the verb phrase is of a form that makes sense with a habitual interpretation, then that interpretation is allowed.' (Baker, 1989: 484).

As to the punctual interpretation, Baker (1989: 485) says, 'if the event time is the same as the current reference point, a nonstate verb phrase cannot receive a punctual interpretation'.

The progressive construction puts some restrictions on the four basic aspectual classes as well. It comprises BE plus a present-participial verb phrase. In activities and accomplishments, a time adverb that refers to a single moment can be interpreted as indicating the point at which the interval begins. Therefore, the time adverb *at four o'clock* tells us the beginning time of the event, as discussed before in (21b) and (22b). Whereas the progressive construction creates a larger verb phrase that refers to a slice of an activity or accomplishment - a slice that can be as small as a single moment (Baker 1989: 487):

- 28) a. Sophie was talking to Bill at four o'clock.
b. Roger was writing an article at four o'clock.

As was expressed in (23), a single moment time adverb with an achievement refers to the endpoint of the event. However, when it occurs in a progressive construction, the adverb denotes the time of a prefinal slice of the event as in the following example:

- 29) Michael was finishing his novel on July 14.

II. Literature Review

The investigation of tense-aspect system has been the focus of many descriptive and empirical studies. Much of the work involving tense-aspect looked at the accuracy orders in the 1970s. Morpheme order studies dealt with the verbal morphology as examples of grammatical morphemes such as the plural and progressive, prepositions, articles, auxiliaries and the copula. Studies carried out by Andersen (1978) and Dulay and Burt(1973) provided evidence supporting the following order of verbal morphemes for both children and adults: -ing, irregular past, and third person singular -s. In a following study Dulay and Burt (1974) examined the order in relation with regular and irregular distinction in the past morphemes.

Ellis (1987) studied the accuracy order for three realizations of English past tense: regular and irregular past, and the past copula in terms of different styles. The relation of tense-aspect morphology to styles came to research agenda in the 1990s but in a different form as the studies made the comparison of findings across different tasks and variations of the same discourse types (Bardovi-Harlig 1994, 1999).

In the published work of the 1980s the trend changed and semantics that structures the tense-aspect gained importance (Bardovi-Harlig 2000: 2). That is, the aspect hypothesis indicating, as expressed by Andersen and Shirai (1994, cited in Bardovi-Harlig 2000: 196-197), that 'first and second language learners will initially be influenced by the inherent semantic aspect of verbs or predicates in the acquisition of tense and aspect markers associated with or affixed to these verbs', was investigated. A great number of studies tested this hypothesis by employing various data collection techniques: oral and written narratives, written cloze passages (Bardovi-Harlig and Reynolds, 1995; Collins 2002), judgement tasks (Collins, 2002) and interviews including informal conversation, personal and elicited narratives, and picture descriptions (Housen, 2000). In addition, several studies investigated the theoretical explanations made about aspect by providing some examples from different languages (Comrie 1976; Zucchi, 1999; van Gelderen 2003; van Geenhoven 2004). In van Geenhoven's study, the interaction of for-adverbials with accomplishment and achievement verbs was investigated by considering implicit frequentative aspect.

III. Research Design

Regarding the fact that there are different interpretations available for sentences involving time adverbials and basic aspectual types, the present study was designed to investigate whether learners of English are aware of the restrictions concerning the use of time adverbials with aspectual classes, and if so, to what extent they are aware of these restrictions. It also looked at whether there is a relationship between the proper use of time adverbials in English sentences and the learners' proficiency level. That is, it was examined whether learners whose proficiency levels in general English were high, were better than the others in applying the rules related to the time adverbials in English sentences.

In order to find out the answer to these questions an error recognition - correction task measuring both competence and performance was administered to sixty-five learners who study English as their major in the Department of English Language and Literature at Atatürk University. This task consisted of incorrect as well as correct sentences related to the structure under investigation and learners were asked to mark the correct sentences with a tick and the incorrect ones with a cross and write the correct form of these sentences. In the task there were 22 sentences assessing learners' knowledge of the relationship between the aspectual properties of verb phrases and the time adverbials. Ten distractor sentences were included in the task to direct learners' attention to some other grammatical structures. Learners were provided with several example sentences illustrating the procedure. As a brief reminder, the study was designed to examine the rules formulated by Baker (1989) to account for the restrictions of time adverbs, not all sentence types with aspectual properties.

Apart from the error recognition and correction task, a cloze test measuring learners' level of proficiency in general English was given to learners. There were eighteen blanks in this cloze test. The data was collected during a class hour. The materials used in the data collection are presented in Appendices.

IV. Results and Discussions

Having gathered the data, the analysis of the results was made to answer the research questions formulated in section III . The correct answers were given one point and the total number of correct answers for each learner and test item was found. Some sentences which were incorrect were specified as such but, rather than the incorrect part, the tense of the sentence or a lexical item was corrected. No point was given to such sentences. For the cloze test, both the correct and acceptable answers were counted and the total score obtained from the results was computed for each learner. Some basic statistical calculations were done. The results of these calculations are presented in Table I:

Table I. The overall results of the research materials

	N	Mean	Median	StDev
Error-recognition and correction task	65	11.66	11	2.92
Cloze test	65	11.43	12	3.04

* N: number of subjects

The average score was 11.66 out of 22 with a 2.92 standard deviation. It was slightly higher than half of the total number of sentences. In other words, the mean score of the correct answers given by learners was not very high for the sentences. These overall results revealed that learners were not completely aware of the restrictions put on sentences as regards to the usage of time adverbs.

The results of the cloze test showed that the proficiency level of learners was intermediate as they answered 11.43 blanks out of 18 correctly. However, the standard deviation of the cloze test was 3.04 and it was higher than that of the error recognition and correction task. The lowest score obtained from the cloze test was 6 and the highest score was 16. Learners were divided into three proficiency levels according to the results of the cloze test to find out the effect of proficiency on the acquisition of the target structure by Turkish learners of English. Learners who scored between 6 and 9 formed the low proficiency group, learners who scored between 10 and 12 formed the intermediate proficiency group and finally learners who scored between 13 and 16 formed the high proficiency group. The results given in Table II display the relationship between the proficiency levels and the correct answers provided by learners to the target structure:

Table II. The results of the error recognition correction task according to the levels of proficiency

	N	Mean	Median	StDev
High	22	12.59	13	2.77
Intermediate	31	11.41	11	2.74
Low	12	10.50	10.5	3.45

There was a slight difference among proficiency groups. The difference was nearly 1 point between each of the groups and this indicated that there was an effect of proficiency but it was not significant.

The results of the task were used to compute the differences among the individual scores for the test items. Both the raw scores and the percentage scores were found for the items. The results differed from one test item to another. Table III presents these results. Test items related to the same verb but the different time adverbs were inserted into the task in a mixed order but

they are presented together in the table. Thus the differences can be observed easily. Due to this reason the sentence number is given before the sentences and the results are discussed by referring to it:

Table III. The results of the task according to the sentences included in the task

Verb Phrases	Raw Score	Percentage Score %
S1. The doctor healed his wounds in two months.	41	63
S21. *This ointment should heal the wound for two days.	39	60
S6. The thief who stole the car drove toward the border of Mexico for an hour.	14	21.5*
S19. *To close the road, the police drove toward the bridge in an hour.	5	7.6*
S31. Dennis drove to San Diego in three hours.	41	63
S3. *Fiona can't talk on the phone now. She has a cold.	33	51
S7. *Maxim will see you in a minute. Right now he writes a report.	55	85
S11. *Fred must take a shower right now.	7	11*
S15. *Right now, Karen plays the piano.	52	80
S32. *Cecil will be free in a few minutes. At this point she finishes her lunch.	41	63
S5. The crew of the ship which sank in the Ocean rowed for twelve hours to reach the island.	31	47.6*
S13. *Tony and Liz rowed in an hour to reach the nearest land after the sea accident.	22	33.8*
S9. *In the restaurant, the poor man ate two pancakes for five minutes.	51	78
S26. The little girl was hungry and she ate two toasts in three minutes.	53	81.5
S10. He was so thirsty that he drank a glass of orange juice in a minute.	60	92
S28. *The little boy could not drink a glass of milk for a few minutes.	28	43*
S23. Frank read an article about animal products in an hour.	52	80
S29. *Cecile read an article discussing the advantages and disadvantages of technology for an hour.	18	28*
S14. Craig wrote an essay about air pollution in two days.	52	80
S2. *Jack wrote a poem to his girlfriend for two days.	35	54
S17. *The famous author spent several months writing his latest novel. He finally wrote it on August, 1995.	10	15*
S24. *Carol spent several days driving to Bristol. She finally drove there at seven o'clock.	24	40*

Sentences (1) and (21) did not cause serious trouble to learners as 63 % of learners judged the first sentence with *in two months* as a correct sentence and also 60 % of learners wrote the right form of the adverbial for (21) that is 'in two days'.

The results demonstrated that learners had difficulties in identifying the activity indicated in (6) and (19) when the verb phrase comprised the expressions *drove toward the border of Mexico for an hour* and **drove toward the bridge in an hour*. In fact for the former they corrected the sentence by writing 'in an hour', whereas the latter was accepted as the proper form of the target sentence. Only few learners were able to give the accurate answers (i.e. 21.5 % and 7.6 %, in turn). These sentences, as indicated before, do not count as accomplishments which refer to a definite goal which is reached or a definite distance which is covered. Yet the learners might have comprehended them like that. The same verb *drove* in (31) was given in the accomplishment form with the time adverbial *in three hours*. 63 % of learners succeeded in recognizing this correct sentence.

Learners made incorrect judgements about the sentences requiring the progressive aspect as well. First, in (3) *Fiona can't talk on the phone now. She has a cold*. They accepted the sentence as a correct one since it involved a delexical verb whose meaning was determined in connection with the noun following the verb. The results showed that learners gave the correct answers to sentences (7) and (15) and inserted '-ing' and 'to be' into the target sentences while correcting them. The percentages of the correct answers for these sentences were 85 % and 80 %, respectively. However, they were not successful in pointing out the restriction imposed on sentence (11) '*Fred must take a shower right now.*' with the time adverb *right now* as most of the learners accepted it as a correct sentence. Only 11 % of learners replaced the verb phrase *must take* with 'must be taking' in the study. The last sentence assessing the progressive form was sentence (32) *Cecil will be free in a few minutes. At this point she finishes her lunch*. 62 % of learners found the relationship between the time adverb *at this point* and the progressive form it requires. The others did not realise the error made in the sentence.

The percentage scores calculated for sentences (5) and (13) were below 50 % (i.e. 47.6 % for sentence (5) and 33.8 % for sentence (13)). Most of the learners thought that the time adverb should be *in twelve hours* in (5) and did not correct the adverb *in an hour* in (13).

Learners obtained high percentage scores from the sentences with the verb *eat* in the task. Both in (9) and (26) they produced the right response. 78 % of the learners taking part in the study identified the incorrect adverb *for five minutes* and altered it with the adverb *in five minutes* in sentence (9) and 81 % of the learners accepted as correct sentence (26). The high scores computed for these sentences might be attributed to the verb *eat* and its common use in

English. Learners might have come across with these structures before and hence they might have corrected the sentence.

A similar structure based on the distinction of denoting a definite number or amount, as in the previous examples, occurred in (10) and (28). The result of the percentage score calculated for the first sentence was the highest among the scores (i.e. 92 %), but it dropped to 43 % for the second sentence: *The little boy could not drink a glass of milk for a few minutes*. Learners could not specify the incorrect time adverbial in this sentence.

Likewise, the sentence pair (23) and (29) had the same distinction and (23) was answered correctly by most learners (i.e. 80 %) yet (29) was accepted by learners, though it was incorrect. Therefore the percentage score found for this sentence was low (i.e. 28 %).

More or less the parallel results were found for (14) and (2) using the definite number or amount versus the indefinite number or amount as a distinguishing feature. 80 % of learners put a tick to the sentence *Craig wrote an essay about air pollution in two days* and this was the correct mark. For (2) **Jack wrote a poem to his girlfriend for two days*, however, the percentage score of correct answers was 54.

Finally, there were two sentences in the task to measure learners' knowledge of the contrast between achievements and accomplishments: The sentences **The famous author spent several months writing his latest novel. He finally wrote it on August, 1995.* and **Carol spent several days driving to Bristol. She finally drove there at seven o'clock*. The percentage scores of correct answers were low for these sentences (i.e. 15 % and 40 % respectively). Learners accepted these sentences as correct ones but they require other verbs, such as 'finish' and 'get to', indicating achievements.

One striking aspect of the findings was to observe that learners rewrote some of the correct and incorrect sentences involving the adverb phrase headed by *for* in the present or past perfect tense. This implied that learners relied on the instruction given about the present perfect tense which is used together with *for* and *since* as common time adverbs.

V. Conclusions

In sum, the results of the study showed that learners have some difficulties with regard to the time adverbials which contain aspectual verb phrases. They do not know the restrictions related to the correct use of time adverbials in such sentences. These findings indicated the necessity of directing learners' attention to the subtle differences among the time adverbials while teaching the target items to learners.

Özet: In+zaman ifadesi, for+zaman ifadesi ve şimdi gibi zaman zarfları ve bazı görünüş özelliklerini içeren tümcelerın yorumu İngilizce’de farklıdır ve bu yüzden bu zaman ifadeleri eylem bildiren fiilleri, bir işin tamamlandığını veya başarıldığını belirten fiillerden ayırır. Yani, eylem fiilleri for+zaman ifadesini zaman zarfı olarak alırlar fakat in+zaman ifadesini almazlar. Bununla beraber, bir işin tamamlandığını ya da başarıldığını gösteren fiiller in-zaman ifadesiyle kullanılırlar fakat for-zaman ifadesiyle kullanılmazlar. Ayrıca, şu anda, şimdi zaman zarflarıyla birlikte kullanılan eylem bildiren fiiller kabul edilebilir.

Bu çalışma Türk İngilizce öğrencilerinin görünüş sınıflarıyla zaman zarflarının kullanımına ilişkin sınırlamaları bilip bilmediğini ve biliyorsa, bunları ne ölçüde anladıkları ve kullandıkları konusunu irdelemektedir. Çalışmada ayrıca öğrencilerin İngilizce yeterlilikleri ile görünüş sınıflarını içeren İngilizce tümcelerdeki zaman zarflarının anlaşılması ve üretilmesi arasındaki ilişki incelenmektedir.

Anahtar Kelimeler: Görünüş sınıfları, zaman zarfları, İngilizceyi yabancı dil olarak öğrenme

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Appendices:

Appendix I - Error Recognition and Correction Task

Read the following sentences written in English and decide whether the sentences are correct or incorrect. If you think that a sentence is correct put a tick (i.e. /) next to the sentence otherwise put a cross (i.e. X) next to the sentence and correct the part causing problem in the sentence. Example sentences demonstrating the procedure are given below:

1. The doctor healed his wounds in two months.
2. *Jack wrote a poem to his girlfriend for two days.
3. *Fiona can't talk on the phone now. She has a cold.
4. Considering their vast numbers in the seventeenth century, not much sheep are raised in Spain today. (Distractor)
5. The crew of the ship which sank in the Ocean rowed for twelve hours to reach the island.
6. The thief who stole the car drove toward the border of Mexico for an hour.
7. *Maxim will see you in a minute. Right now he writes a report.
8. A soccer match starts with the ball being kicked forwards from a spot in a center of the field. (Distractor)
9. *In the restaurant, the poor man ate two pancakes for five minutes.
10. He was so thirsty that he drank a glass of orange juice in a minute.
11. *Fred must take a shower right now.
12. The deep of the ocean is measured using sophisticated sonar equipment. (Distractor)
13. *Tony and Liz rowed in an hour to reach the nearest land after the sea accident.
14. Craig wrote an essay about air pollution in two days.
15. *Right now, Karen plays the piano.
16. Not only oil and also cattle are symbols of the great wealth of both Texas and Oklahoma. (Distractor)
17. *The famous author spent several months writing his latest novel. He finally wrote it on August, 1995.
18. It is not always possible to make oneself understood in a foreign country. (Distractor)

19. *To close the road, the police drove toward the bridge in an hour.
20. Fruit and vegetables should be carefully washed whether eaten fresh and cooked. (Distractor)
21. *This ointment should heal the wound for two days.
22. If England had won the Revolutionary War, the whole history of the English speaking world had been different. (Distractor)
23. Frank read an article about animal products in an hour.
24. *Carol spent several days driving to Bristol. She finally drove there at seven o'clock.
25. There are four major championships on the professional golf tour. (Distractor)
26. The little girl was hungry and she ate two toasts in three minutes.
27. In some English villages in the Middle Ages, the entire population caught plague died. (Distractor)
28. *The little boy could not drink a glass of milk for a few minutes.
29. *Cecile read an article discussing the advantages and disadvantages of technology for an hour.
30. In certain circumstances Congress can do nothing to prevent the president from taking action. (Distractor)
31. Dennis drove to San Diego in three hours.
32. *Cecil will be free in a few minutes. At this point she finishes her lunch.

Appendix II - Cloze Test

Choose the best word to fill each of the numbered blanks in the passage below. Write only ONE word for each blank. Read the whole text before you begin to answer the question.

Football or Polo?

The Wayle is a small river that cuts across the park near my home. I like sitting by the Wayle (1) _____ fine afternoons. It was warm last (2) _____, so I went and sat on (3) _____ river bank as usual. Some children (4) _____ playing games on the bank and (5) _____ were some people rowing on the (6) _____. Suddenly, one of the children kicked (7) _____ ball very hard and it went (8) _____ towards a passing boat. Some people on (9) _____ bank called out to the man (10) _____ the boat, but he did not (11) _____ them. The ball struck him so (12) _____ the nearly fell into the (13) _____. I turned to look at the (14) _____, but there weren't any in sight: (15) _____ had all run away! The man (16) _____ when he realized what had happened. (17) _____ called out to children and (18) _____ the ball back to the bank.