

**Syntactic development in the interlanguage systems of children and adolescents
acquiring English as a second language: an analysis of individual variation**

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LIST OF ABBREVIATIONS

CPH	Critical period hypothesis
L1	First language
L2	Second language
IL	Interlanguage
ESL	English as a second language
EAL	English as an additional language
OFSTED	Office for Standards in Education
NASSEA	Northern Association of Support Services for Equality and Achievement

ABSTRACT

The original focus of this dissertation was the ‘age factor’ in second language acquisition and unlike previous research, which has largely focused on the ‘end-product’ and success of different age groups, I aimed to concentrate on differences in the process of language acquisition. Using two stimulus-based oral production tasks, I analysed the syntactic development over four months of Pakistani children and adolescents acquiring English as a second language. However, it became apparent that what made the data interesting was the individual variation participants displayed and therefore this study moved away from comparing age groups and instead seeks to discover the extent of the variation in four of the participants’ interlanguage systems, analysing the rate and route of acquisition of temporal and aspectual distinctions. Results show that in their acquisition of four target structures, the participants all increase their use of the target structures but there is a great deal of individual variability in the rate at which learners develop. In terms of acquisition route, learners use similar devices to express the target structures but none of the participants use the same set of devices across the four months let alone in comparison with each other. By proposing stages based on the frequency of occurrence and emergence of devices it is possible to suggest that some learners move onto new acquisitional stages but others do not; furthermore the pattern of acquisitional stages is highly individual. The depth of analysis reveals some unexpected results which lead me to generate hypotheses about the nature of second language acquisition and I highlight that although it is possible to compare age groups with regard to rate of acquisition this obscures individual variation, which I argue gives a greater insight into the nature of second language acquisition than making generalisations based on variables such as age.

DECLARATION

No portion of the work referred to in this dissertation has been submitted in support of an application for another degree or qualification of this or any other university or institute of learning.

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CHAPTER ONE

Introduction

The ‘age factor’ has been a constantly recurring theme of language acquisition since Lenneberg’s (1967) ‘critical period hypothesis’ which claims that after puberty language acquisition is less successful and proceeds by a different route. Following on from my own previous research into child bilingualism (Smith 2007) I was interested in understanding why it seemed a child could gain the status of a ‘balanced bilingual’ (Hamers and Blanc 1989), whereas adults appeared to have difficulty in achieving native-like fluency in a second language. I assumed that the critical period hypothesis was supported and the original aim of this research was thus to test the hypothesis and investigate its implications for second language acquisition.

However my initial study of previous research soon revealed that in fact younger learners were not always more successful second language learners and adults could achieve native-like fluency in a second language. With one set of studies supporting the critical period hypothesis and another refuting it, I began to feel that testing and comparing the ‘success’ of different aged learners was somewhat futile since whatever my results, there would always be counter-evidence. Instead, influenced by studies concerning the differences in the route of development, I decided to investigate age-related differences in the process of second language acquisition by learners of English as a second language.

I soon realised however that my sample of ten participants was too small to make any real conclusions about the differences in development between two age groups and at the same time I started to notice a great deal of variability in the data which was more interesting than making generalisations based on age. Therefore the

focus of this dissertation has come to be an analysis of the development of individual learners in their acquisition of English as a second language, concentrating specifically on the syntactic development of temporal and aspectual distinctions. I consider the rate at which learners acquire the target structures, which other syntactic structures and devices they use to express the target structures and whether there is any indication that they are progressing to different acquisitional stages. Most importantly I highlight the individual variability and thus the research aim is to investigate the extent of the variation in the language development of learners of English as a second language. What then emerges are a set of unexpected findings which lead me to generate hypotheses about the nature of second language acquisition.

The outcome of this dissertation is a product of me approaching my research in one way but being open enough to let my aims and focus shift as I progressed through the study. Chapter two presents previous research on the critical period hypothesis and how this research informed my own study and influenced this shift in direction. Chapter three describes the procedures for participant access and selection, data collection, data presentation and data analysis, and informs how my methodology changed as a result of my change in research aims. Chapter four presents an analysis of the language development of each of the participants whilst chapter five discusses the findings and proposes hypotheses and areas for future research.

CHAPTER TWO

Theoretical Background

2.1 The critical period hypothesis

Lenneberg (1967) proposed a ‘critical period’ for language acquisition, beginning at age two and ending at puberty. The concomitant ‘critical period hypothesis’ (henceforth CPH) asserts that it is only during this period that it is possible for a language, be it a first language (L1) or second language (L2), to be acquired to “normal, native-like levels” (Birdsong 1999: 1) and that once this period is over language learning ability declines. Lenneberg claimed that L2 acquisition after puberty is less natural and successful, proceeds by a different route and that “automatic acquisition from mere exposure [to an L2] seems to disappear... [and] foreign languages have to be taught and learned through a conscious and laboured effort” (1967: 176). Lenneberg (1967) also argued that foreign accents cannot be easily overcome. According to Lenneberg (1967) such effects are due to the loss of brain plasticity which occurs when, at puberty, the process of interhemispheric specialisation is complete (the process by which the dominant hemisphere becomes specialised for language functions).

2.2 Supporting evidence

There are numerous studies which support the CPH and demonstrate that learners whose L2 acquisition begins during the critical period are more successful than those whose acquisition begins after puberty. Many of these studies focus on pronunciation skills in naturalistic settings, for example, Asher and Garcia’s (1969) study which involved 71 Cuban immigrants between the age of seven and nineteen who had been

resident in the United States for five years. The participants were judged by native speakers on their pronunciation and the results showed that the younger the child, the higher the probability of them being judged as having near-native pronunciation. Flege *et al.* (1999) found the same results in their study of 240 Korean immigrants in the United States as did Oyama's (1976) study of 60 Italian immigrants who had been resident in the United States for five to eighteen years.

With the same participants Oyama (1978) carried out a listening comprehension experiment and found that subjects who had begun acquisition before age eleven obtained scores similar to those of native speakers, while later arrivals did not. Patkowski (1980) tested the grammatical competence of 67 immigrants from various backgrounds in the United States and speech samples obtained from interviews were judged by native speakers for syntax; the results showed that younger participants scored higher ratings. Evidence to support the CPH also comes from a study of a formal instruction setting by Yamada *et al.* (1980) who studied the success of 30 Japanese pupils in learning a small number of words; the results showed that the older the age the lower the score.

2.3 Counter-evidence

In contrast to the empirical research which supports the CPH, there is also research which refutes the CPH since it shows learners whose L2 acquisition began after the onset of puberty being more successful than learners whose acquisition began during the critical period. This evidence mainly comes from formal instruction settings.

Studies of formal instruction settings include Asher and Price's (1967) in which participants (96 pupils from 2nd, 4th and 8th grade and 37 undergraduate students in America with no prior experience of Russian) underwent three short

Russian training units in which they listened to taped commands and watched them being responded to. The participants were then required to obey commands themselves and the results showed that adults were superior. Olson and Samuels' (1973) participants, three groups of native English speakers (elementary, junior high and college students), took part in a programme of phoneme pronunciation instruction in German and the results also showed that the two older groups performed significantly better than the elementary group on a post-test of pronunciation. Studies of primary school L2 teaching projects yield similar results: Ekstrand (1978) studied 1000 Swedish pupils between eight and eleven years old who had eighteen weeks English instruction via an audio-visual method. The results showed that on tests of pronunciation and comprehension, scores increased with age. More recently results from a project at the University of the Basque Country in Spain show that on a whole range of performance categories, the older beginners significantly outperform the younger beginners (see e.g. Cenoz 2003). Research on L2 immersion programmes also refutes the CPH, for example, Harley (1986) investigated the effects of different kinds of immersion programmes in Canada and found that on tasks such as story repetition and translation, the late immersion group performed better.

Finally there are a small number of immigrant studies which disprove the CPH, for example, Snow and Hoefnagel-Höhle (1978) studied 69 native English speakers living in Holland and the results showed that on a variety of tests older learners had an advantage in acquiring morphology and syntax and there was no, or very small, age differences on phonetic system tests.

There are also quite a number of studies which show that learners whose L2 acquisition begins after puberty can in fact achieve native-like proficiency, even in

pronunciation, which completely refutes the CPH. For example, Marinova-Todd (2003) investigated the performance of 30 post-pubertal learners of English from different language backgrounds on formal tests and found that two had native accents, six performed within the range set by the native controls for a spontaneous speech task and none performed any lower than the native controls on the sentence and discourse completion tasks. Similarly in Bongaerts *et al.*'s (1995) study, some of the Dutch participants who were late learners of English passed as native speakers for their pronunciation.

2.4 Reconciling the conflicting evidence

Many of the studies supporting the CPH focus on pronunciation and involve participants in naturalistic settings who have often had long periods of L2 exposure, whilst those studies refuting the CPH mainly focus on other competencies and formal instruction settings in which participants have often had short periods of L2 exposure. By analysing the studies in this way it is possible to see why the aforementioned contradictions may have occurred and subsequently researchers have claimed that L2 learners whose exposure to the L2 begins during the critical period are more successful only in some respects and that older L2 learners are initially more successful but in the long run younger L2 learners are more successful.

2.4.1 Younger learners are more successful only in some respects

It has been proposed that younger and older learners have success in different domains, for example, younger learners have more success in pronunciation. This claim is supported by studies such as Fathman's (1975) which found that amongst the 120 Korean- and Spanish-speaking students acquiring English in the United

States, the older learners performed better on morphology and syntax in structured oral interviews than the younger learners who performed better on phonology. Cummins (1980) differentiated language competencies along different lines, claiming that younger learners are more efficient at acquiring basic communication skills while older learners have greater cognitive and academic language proficiency. There is however evidence both for and against this hypothesis, and indeed section 2.2 demonstrates younger learners being more successful in domains other than pronunciation and section 2.3 shows older learners having more success in pronunciation; therefore the evidence for the claim that younger learners are more successful only in some respects is perhaps “a trend rather than an inexorable law” (Singleton and Ryan 2004: 87).

2.4.2 Younger learners are more successful in the long run

Krashen *et al.* make a distinction between short-term and long-term attainment, suggesting that “adults and older children in general initially acquire the second language faster than young children (older is better for rate of acquisition), but child second language acquirers will usually be superior in terms of ultimate attainment (younger is better in the long run)” (1979, reprint: 161). Indeed in the aforementioned immigrant study by Ekstrand (1976) the participants’ length of exposure to the L2 did not exceed more than eleven months, thus this study looked at short term attainment, and the results did show that the older learners were quicker and superior, whilst in Oyama’s (1976) aforementioned study the participants’ length of residence, and thus exposure, was at least five years therefore the studies concerned long term attainment and did indeed show that younger learners were more successful.

In formal instruction settings however it seems that the benefits of earlier and longer exposure disappear with age since post-pubertal learners catch up to those learners who began L2 acquisition during the critical period. For example, Oller and Nagato (1974) investigated the long term effects of primary school L2 instruction in Japanese schools by measuring the proficiency of 233 subjects, some who had had six years of primary school English instruction and others who had not; they found that at 7th grade there was a highly significant difference between the two groups, but the difference decreased by 9th grade and had disappeared entirely by 11th grade. One might then suggest that formal instruction leads to different age-related results to naturalistic settings with regards to eventual attainment and therefore that Krashen *et al.*'s (1979) argument cannot be corroborated. However, the two settings are not comparable since a period of five years in a naturalistic setting involves much more exposure than five years in a formal instruction setting and thus for Krashen *et al.*'s (1979) claim to be truly contested by studies of formal instruction, these studies would have to be extended over a sufficient period of time to be comparable with naturalistic settings. With regard to the rate of attainment, formal instruction studies do not offer any counter evidence, since the rapid catching up of the older learners to learners who began acquisition in childhood demonstrates a faster rate of acquisition.

2.5 Differences in process of acquisition

Unlike the studies discussed so far, which have been concerned with 'success', there is another area of research which focuses on the process of L2 acquisition. If as the CPH suggests, pre-pubertal L2 acquisition is more natural then differences in process of acquisition should be found between pre- and post-pubertal learners, with the pre-pubertal learners acquiring the L2 by the same 'natural' process as L1 learners

(Harley 1986). Evidence brought to bear includes studies which investigate the rank order of morpheme acquisition and studies which concern developmental stages in acquisition.

2.5.1 Morpheme Order Studies

The morpheme order studies investigated L2 acquisition development in naturalistic settings: the studies were cross sectional and analysed the accuracy of eight to eleven English morphemes, assuming that this accuracy order reflected an acquisition order. In some studies the orders found were compared with the order found in L1 acquisition (Brown 1973; deVilliers and deVilliers 1973) whilst in other studies the orders for L2 learners of different ages were compared to establish whether there was a universal L2 acquisitional order.

These studies used the Bilingual Syntax Measure (BSM), developed by Burt *et al.* (1976) to elicit speech from the participants: the BSM consists of seven cartoon pictures and a series of thirty-three questions administered by the researcher which are constructed in such a way that certain structure types will be almost unavoidable in the participants' responses, although the aim is to elicit natural speech. Dulay and Burt explain that "most verbal utterances... create occasions where certain functors are required" (1974: 43) and thus the data was coded "for the number of absent, partially correct, or fully formed morphemes supplied in obligatory context" (Rosansky 1976: 411-412). The studies calculated group averages and group means, and the morphemes were ranked with respect to their relative proportion correct in obligatory contexts.

2.5.1.1 Comparing L1 and L2 acquisitional sequences

Dulay and Burt's (1973) study investigated the acquisition of eight English grammatical structures by three groups of Spanish L2 speaking children between six and eight. Dulay and Burt (1973) found that the acquisition sequence was approximately the same for all participants: plural (-s), progressive (-ing), copula (is), article (a, the), auxiliary (is), irregular past (ate, took), 3rd person singular (-s), and possessive (noun-'s). Even though the L2 learners displayed a common order for the acquisition of certain L2 structures, this order differed to Brown's (1973) L1 order. Dulay and Burt (1974) compared the acquisition of eleven morphemes by 55 Spanish-speaking and 60 Chinese-speaking children between six and eight years old living in New York and found that the "sequence of acquisition of 11 functors obtained for Spanish and Chinese children are virtually the same" (Dulay and Burt 1974: 49) thus showing that L1 background does not have an influence, but again the order did not correlate with deVilliers and deVilliers' (1973) L1 order.

Support for Dulay and Burt's (1974) findings comes from studies such as Fathman's aforementioned (1975) study, which found that the sequencing of structures by all the participants was similar. Dulay and Burt argued that the reason the acquisitional sequence of morphemes is the same for children of different backgrounds is that "universal cognitive mechanisms (or strategies) are the basis for the child's organisation of a target language... [and because] it is the L2 system rather than the L1 system that guides the acquisition process" (1974: 38).

2.5.1.2 Comparing pre- and post-pubertal L2 acquisitional sequences

The question then arises as to whether the acquisitional sequence found for child L2 learners is the same as that of adult L2 learners. Bailey *et al.* (1974) carried out a

cross sectional study which emulated Dulay and Burt's (1974) methodology with 73 adults acquiring English in the United States, 33 of whom were Spanish-speaking. They found that the rank ordering correlated with Dulay and Burt's (1973) but not with deVilliers and deVilliers (1973), sequences for Spanish and non-Spanish speaking subjects were very similar and "children and adults use[d] common strategies and process[ed] linguistic data in fundamentally similar ways" (Bailey *et al.* 1974: 235).

Support comes from studies such as Larsen-Freeman's (1975) which involved 24 adults from four L1 backgrounds who were acquiring English in the United States. The results from several tasks including the BSM, showed similar sequences for each of the four L1 groups and the sequences correlated with Dulay and Burt's (1973).

The conclusions then are that adults of different language backgrounds learning English in a variety of host countries acquire a subset of eleven grammatical morphemes in a similar order and that this order is similar to child L2 learners, thus these morpheme order studies "have generally failed to find evidence of age related differences that would support the CPH" (Harley 1986: 39).

2.5.2.3 Criticisms

Larsen-Freeman (1976) sought to discover whether the same morpheme order existed if different data collection procedures were used: results showed that amongst the 24 adults of different L1 backgrounds acquiring English who partook in a variety of tasks including the BSM, the sequences from oral production tasks did correlate with Dulay and Burt's (1973) and with each other at both phases but this was not the case for other tasks.

The validity of the results of the morpheme order studies has also been questioned since one should expect that if the BSM was used to elicit speech data from L1 learning children, then the order should resemble the already established L1 order, but in fact it does not (Porter 1975). The other problem with the morpheme order studies is that they “looked only at the form of the morphemes [but]... whether or not such morphemes were used nontargetlike in contexts where they should not occur was of no concern” (Bahns and Wode 1980: 81).

A further problem is that the group scoring method obscures individual variation. In an attempt to prove that a rank order derived from spontaneous speech would not correlate with Dulay and Burt (1973), Rosansky (1976) actually found that it did but that it also correlated with deVilliers and deVilliers’ (1973) order. Rosansky (1976) therefore re-examined the data and found a great deal of individual variability but that this variance was obscured at each statistical treatment point and for two subjects the order of morphemes based on the BSM compared to spontaneous speech did not correlate for the same person at the same point in time. This raised serious questions about the validity of cross sectional studies since no cross sectional point appeared to resemble the longitudinal developmental order. Harley (1986) thus concludes that “although the accuracy order itself may prove to be largely impervious to age or the learner’s L1 background, it obscures the potentially different pathways that older and younger learners may take to reach those accurate target language forms” (Harley 1986: 43).

2.5.2 Developmental stages

Unlike the morpheme order studies which focused on a set of morphemes, there are a number of studies which endeavour to identify the stages of acquisition of particular

syntactic structures, such as interrogatives and negation (see Braidi 1999 for details of the stages of acquisition of these structures). Some of these studies have focused on parallels between L2 and L1 acquisition, for example, Gibbs (1990) found that the acquisition of the English modal auxiliaries *can*, *could*, *may* and *might* by 75 Punjabi speaking pupils in Sandwell, England, followed the same sequence as L1 acquisition. Other studies have compared the developmental sequences of different age groups, for example, Snow (1981) found that the acquisition of temporal conjunctions followed much the same course for older and younger English speaking learners of Dutch on a translation task which was administered three times during their first year of residence in Holland. Thus “research suggests that adult and child second-language learners pass through essentially the same developmental stages in their acquisition of selected linguistic forms” (McLaughlin 1984: 70) and that there is therefore no maturational point after which language learning becomes qualitatively different.

2.6 Aims and rationale

The above review shows that much of the research on age-related differences in L2 acquisition has focused on the ‘product’ at a particular point in time and on comparing younger and older learners with regard to who is ‘better’. Indeed the original aim of this dissertation was to investigate the CPH and discover whether or not the claim that younger L2 learners are more successful could be supported. However in light of the literature presented in this chapter one might argue that this is futile since the results of any study, whether favourable to the CPH or not, will always come up against counter-evidence. Furthermore the studies of the process of L2 acquisition influenced me to move away from this approach and instead

investigate the differences in development of different age groups since it became clear that “the study of the process... of [language acquisition] can inform the age factor discussion” (Dimroth 2008: 147). The original research question was thus ‘to what extent is the language development of children and adolescents acquiring English as a second language different?’ I expected to see not that one age group was ‘better’ than the other but that they were different, therefore I was testing the CPH claim that post-pubertal L2 acquisition proceeds by a different route.

At the start of this study I did not particularly consider how my approach to research was classified but I have since come to recognise that in trying to test the CPH I was taking a ‘positivist’ or ‘experimental’ research approach, which involves the “formulation of a hypothesis... that can be tested and proved or refuted” (Swetnam 2004: 36). Since I was not aware of the approach I was taking, I did not consider its methodology, for example, that ‘experimental’ research usually involves much larger numbers of participants than the number I was planning to investigate. At the same time as I came to recognise this, it became apparent that what made my data interesting was the variability the participants displayed. By carrying out experimental research such variability would not be recognised because positivist research homogenises its subjects rather than recognising the individual as unique and complex. Indeed the morpheme order studies were criticised for using a methodology which obscured individual variation. I therefore made a transition to an ‘interpretivist’ approach which “acknowledge[s] that there is no single objective reality” and does have “concern for the individual” (Cohen *et al.* 2007: 21).

The principal aim of this dissertation then is to investigate the extent of the variability in the individual learners’ interlanguage (IL) development over a period of fifteen weeks. The term ‘interlanguage’ was coined by Selinker (1974) to refer to

“the mental grammar that a learner constructs at a specific stage in the learning process” (Ellis and Barkhuizen 2005: 54). The particular type of development investigated here is the syntactic development of temporal and aspectual distinctions (simple and progressive present, simple and progressive past) since there seems to be a lack of research about the developmental stages L2 learners go through in acquiring these structures.

This dissertation first of all investigates the rate of development, that is, whether and to what extent there is an increase in the use of the target structures between the two time points. Although the focus is no longer to test the CPH, this dissertation does still test the CPH to some extent by questioning whether there is a difference in the rate of development of the younger and older participants. More importantly however it investigates the individual variation in rate of development. This dissertation then investigates the route of development and asks the following questions:

- ◆ What types of syntactic structures and devices do the learners use in trying to produce the target structures? (though this study does not attempt to explain the reasons behind the formulation of these devices)
- ◆ Does the frequency of occurrence and/or the emergence of different devices indicate that learners are at different acquisitional stages?
- ◆ Can any evidence be found to support the acquisitional sequences proposed by the morpheme order studies?
- ◆ How do the learners compare with regard to the route they take in acquiring the target structures?

In investigating the variability and dynamic nature of interlanguage systems some surprising results emerge regarding the number and types of devices used in June

compared with March. I ask why these results occur and this leads me to generate hypotheses about the way in which learners acquire forms and demarcate their functions. As such this study is congruent with non-positivist research in which “the research process is central, with theory developing from data after research has begun” (Taylor *et al.* 2006: 3). Due to the change in approach and aims outlined here, some of the decisions I made during my research are not congruent with non-experimental research, however in the following discussion of my methodology, such decisions will be highlighted as deriving from the positivist approach I originally took.

CHAPTER THREE

Methodology

3.1 Type of study

Unlike a cross-sectional study which “simulate[s] development over time by including many learners who are at different stages of L2 development... at one point in time” (Dulay and Burt 1980: 298), a longitudinal study investigates actual development by collecting data “at regular intervals over a certain period of time” (Dulay and Burt 1980: 297) and is “typically process oriented” (Ellis 1984: 13). Such a study is therefore both ideal and necessary for achieving the aims of this dissertation. In order to achieve the aim of studying individual variation in development a case study approach is needed which “focus[es] on one or a few instances [thus] allow[ing] the researcher to deal with the... intricacies of complex social situations” (Denscombe 2003: 38). Such an approach is compatible with a longitudinal study since longitudinal studies by their nature are usually restricted to a small number of participants. Although it is not possible to generalise due to the limited number of participants, Dulay and Burt assert that “rich speech samples from a small number of subjects... reveal as much if not more about universal trends in language acquisition as the use of relatively sparse speech corpuses from a large number of subjects” (1980: 297).

3.2 Participant access and selection

In order to find children who were acquiring English as a second or additional language (ESL/EAL) I identified areas of Manchester which had large immigrant communities since it was these citizens who would be acquiring English as a L2. I

then used the *Office for Standards in Education* (OFSTED: No date) website to search for schools in these areas and the *OFSTED* inspection reports on these schools to establish whether they had large numbers of ESL/EAL pupils. I contacted suitable schools via postal correspondence to request permission to carry out my study with their pupils and arranged meetings with the ESL/EAL coordinators in the schools from whom I received responses.

Since I was originally trying to test the CPH, I tried to isolate the age factor as an independent variable by keeping other variables constant. Indeed in experimental research “independent variables are precisely manipulated to prove causal effects on dependent variables” (Swetnam 2004: 36). I was therefore looking for pupils who had the same native language, same nationality, same length of residence in England, had no previous English language education but had been educated and had started school in England with the same level of English. With the ESL/EAL coordinators’ help I identified the pupils who would be suitable and it was on this basis that I selected two schools to work with. Five pupils were chosen from a primary school and five from a secondary school with the aim that four would act as ‘reserves’.

Before the study could go ahead I had to gain ethical approval from the University of Manchester, Criminal Records Bureau clearance and consent from the participants and their parents¹: these were all obtained successfully.

¹ See appendix one for copies of the parent/guardian and participant information letter and consent form.

3.3 Data collection

In order to investigate participants' language development I chose to collect samples of learner language since I believe "competence can only be examined by investigating some kind of performance" (Ellis and Barkhuizen 2005: 21). Indeed non-linguistic performance data such as grammaticality judgement tests have been criticised "as poor measures of real language ability" (Moyer 2004: 17). I decided to collect data using a natural communication task in which "the focus of the student is anywhere but on the language forms themselves... [and] the speaker subconsciously uses the grammar rules acquired to convey the message" (Dulay and Burt 1980: 299-300), thus allowing the investigator to make conclusions about the subject's subconscious grammar. I chose to collect samples of spoken language as I thought a spoken task would be perceived as less of a classroom task than a written task and would thus generate more willingness to participate.

I did not feel I could expect participants to talk liberally and therefore I decided to use stimuli. This also meant I would have more control over the type of language the participants produced; this was necessary as I was interested in analysing temporal and aspectual distinctions. I therefore devised two stimulus-based tasks which were designed to be interesting and visually stimulating for the participant: the first task involved the participant narrating the story of a picture book, whilst the second task involved watching a short film clip and reporting what happened. I gave the participants instructions at the beginning of each task to tell me what they could see and what was happening (in the picture book task) and to tell me what happened (in the film task). Depending on the participant, I often had to ask questions during the tasks in order to prompt them. In the first task I was trying to elicit the use of the present progressive, and where appropriate the simple present,

whilst in the second task I was trying to elicit the simple past, and where appropriate the past progressive. As such the data is a “clinically elicited focused sample” (Ellis and Barkhuizen 2005) since the “elicitation instrument is designed to induce learners to use some specific linguistic feature” (Ellis and Barkhuizen 2005: 30). Nevertheless I remained open to analysing other linguistic features and thus I allowed my questions to be spontaneous and varied, and made sure the content of the stimuli was diverse enough that participants could produce a range of responses.

In total each session with each pupil lasted around twenty minutes and took place on four separate occasions, every five weeks between March and June 2008. The stimuli changed upon each visit though the nature of the task remained constant in order to elicit the same types of syntactic structures. The tasks were carried out with each pupil individually on a one-to-one basis, in order to avoid adverse effects on performance due to the presence of peers, and were recorded on a digital Dictaphone. Since the participants had to be made aware that they were being recorded it was difficult to overcome the ‘observer’s paradox’, however the presence of the recorder did not appear to faze the pupils and they seemed at ease in my presence. Finally I carried out a pilot study with one of the participants in order to test the data collection procedures.

3.4 Data selection

Once the data had been collected I began transcribing and analysing the transcripts from the recordings in March. Since at this stage I was still aiming to test the CPH I selected the pupils who were most similar to each other in order to try and isolate the age factor. All participants were originally from Pakistan, had Urdu as their L1, had been educated in Pakistan, had had some prior exposure to English and all were

assessed when arriving at school as being of *Northern Association of Support Services for Equality and Achievement* Step Level 2² (NASSEA Step Levels: No date). However, Table 1 shows that there was variation in the participants' date of arrival in England and school enrolment (DOA and DSch), age of arrival and school enrolment (AOA, ASch), age, length of residence in months and amount of time attending school in months at the start of the study (A-SS, LOR-SS, Sch-SS).

Table 1 – Participant Profiles

NAME ³	SEX	DOB	DOA	DSch	AOA	ASch	A-SS	LOR-SS	Sch-SS
Durrah	F	05/12/01	Mar-07	12/03/07	4;3	4;3	5;3	12	12
Haaroon	M	11/05/01	Nov-06	01/11/07	5;6	6;6	6;10	16	4
Fahim	M	22/05/00	May-07	03/12/07	7;0	7;6	7;9	10	3
Mohammed	M	14/03/00	Mar-07	07/03/07	7;0	7;0	8;0	12	12
Yasmin	F	08/01/00	May-07	04/06/07	7;4	7;5	8;2	10	9
Jamira	F	25/11/95	Jun-07	03/09/07	11;6	11;9	12;3	9	6
Raani	F	03/12/95	Dec-07	28/01/08	12;0	12;2	12;3	3	1
Daliya	F	04/10/94	Mar-07	16/04/07	12;5	12;6	13;5	12	10
Nadira	F	15/01/93	Jul-07	01/11/07	14;6	14;10	15;2	8	4
Bushra	F	01/01/93	Mar-07	01/10/07	14;2	14;9	15;2	12	5

I did not start transcribing the data from Fahim and Haaroon as they had both lived in other European countries before arriving in England nor the data from Raani as her length of residence was much less than the others. Daliya was also excluded since she had been absent on my first visit in March. It was thus the six remaining participants whose data from March I began transcribing, focusing first on Nadira

² NASSEA Step Levels are part of an assessment criteria for the language skills of school pupils acquiring English as a L2.

³ To maintain the participants' confidentiality all names are pseudonyms.

and Bushra and on Yasmin and Mohammed as they were the same age as each other. However it was at this point that my approach changed as it became apparent that there was a great deal of variability in the participants' language and it seemed more interesting to analyse this than test the CPH. It also became evident that it was difficult to control the sample and that even with ten participants it would be difficult to test the CPH in a meaningful way. Consequently I decided that rather than transcribing and analysing all six participants, or even all ten, in order to explore the differences in development between the age groups, I would instead focus on only four as this allowed a greater depth of analysis. Since at this stage it was the transcripts from Nadira, Bushra, Yasmin and Mohammed which were the most complete, it was these participants who became the focus of my analysis. I also decided to focus on only the first and final time points (3rd March 2008 and 16th June 2008)⁴ in order to allow a greater depth of analysis.

Of course had I have had a non-experimental approach from the outset my sampling strategy might have been different since in case studies the emphasis is on “explication and illumination rather than variables” (Hart 2007: 327). However, even though I tried to control the variables, I did not succeed in doing so in a controlled experimental fashion and therefore my sampling strategy might be seen as ‘purposive’, where the cases to be included are handpicked “on the basis of [the researcher’s] judgement of their typicality or possession of the particular characteristics being sought... [and the sample is thus] satisfactory to [the researcher’s] specific needs... [but] does not pretend to represent the wider population” (Cohen *et al.* 2007: 114-115). Such a strategy is compatible with non-experimental research, however, even if I had succeeded in controlling the variables,

⁴ See appendix two for details of the task stimuli used in these months.

the findings would not necessarily have been undermined by having used an experimental approach. What is most important in non-experimental research is to be transparent so that the reader can appreciate the findings in an informed way and to be credible, ensuring that data collection, data analysis and so on follow rigorous procedures.

3.5 Data presentation

The data has been transcribed in CHAT format within the CLAN program, both of which are used by CHILDES, the child language component of TalkBank, which is an online system for sharing and studying conversational interactions (MacWhinney 2000). I am familiar with these tools and therefore using them was the most practical option. Since I did not intend to contribute to the database I have been able to adapt the CHAT transcription format to suit my needs. I have used only some of the symbols listed in the CHAT manual (MacWhinney 2000) because not all of them were necessary⁵ and in the participant and ID file headers I have used the first three initials from participants' names for the code rather than their role. This means that in the examples from the transcripts⁶ it is clear whose data the example comes from. I have also used my initials, *ELS*, rather than my role for my code. The data extracts are given the letters *M* or *J*, to indicate whether they are from March or June, and line numbers which correspond to the line numbers in the CLAN files. By using the same format for all participants I have ensured continuity between the transcripts which makes analysis easier and more consistent. Interpreting and transcribing speech is a subjective task and therefore in order to ensure further consistency I always checked

⁵ See appendix three for the transcription conventions used in this dissertation.

⁶ See appendix four to seven for data extracts.

my transcriptions and used the appropriate symbols to indicate when I found a word unintelligible or was taking a best guess at a word.

3.6 Data Analysis

3.6.1 Interlanguage analysis

Since the focus of this dissertation has come to be an analysis of the learners' interlanguage systems, this study employs an interlanguage analysis, or 'frequency analysis', which "captures the gradual and dynamic nature of interlanguage development... [and] examines learner language in its own right rather than in relation to target language norms and thus avoids the comparative fallacy" (Ellis and Barkhuizen 2005: 93), that is, it does not view the learners' language as flawed in the same way as the 'obligatory occasion analysis' used in the morpheme order studies. Instead of focusing on how accurately a learner uses a target structure, frequency analysis "examines the various devices a learner uses in order to perform a specific grammatical feature... computes the frequency with which each of these devices is used by the individual learner... and, therefore, can account for the inherent variability in learner language" (Ellis and Barkhuizen 2005: 93). In addition, "by comparing the devices used at one stage of development with those used for the same linguistic feature at another time it is possible to describe the developmental route" (Ellis and Barkhuizen 2005: 93). Such an analysis is thus ideal and necessary for achieving the aims of this dissertation as it does not confine me in my analysis and it allows for variety and variability to be found.

3.6.2 Identifying utterances for analysis

The first stage of data analysis involved identifying the obligatory contexts for the four target structures, or rather, which parts of the transcripts I was going to analyse. I had to ensure that I was rigorous in my methods in order for the data analyses to be consistent and comparable. I therefore adhered to the following rules:

1. Exclude infinitives with *to*, gerunds, verb phrases including modal auxiliaries, the future expressed by the present progressive or *be+going+to+infinitive* and any other utterances which required a temporal and/or aspectual distinction other than the four target structures under analysis.
2. Include comment clauses (for example, *I think*).
3. When the participant retraces without correction or makes a false start, take the repeated and/or completed utterance as a token and not the false start or the part that has been repeated.
4. When the participant retraces with correction, then if it is the content that changes, for example a different lexical verb is used, count both instances, but if the correction involves adding or eliminating an auxiliary or a verb inflection, then count only the first token.
5. If potential or present parts of the verb phrase are highlighted as being unintelligible, best guesses or incomplete then do not take the verb phrase as a token.
6. Exclude utterances where 's could be either a contraction of *is* or *has*.
7. Exclude direct speech.
8. Exclude repetitions of or instances of completing my utterances.

Once the obligatory contexts were identified, they were counted and double-checked.

3.6.3 Identifying targets

Once obligatory contexts for the four syntactic structures had been identified I then had to identify which of the four structures was the target because in some cases it was ambiguous. This was largely down to my interpretation, therefore I had to ensure that I was especially consistent. By identifying the target of the devices and structures used by the participants I was not just looking at what these devices and structures were, but how they were used to communicate and thus I was to some extent carrying out a 'functional analysis' (Ellis and Barkhuizen 2005).

The main target of the picture book task was the present progressive since the majority of my questions were framed in the present progressive, however, in some situations the simple present was more appropriate or was required. The simple present was accepted as the target if the utterance included a modal auxiliary such as *can*, if the utterance was a comment clause such as *I think*, if the verb was a copula verb such as *be* and if the lexical aspect of the verb was stative and thus the verb could not or normally did not occur with the progressive aspect. In all other circumstances the target was taken to be the present progressive. The main target of the film task was the simple past and almost all of my questions were framed in the simple past, thus all instances of a subject and one verb form were taken to be an attempt at the simple past. However sometimes participants used the present progressive or elements of it, thus suggesting they were trying to produce the past progressive. In many cases the past progressive was entirely ungrammatical because the prompt question was framed in the simple past or because of the stimulus context or surrounding structures. However, it was accepted that the target was the past progressive if my question was framed in the past progressive, and it was also recognised that with certain verbs and in response to certain questions such as *what*

happened, which gives more narrative freedom than *what did he do?*, the past progressive was as viable a response as the simple past. Once the target of each token had been established the number of obligatory contexts for each target in each task was calculated and double checked.

3.6.4 Coding the tokens

Since I employed a frequency analysis the tokens were not coded as right or wrong, but instead each device was taken in its own right and the frequency of a particular device was calculated then double-checked until the total number of all devices matched the total number of obligatory contexts. Originally I treated the target structures within a task separately, thus the percentage of a device was calculated by its frequency divided by the total number of obligatory contexts for that target and multiplied by 100. However, by doing this the linguistic behaviour of the participants was obscured, since in some cases participants used overwhelmingly more utterances whose target was, for example, the simple present rather than the present progressive and by examining the target structures in isolation it appeared that they used the present progressive quite frequently when they did not. Therefore the tasks are examined as a whole, with both simple and progressive aspects together (though it is indicated which devices have which structure as their target).

Sometimes tokens were ambiguous as to what type of device they were due to the irregularities of English. For example, *put* could be the infinitive, the simple present or the simple past. I therefore gave the participants the benefit of the doubt and coded *put* as the simple past in the film task. In the picture book task *put* like other verbs could either have been the infinitive form or, if the subject was not third person singular, the simple present. When the subject was not the third person

singular and when the target was the simple present, I gave participants the benefit of the doubt and coded such verbs as the simple present rather than the infinitive. I did not code overgeneralised forms such as *singed* separately since they “showed clearly that the child had acquired the ...rule, and was simply applying it to exceptional cases” (Dulay and Burt 1974: 42), nor did I code cases of incorrect concord separately as they did not constitute large numbers, they still displayed the appropriate tense/aspect and I was not concerned with concord as a linguistic feature. Contracted *be* (either with the present progressive or as a copula) was generally categorised separately from the full form, except when it was being used as a copula verb and the numbers were very small, whilst objects in complements clauses were generally categorised separately from adjectives and adverbs except when the numbers were small.

CHAPTER FOUR

Analysis

4.1 Devices used to express target structures

The principal target structures of the picture book and film tasks are the present progressive and simple past respectively, though the simple present and past progressive respectively are also appropriate, or even required, in some cases. The present and past progressive are constructed with a subject, the present or past finite form of the auxiliary verb *be* and the present participle of the lexical verb, constructed with the inflectional suffix *-ing*. The simple present is constructed with the subject and the base form of the lexical verb, which in the third person singular has the inflectional suffix *-s*, whilst the simple past is constructed with the subject and the past participle of the lexical verb, which for regular verbs is constructed with the inflectional suffix *-ed*. The participants use a wide range of devices, which are outlined below, to express the target structures. However, it is important to remember that not all of these devices are used with a high frequency and/or by all of the participants, indeed some of these devices are unique to a particular participant. After outlining the devices I will therefore analyse the individual behaviour of the participants with regard to these devices.

4.1.1 Picture book task: present progressive

It can be seen from Table 2 that some devices used to express the present progressive, (1) and (9), lack a lexical verb, thus relying on the context to express the verb, others exclude the subject as in (2), (3) and (7) and sometimes there is only a lexical verb, as in (4-6). Other devices demonstrate elements of the present

progressive but something is omitted such as the auxiliary verb (8) or the present participle inflection (10). Devices (11) and (12) might be construed as an attempt at the present perfect, however, this would require the auxiliary verb *have* and the perfect participle in (11) and the perfect participle in (12). More importantly the context of the pictures being referred to, do not support the use of the present perfect. Finally device (13) is the target structure, either used with a full or contracted auxiliary whilst device (14) is the past progressive. Examples from the data showing these devices being used can be found in appendix four.

Table 2 – Devices used to express the present progressive

DEVICE NUMBER	STRUCTURE OF DEVICE
1	Subject+Object
2	Infinitive
3	Past Participle
4	Subject+Infinitive
5	Subject+Simple Present <i>verb</i>
6	Subject+Past Participle
7	Present Participle
8	Subject+Present Participle
9	Subject+Simple Present <i>be</i> +Ø+Object/Adverb/Adjective
10	Subject+(Contracted) Simple Present <i>be</i> +Infinitive
11	Subject+Simple Present <i>be</i> +Past Participle
12	Subject+Simple Present <i>have</i> +Present Participle
13	Subject+(Contracted) Simple Present <i>be</i> +Present Participle
14	Subject+Simple Past <i>be</i> +Present Participle

4.1.2 Picture book task: simple present

Table 3 shows that the majority of the devices used to express the simple present use the present copula *be*, usually followed by an object, but preceded by a variety of

forms, such as the demonstrative pronoun *this* (17), the deictic expression *here* (18), existential *there* (19), the third person plural subject pronoun (20) or a nominal subject (22). It can be seen in devices (21) and (23) that there is no verb, but the context suggests the verb is most likely the copula *be*, whilst (24) and (25) show both the present and past copulas being used with adjectives and adverbs. Finally (16) is the target structure, the simple present, whilst (15) occurs with third person singular subjects and thus lacks the suffix *-s*. Examples from the data showing these devices being used can be found in appendix five.

Table 3 – Devices used to express the simple present

DEVICE NUMBER	STRUCTURE OF DEVICE
15	Subject+Infinitive
16	Subject+Simple Present <i>verb</i>
17	this+is+Object
18	here+is+Object
19	there+Simple Present <i>be</i> +Object
20	They+are+Object
21	Subject+Object
22	Subject+(Contracted) Simple Present <i>be</i> +Object
23	Subject+Adverb/Adjective
24	Subject+(Contracted) Simple Present <i>be</i> +Adverb/Adjective
25	Subject+Simple Past <i>be</i> +Adverb/Adjective

4.1.3 Film task: simple past

Table 4 shows that sometimes the participants do not inflect the lexical verb as in (29) or use the simple present inflectional suffix *-s* as in (30). Other devices employ the same structure but omit the subject as in (27-28). Device (31) on the other hand is the target structure. The participants also use copula forms, as in (32) with the

deictic expression *here* or existential *there*, and in (33) with a nominal subject. However it is only in (34) where this copula is in the past tense rather than the present. Sometimes participants omit the verb completely as in (26) where presumably the missing verb is the copula *be*. The other devices (35-38) all seem to be trying to express the progressive aspect since they contain either the present participle only, or the auxiliary verb *be* (be it in the present or past tense) and a lexical verb (be it inflected for the present participle or not). Nevertheless the progressive aspect is not grammatical in the contexts that these devices are used. Examples from the data showing these devices being used can be found in appendix six.

Table 4 – Devices used to express the simple past

DEVICE NUMBER	STRUCTURE OF DEVICE
26	Subject+Object/Adverb/Adjective
27	Infinitive
28	Past Participle
29	Subject+Infinitive
30	Subject+Simple Present <i>verb</i>
31	Subject+Past Participle
32	(t)here+Simple Present <i>be</i> +Object
33	Subject+(Contracted) Simple Present <i>be</i> +Adverb/Adjective
34	Subject+Simple Past <i>be</i> +Adverb/Adjective
35	Present Participle
36	Simple Present <i>be</i> +Infinitive
37	Subject+(Contracted) Simple Present <i>be</i> +Present Participle
38	Subject+Simple Past <i>be</i> +Infinitive

4.1.4 Film task: past progressive

There are some situations in which participants use devices which seem to be trying to express the progressive aspect, but where, unlike devices (35-38), the use of the past progressive is actually possible or is even required. Table 5 shows the devices which are used when this is the case. Examples from the data showing these devices being used can be found in appendix seven.

Table 5 – Devices used to express the past progressive

DEVICE NUMBER	STRUCTURE OF DEVICE
39	Subject+Contracted Simple Present <i>be</i> +Infinitive
40	Present Participle
41	Subject+Present Participle
42	Subject+Contracted Simple Present <i>be</i> +Present participle
43	Subject+Simple Past <i>be</i> +Present participle

4.2 Yasmin

4.2.1 Picture book task

In the picture book task Yasmin clearly aims for the present progressive more than the simple present (80% and 88% of utterances in March and June respectively have the present progressive as their target). Table 6 and Figure 1 demonstrate the constructions Yasmin uses in the picture book task and their frequencies in each month.

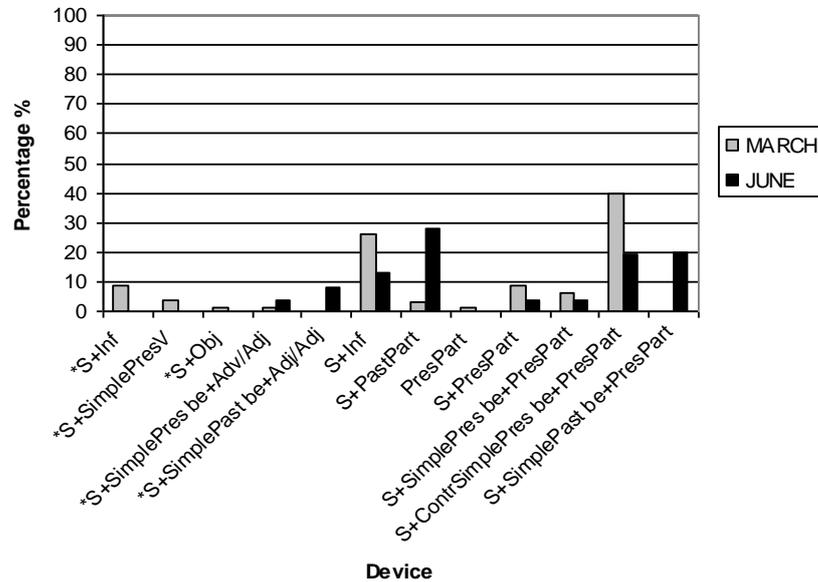
In aiming for the present progressive Yasmin achieves the target structure (including both the contracted and uncontracted auxiliary) 44% of the time in March, making this the device with the highest frequency. However instead of the frequency of the present progressive having increased in June, it has actually almost halved. In June it is the simple past that is used the most, in fact having increased by nine times

from March to 28%. It is only used with the verb *say* in March and mainly with *say* in June. The past progressive is also introduced in June with a variety of verbs. It has the second highest frequency of occurrence in June, the construction with the third highest frequency being the present progressive. This contrasts with March where the devices with the highest three frequencies were the present progressive, *subject+infinitive* and *subject+present participle*. The number of devices used for the present progressive, rather than decreasing, actually stays constant between the two months. When the target is the simple present four of the devices disappear and one, the past copula, is introduced in June, though this is perhaps not too surprising since the actual number of obligatory occasions is less in June than March for the simple present.

Table 6 - Yasmin: Devices used in picture book task (*indicates simple present is target rather than present progressive)

DEVICE	MARCH (N)	MARCH (%)	JUNE (N)	JUNE (%)
*S+Inf	6	9	0	0
*S+SimplePresV	3	4	0	0
*S+Obj	1	1	0	0
*S+SimplePres <i>be</i> +Adv/Adj	1	1	2	4
*S+SimplePast <i>be</i> +Adj/Adj	0	0	4	8
S+Inf	18	26	7	13
S+PastPart	2	3	15	28
PresPart	1	1	0	0
S+PresPart	6	9	2	4
S+SimplePres <i>be</i> +PresPart	4	6	2	4
S+ContrSimplePres <i>be</i> +PresPart	28	40	10	19
S+SimplePast <i>be</i> +PresPart	0	0	11	20
TOTAL	70	100	53	100

Figure 1 - Yasmin: Devices used in picture book task (*indicates simple present is target rather than present progressive)



4.2.2 Film task

Overall in the film task the simple past is the target 55% and 90% of the time in March and June respectively, whilst the remaining percent of the time it is ambiguous whether Yasmin is intending to produce the simple past or the past progressive. Table 7 and Figure 2 demonstrate the constructions Yasmin uses in the film task and their frequencies in each month.

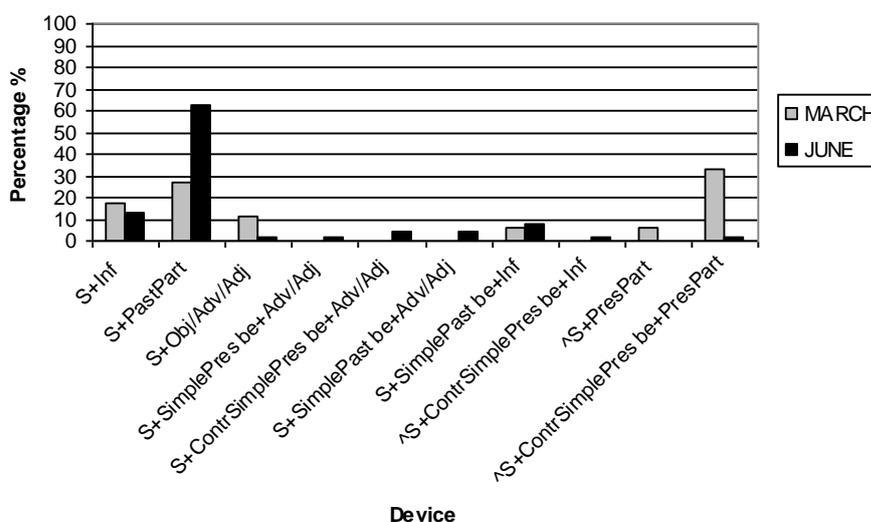
Yasmin achieves the target structure of the simple past 27% of the time in March, making it the device with the second highest frequency, however, by June the simple past is used more than any other device at a rate of 63% of the time. In March the simple past is mainly used with *put* and in June with *put* and *say*, though in June it is also extended to a number of other verbs. In both months the simple past and the device *subject+infinitive* are among the three most frequently used devices, with the present progressive having the highest frequency in March and the device

subject+contracted simple present be+infinitive having the third highest frequency in June. The number of devices increases from March to June.

Table 7 - Yasmin: Devices used in film task (^indicates past progressive could be target instead of simple past)

DEVICE	MARCH (N)	MARCH (%)	JUNE (N)	JUNE (%)
S+Inf	3	17	6	13
S+PastPart	5	27	29	63
S+Obj/Adv/Adj	2	11	1	2
S+SimplePres <i>be</i> +Adv/Adj	0	0	1	2
S+ContrSimplePres <i>be</i> +Adv/Adj	0	0	2	4
S+SimplePast <i>be</i> +Adv/Adj	0	0	2	4
S+SimplePast <i>be</i> +Inf	1	6	3	8
^S+ContrSimplePres <i>be</i> +Inf	0	0	1	2
^S+PresPart	1	6	0	0
^S+ContrSimplePres <i>be</i> +PresPart	6	33	1	2
TOTAL	18	100	46	100

Figure 2 - Yasmin: Devices used in film task (^indicates past progressive could be target instead of simple past)



4.3 Mohammed

4.3.1 Picture book task

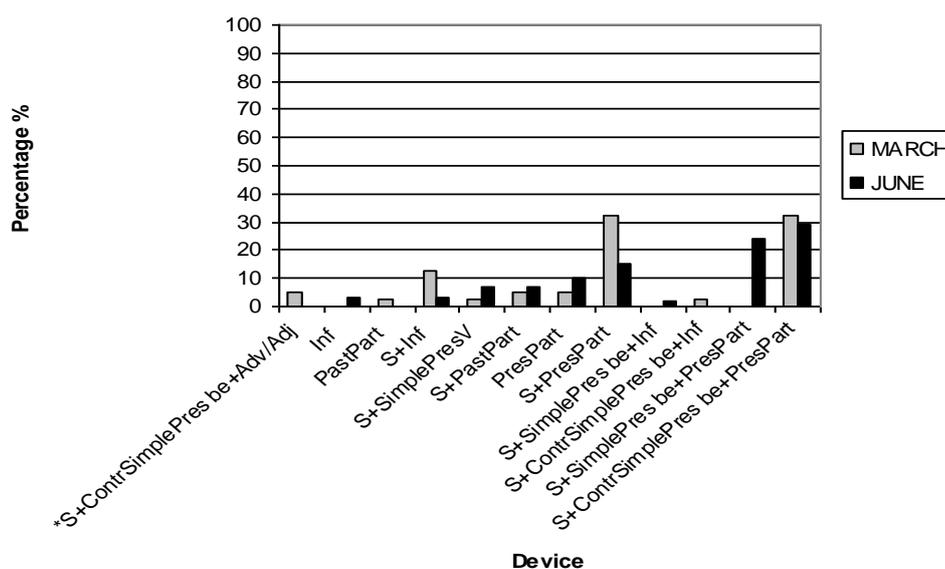
In the picture book task Mohammed aims for the present progressive 95% of the time in March and 100% of the time in June. Table 8 and Figure 3 demonstrate the constructions Mohammed uses in the picture book task and their frequencies in each month.

If the target structure with the full auxiliary and contracted auxiliary are considered together it can be seen that there is an increase from 32.5% frequency in March to 53% in June and in both months the target structure is the device with the highest or joint highest frequency. In both months *subject+present participle* is the device with the second highest frequency, though the frequency halves from 32.5% in March to 15% in June. In March the device with the third highest frequency (12.5%) is *subject+infinitive* though in June it is the present participle which has the third highest frequency in June, having doubled to 10%. The frequency of the past participle, be it with the subject or without, remains under 10% and in all but one case occurs with the verb *say*. The number of devices used also remains fairly constant.

Table 8 - Mohammed: Devices used in picture book task (*indicates simple present is target rather than present progressive)

DEVICE	MARCH (N)	MARCH (%)	JUNE (N)	JUNE (%)
*S+ContrSimplePres <i>be</i> +Adv/Adj	2	5	0	0
Inf	0	0	1	3
PastPart	1	2.5	0	0
S+Inf	5	12.5	1	3
S+SimplePresV	1	2.5	3	7
S+PastPart	2	5	3	7
PresPart	2	5	4	10
S+PresPart	13	32.5	6	15
S+SimplePres <i>be</i> +Inf	0	0	1	2
S+ContrSimplePres <i>be</i> +Inf	1	2.5	0	0
S+SimplePres <i>be</i> +PresPart	0	0	10	24
S+ContrSimplePres <i>be</i> +PresPart	13	32.5	12	29
TOTAL	40	100	41	100

Figure 3 - Mohammed: Devices used in picture book task (*indicates simple present is target rather than present progressive)



4.3.2 Film task

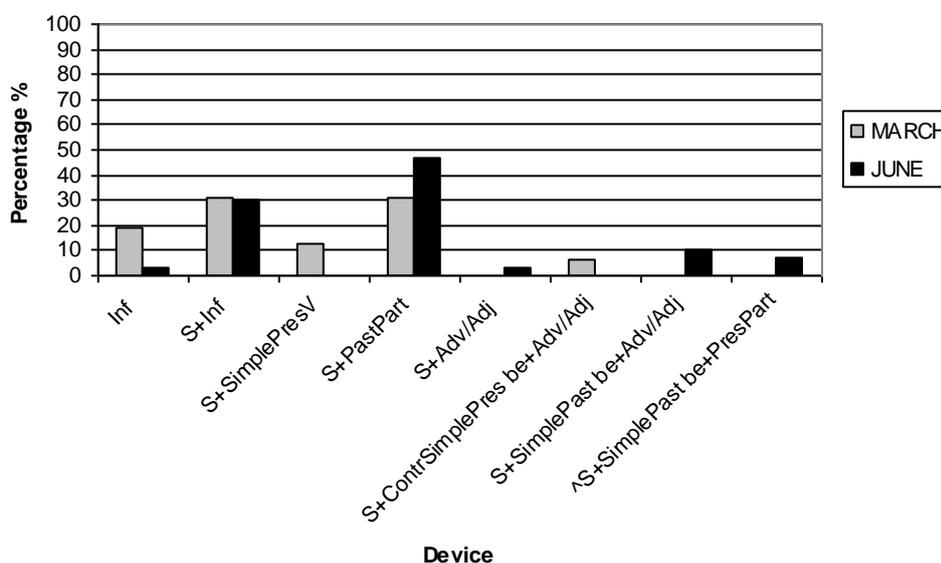
Overall Mohammed attempts the simple past 100% and 93% of the time in March and June respectively. Table 9 and Figure 4 demonstrate the constructions Mohammed uses in the film task and their frequencies in each month.

Mohammed uses the simple past more than any other device in both months, with an increase from 31% to 45% between March and June. It is used with a variety of verbs which are mainly irregular verbs, such as *say*. The device with the second highest frequency is *subject+infinitive* and this remains relatively stable in its distribution (31% and 29% in March and June respectively). In March the infinitive has the third highest frequency at 19% but in June the past copula has been introduced and has the third highest frequency instead. The number of devices increases in June.

Table 9 - Mohammed: Devices used in film task (^indicates past progressive could be target instead of simple past)

DEVICE	MARCH (N)	MARCH (%)	JUNE (N)	JUNE (%)
Inf	3	19	1	3
S+Inf	5	31	9	30
S+SimplePresV	2	13	0	0
S+PastPart	5	31	14	47
S+Adv/Adj	0	0	1	3
S+ContrSimplePres <i>be</i> +Adv/Adj	1	6	0	0
S+SimplePast <i>be</i> +Adv/Adj	0	0	3	10
^S+SimplePast <i>be</i> +PresPart	0	0	2	7
TOTAL	16	100	30	100

Figure 4 - Mohammed: Devices used in film task (^ indicates past progressive could be target instead of simple past)



4.4 Bushra

4.4.1 Picture book task

In both March and June the target of Bushra's utterances is more often the present progressive than the simple present or copula. Table 10 and Figure 5 demonstrate the constructions Bushra uses to express these targets and their frequencies in each month.

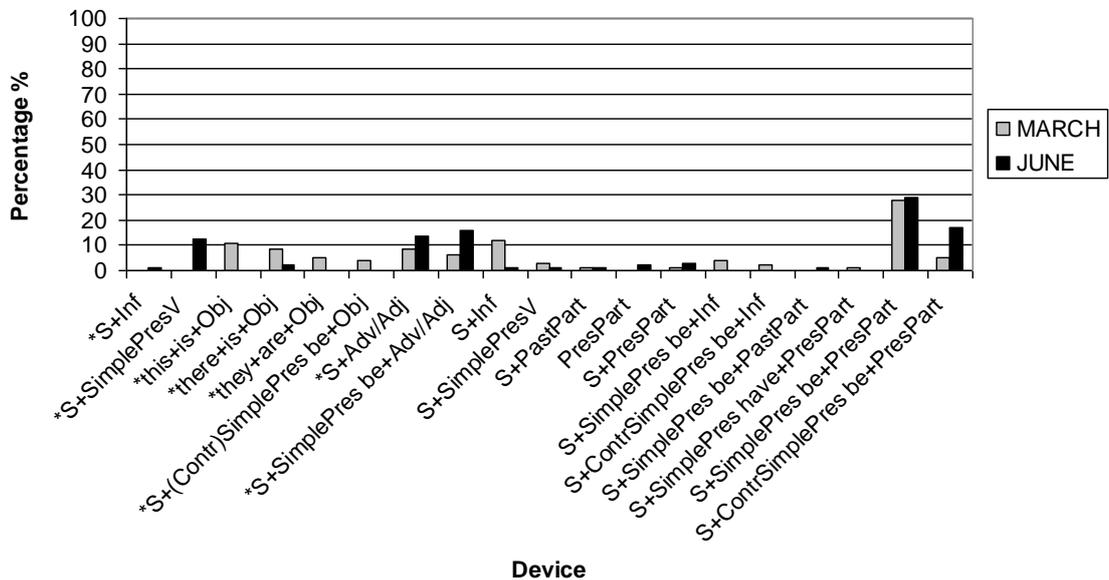
If the full and contracted auxiliary forms of the present progressive are considered together it can be seen that there is an increase of the target structure from 33% to 46% usage between March and June. If all the devices with the copula followed by an object are considered together, they constitute 28.5% of the total number of devices used in March, thus having the second highest frequency. If the devices are taken individually though it is *subject+infinitive* which has the second highest frequency and *this+is+object* which has the third. In June it is the present copula with an adjective and *subject+adjective/adverb* which have the second and

third highest frequencies. Indeed apart from *subject+infinitive* which is used 12% of the time in March, none of the other devices used to express the present progressive are used more than 5% of the time. Like Yasmin and Mohammed, Bushra uses the past participle with *say*, as well as *fall down*. Between March and June the number of devices decreases from fifteen to thirteen.

Table 10 - Bushra: Devices used in picture book task (*indicates simple present is target rather than present progressive)

DEVICE	MARCH (N)	MARCH (%)	JUNE (N)	JUNE (%)
*S+Inf	0	0	1	1
*S+SimplePresV	0	0	12	12.5
*this+is+Obj	10	11	0	0
*there+is+Obj	8	8.5	2	2
*they+are+Obj	5	5	0	0
*S+(Contr)SimplePres <i>be</i> +Obj	4	4	0	0
*S+Adv/Adj	8	8.5	13	13.5
*S+SimplePres <i>be</i> +Adv/Adj	6	6	15	16
S+Inf	11	12	1	1
S+SimplePresV	3	3	1	1
S+PastPart	1	1	1	1
PresPart	0	0	2	2
S+PresPart	1	1	3	3
S+SimplePres <i>be</i> +Inf	4	4	0	0
S+ContrSimplePres <i>be</i> +Inf	2	2	0	0
S+SimplePres <i>be</i> +PastPart	0	0	1	1
S+SimplePres have+PresPart	1	1	0	0
S+SimplePres <i>be</i> +PresPart	27	28	28	29
S+ContrSimplePres <i>be</i> +PresPart	5	5	16	17
TOTAL	96	100	96	100

Figure 5 - Bushra: Devices used in picture book task (*indicates simple present is target rather than present progressive)



4.4.2 Film task

Overall Bushra attempts the simple past 73% and 89% of the time in March and June respectively, though the remaining percent of the time it is possible that she is actually intending to produce the past progressive or indeed the past progressive is required. Table 11 and Figure 6 demonstrate the constructions Bushra uses in the film task and their frequencies in each month.

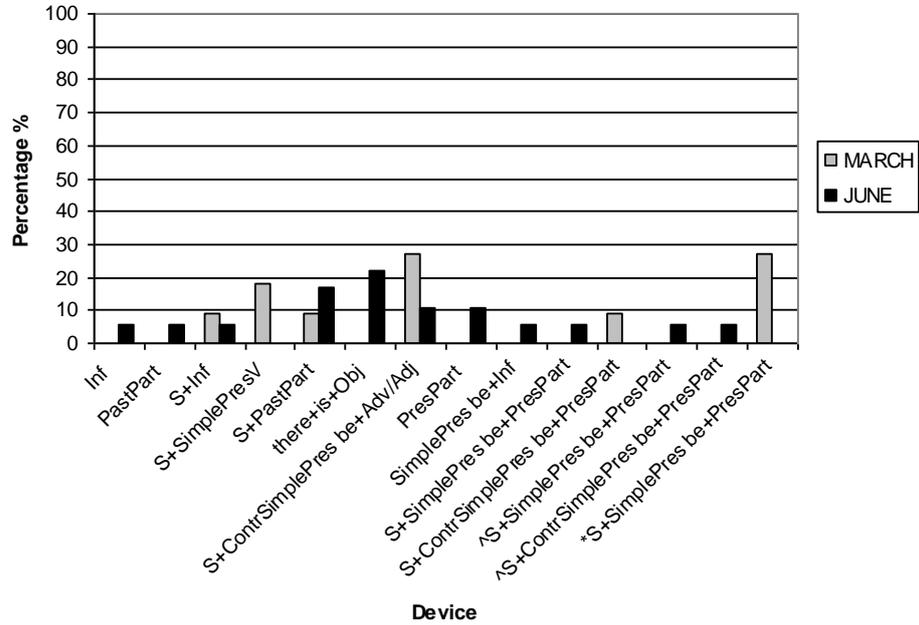
When the target is the simple past Bushra uses the target structure 9% of the time in March with a slight increase to 17% in June. It is amongst the devices with the lowest frequencies in March though in June it has the second highest frequency. It is not restricted to one verb but used with a variety and even with irregular verbs. In June the target structure is superseded by *this+is+object* (at 22%) whilst in March the devices with the highest frequencies are the present progressive for the past progressive (at 27%), the present copula plus adverb or adjective (27%) and the

simple present (18%). The present copula with an adverb or adjective is also amongst the three highest frequencies in June (11%). The number of devices increases from six to eleven between March and June though this may reflect the fact there are more tokens in June than March.

Table 11 - Bushra: Devices used in film task (*indicates past progressive is target and ^indicates past progressive could be target instead of simple past)

DEVICE	MARCH (N)	MARCH (%)	JUNE (N)	JUNE (%)
Inf	0	0	1	5.5
PastPart	0	0	1	5.5
S+Inf	1	9	1	5.5
S+SimplePresV	2	18	0	0
S+PastPart	1	9	3	17
there+is+Obj	0	0	4	22
S+ContrSimplePres <i>be</i> +Adv/Adj	3	27	2	11
PresPart	0	0	2	11
SimplePres <i>be</i> +Inf	0	0	1	5.5
S+SimplePres <i>be</i> +PresPart	0	0	1	5.5
S+ContrSimplePres <i>be</i> +PresPart	1	9	0	0
^S+SimplePres <i>be</i> +PresPart	0	0	1	5.5
^S+ContrSimplePres <i>be</i> +PresPart	0	0	1	5.5
*S+SimplePres <i>be</i> +PresPart	3	27	0	0
TOTAL	11	100	18	100

Figure 6 - Bushra: Devices used in film task (*indicates past progressive is target and ^ indicates past progressive could be target instead of simple past)



4.5 Nadira

4.5.1 Picture book task

Nadira uses the present copula more than attempting the present progressive in March at a rate of 67%. This does however decrease to 42% in June. The copula is not ungrammatical in any of these utterances but Nadira often responds with the copula even when I ask what a character is doing or what is happening, suggesting that she struggles with using the present progressive, or does not understand the question. Table 12 and Figure 7 show the constructions Nadira uses in the picture book task and their frequencies in each month.

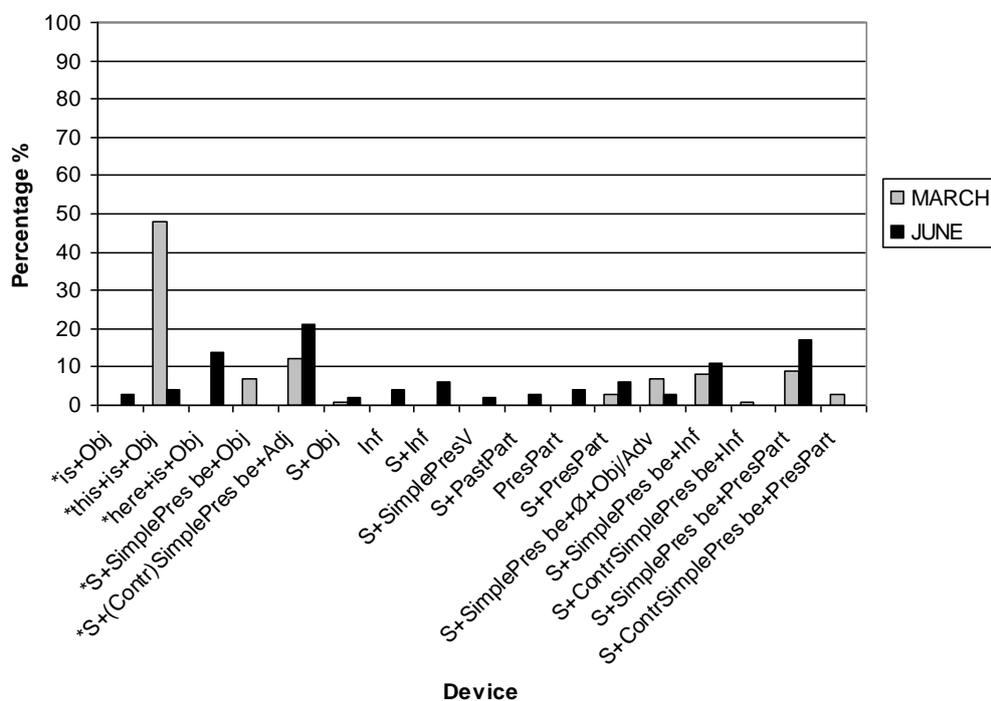
When the target is the present progressive, Nadira uses the target structure at a rate of 12% in March, with a slight increase to 17% in June (this includes both full and contracted auxiliary forms). In both months the present progressive has the second highest frequency but it is worth noting that in March the difference in

frequency between the device with the highest frequency (*this+is+object*) and the present progressive (second highest) is 36% whereas in June the device with the highest frequency, *subject+simple present be+adjective*, is used only used 4% more than the present progressive. In March the device with the third highest frequency is *subject+simple present be+adjective* (used at a rate of 11%) and in June *here+is+object* (used at a rate of 14%). In both months *subject+simple present be+infinitive* has the fourth highest frequency. Thus it appears that the copula with object and copula with adjective switch rankings between the two months, suggesting it becomes more important to describe the subject's features than identify what it is, whereas the two devices used to express the present progressive do remain in the same position with relation to each other. Nadira like the other participants also uses the simple past to express the present progressive but only at a rate of 3% in June, with the verbs *get* and *hold*. There is an increase between the number of devices used in March and June from eleven to fourteen, with, amongst others, five devices being introduced to express the present progressive, therefore reflecting that Nadira is attempting to express the present progressive much more in March than in June.

Table 12 - Nadira: Devices used in picture book task (*indicates simple present is target rather than present progressive)

DEVICE	MARCH (N)	MARCH (%)	JUNE (N)	JUNE (%)
*is+Obj	0	0	2	3
*this+is+Obj	48	48	3	4
*here+is+Obj	0	0	10	14
*S+SimplePres <i>be</i> +Obj	7	7	0	0
*S+(Contr)SimplePres <i>be</i> +Adj	12	12	15	21
S+Obj	1	1	1	2
Inf	0	0	3	4
S+Inf	0	0	4	6
S+SimplePres V	0	0	1	2
S+PastPart	0	0	2	3
PresPart	0	0	3	4
S+PresPart	3	3	4	6
S+SimplePres <i>be</i> +Ø+Obj/Adv	7	7	2	3
S+SimplePres <i>be</i> +Inf	8	8	8	11
S+ContrSimplePres <i>be</i> +Inf	1	1	0	0
S+SimplePres <i>be</i> +PresPart	9	9	12	17
S+ContrSimplePres <i>be</i> +PresPart	3	3	0	0
TOTAL	99	100	70	100

Figure 7 - Nadira: Devices used in picture book task (*indicates simple present is target rather than present progressive)



4.5.2 Film task

In March there are only five legitimate tokens in the film task because Nadira produces many fragmented utterances, unintelligible words and hesitations filled with *um* and *er*. Therefore it is important to bear in mind the actual number of occurrences when comparing March and June. Overall the target is the simple past 60% and 64% of the time in March and June respectively, whilst the remaining percent of the time it is possible that Nadira is actually intending to produce the past progressive or indeed the past progressive is required. Table 13 and Figure 8 show the constructions Nadira uses in the film task and their frequencies in each month.

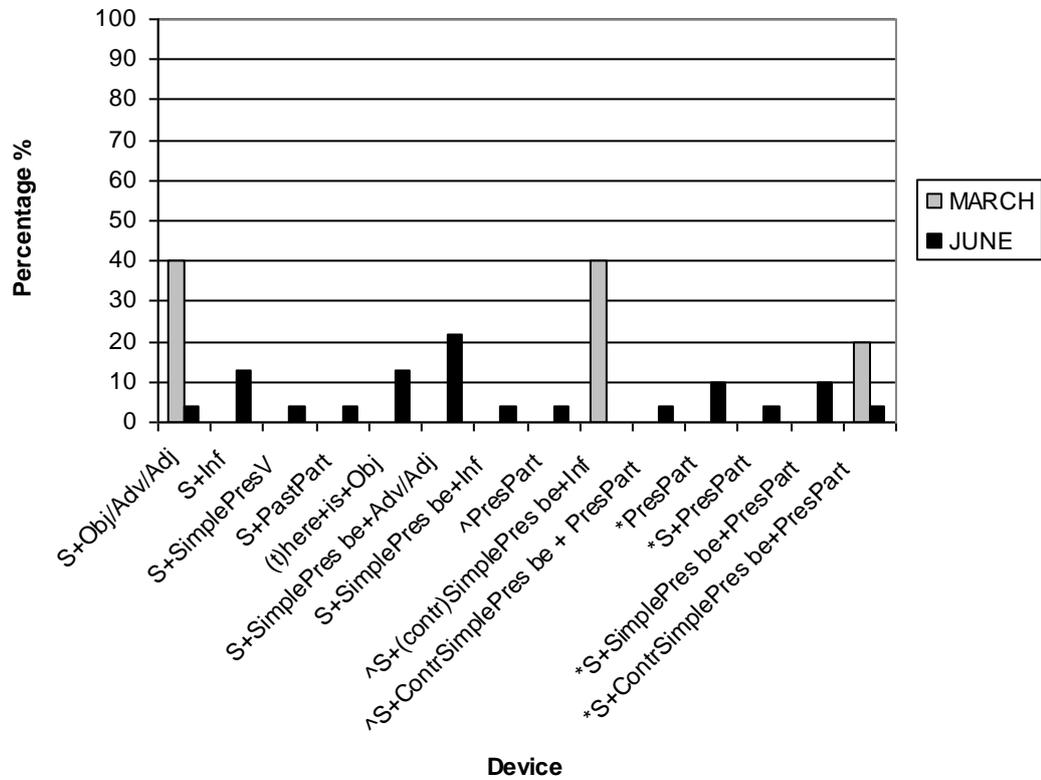
The three devices used in March are used with similar frequencies (though the percentages distort this); two appear to have the past progressive as their target whilst the other omits the verb completely and therefore Nadira does not produce the

target at all in March. In June it is the present copula with an adjective which is used most frequently (at a rate of 22%), followed by the present copula with an object (13%) and *subject+infinitive* (13%). The target structure is used only once in June with *say*. Therefore the devices which appeared to be attempting the progressive aspect in March (be it grammatical or not in the context) have been replaced in June by the importance of identifying features and objects. Perhaps due to there being more tokens in June than March, the number of devices used has increased quite considerably with only one device disappearing from March and eleven being introduced.

Table 13 - Nadira: Devices used in film task (*indicates past progressive is target and ^indicates past progressive could be target instead of simple past)

DEVICE	MARCH (N)	MARCH (%)	JUNE (N)	JUNE (%)
S+Obj/Adv/Adj	2	40	1	4
S+Inf	0	0	3	13
S+SimplePresV	0	0	1	4
S+PastPart	0	0	1	4
(t)here+is+Obj	0	0	3	13
S+SimplePres be+Adv/Adj	0	0	5	22
S+SimplePres be+Inf	0	0	1	4
^PresPart	0	0	1	4
^S+(contr)SimplePres be+Inf	2	40	0	0
^S+ContrSimplePres be + PresPart	0	0	1	4
*PresPart	0	0	2	10
*S+PresPart	0	0	1	4
*S+SimplePres be+PresPart	0	0	2	10
*S+ContrSimplePres be+PresPart	1	20	1	4
TOTAL	5	100	23	100

Figure 8 - Nadira: Devices used in film task (*indicates past progressive is target and ^ indicates past progressive could be target instead of simple past)



CHAPTER FIVE

Discussion and Conclusion

5.1 Development rate

5.1.1 Use of target structures

All the participants, except for Yasmin, show an increase in the use of the principal target structure, present progressive, in the picture book task between March and June. This demonstrates development and one would expect this development to occur, with the participants approaching and using the target structure more in June. However there is variation in the extent of their development, with Nadira increasing her use of the present progressive by 5%, Bushra by 15% and Mohammed by 19%. Surprisingly Yasmin, who used the present progressive more than any other participant in March, actually decreases her usage by 11%. All the participants show an increase in the use of the target structure, simple past, in the film task between March and June. Again this development is to be expected and there is variation in its scope: Yasmin increases her usage by 36%, Mohammed by 14%, Bushra by 8% and Nadira by 4%.

5.1.2 Comparing younger and older learners

Although the participants are not controlled in a strict 'experimental' manner and although I do not assume I have isolated age, it is still possible to compare the participants with regard to their ages and thus to some extent test the CPH. It can be seen that overall in both months the younger learners (Yasmin and Mohammed) use a greater percentage of the principal target structures in both tasks than the older learners (Bushra and Nadira). With the exception of Yasmin's decrease in use of the

target structure in the picture book task, the younger learners do also increase their use of the target structures at a greater rate. My results would suggest then that the younger learners are more successful than the older learners and therefore that the CPH can be supported. In addition, these results refute Krashen *et al.*'s claim that "older is better for rate of acquisition" (1979: reprint 161), since these results do not show the older learners acquiring the L2 faster than the younger learners. Nevertheless it is important to stress that a sample of only four learners is not enough to make any strong claims regarding the credibility of the CPH.

5.1.3 Individual variation in rate of development

In fact testing the CPH is perhaps not even desirable since, as already argued, taking an 'experimental' approach obscures individual variation and homogenises subjects. Indeed there is evident variation between the participants in each age group in this study with regard to the extent with which they use the principal target structures.

Yasmin and Mohammed (the younger learners) both use the present progressive in the picture book task more than a third of the time in March, but by June their behaviour has diverged. Bushra and Nadira (the older learners) behave differently too, with Bushra using the target a third of the time and half the time in March and June respectively, and Nadira using it less than 20% of the time in both months. In the picture book task then, it is Mohammed and Bushra (younger and older respectively) who most closely resemble each other with regard to the frequency with which they use the target in both months and the rate of development between March and June.

In the film task Yasmin and Mohammed both use the simple past around a third of the time in March but the difference between them is greater in June, whilst

Nadira and Bushra use this target structure at a rate of less than 20% and less than 5% respectively in both months.

Whilst Bushra uses the target structure in each task in each month more than Nadira, the same cannot be said of Mohammed and Yasmin; Yasmin uses the target more than Mohammed in the picture book task in March and the film task in June, but Mohammed uses the target more in the picture book task in June and the film task in March. It can therefore be seen that the younger learners are not identical and nor are the older learners; each learner uses the target structures at their own rate and develops at their own pace.

5.2 Development route

5.2.1 Stages of acquisition based on frequency of occurrence

Braidi (1999) asserts that due to the dynamic quality of a learner's interlanguage system it is difficult to differentiate between stages when structures and devices overlap in both stages. As a solution Braidi (1999) proposes that stages of acquisition can be based on the frequency of occurrence of structures and devices. That is, a stage is characterised by the dominance of device x and the changing predominance of devices is tracked longitudinally to indicate stages.

Using this method then Tables 14 and 15 demonstrate that in the picture book task, Yasmin has definitely moved on to a new stage because the simple past and past progressive are dominant devices where they were not before and previously dominant devices demonstrate lower frequencies. Mohammed seems to remain at the same stage because the dominant devices in March retain the highest frequencies in June. Bushra and Nadira also appear to stay at the same stage for the same reason

although it has become more important in June to describe features of subjects than to identify what something is.

Table 14 - Yasmin and Mohammed: Rankings of devices with the three highest frequencies in the picture book task

DEVICE RANK	YASMIN		MOHAMMED	
	MARCH	JUNE	MARCH	JUNE
1	S+SimplePres <i>be+PresPart</i>	S+PastPart	S+SimplePres <i>be+PresPart</i>	S+SimplePres <i>be+PresPart</i>
2	S+Inf	S+SimplePres <i>be+PresPart</i>	S+PresPart	S+PresPart
3	S+PresPart	S+SimplePast <i>be+PresPart</i>	S+Inf	PresPart

Table 15 - Bushra and Nadira: Rankings of devices with the three highest frequencies in the picture book task

DEVICE RANK	BUSHRA		NADIRA	
	MARCH	JUNE	MARCH	JUNE
1	S+SimplePres <i>be+PresPart</i>	S+SimplePres <i>be+PresPart</i>	this+is+Obj	S+is+Adv/Adj
2	S+Inf	S+is+Adv/Adj	S+SimplePres <i>be+PresPart</i>	S+SimplePres <i>be+PresPart</i>
3	this+is+Obj		S+is+Adv/Adj	here+is+Obj

In the film task, as tables 16 and 17 demonstrate, Yasmin moves onto a new stage in June because the principal target structure becomes the dominant device, *subject + infinitive* increases its frequency and the previously dominant present progressive is no longer amongst the top three devices. Mohammed also moves onto a new stage

since the simple past becomes the most dominant device in June and the past copula is introduced with a high frequency. Bushra seems to move onto a different stage because the present copula becomes the most dominant device and the simple past increases its frequency. Nadira however still seems to be using attempts at or productions of the present copula and present progressive.

Table 16 - Yasmin and Mohammed: Rankings of devices with the three highest frequencies in the film task

DEVICE RANK	YASMIN		MOHAMMED	
	MARCH	JUNE	MARCH	JUNE
1	[^] S+SimplePres <i>be</i> +PresPart	S+PastPart	S+Inf	S+PastPart
2	S+PastPart	S+Inf	S+PastPart	S+Inf
3	S+Inf	S+SimplePast <i>be</i> +Inf	S+SimplePresV	S+SimplePast <i>be</i> +Adv/Adj

Table 17 - Bushra and Nadira: Rankings of devices with the three highest frequencies in the film task

DEVICE RANK	BUSHRA		NADIRA	
	MARCH	JUNE	MARCH	JUNE
1	[^] S+SimplePres <i>be</i> +PresPart	S+is+Adv/Adj	S+Obj/Adv/Adj	S+is+Adv/Adj
2	S+is+Adv/Adj	S+PastPart	S+SimplePres <i>be</i> +Inf	*S+PresPart / S+SimplePres <i>be</i> +PresPart
3	S+SimplePresV	S+Inf /S+PresPart	S+SimplePres <i>be</i> +PresPart	S+Inf

Of course only the devices with the highest three frequencies have been considered here and including the whole range of devices used by a participant would show even greater subtleties in their development.

5.2.2 Stages of acquisition based on emergence of devices

Another solution is for devices to be ranked in chronological order of emergence and the stages based on common features (Bradi 1999). Obviously with March as the first time point it is only on the basis of which devices emerge in June that I can suggest a pattern of development based on emergence. In the picture book task Nadira and Bushra both introduce *subject+infinitive*, present participle and simple present, and Mohammed too introduces *subject+infinitive*, therefore perhaps these introductions mark a new stage for the learners involved. The most notable introduction in June though is the emergence of the simple past and past progressive in Yasmin's data, which demonstrates a move to a new and unexpected stage in the acquisition process. In the film task in June both Yasmin and Mohammed introduce the past copula and Mohammed introduces the past progressive which suggests they have reached a new stage in development. Nadira and Bushra both introduce devices which include auxiliary verbs in the simple present and/or the present participle, therefore they may have reached a stage where they are trying to use the present progressive even when the target is the past tense.

When examining the emergent devices in June, another unexpected finding emerges: even though all learners show an increase in the frequency with which they use the target structures, there is no decrease in the range of devices used between March and June and in fact there is a tendency to use a wider range of devices. One would expect that as a learner produces the target structure with more frequency,

there would be a reduction in the number of devices used to express the target structure since a higher frequency of the target structure shows a greater accuracy and awareness of the target structure. Indeed it can be seen that the younger learners, who produce the target structures at a higher frequency than the older learners, use less devices than the older learners. However, Yasmin and Mohammed remain stable in the number of devices used in the picture book task in both months, Nadira uses more devices in June and it is only Bushra who uses fewer devices, and all participants use more devices in the film task in June than in March.

5.2.3 Morpheme order sequences

Although this study did not follow the same methodology nor examine all the same morphemes as the morpheme order studies, it is possible to hypothesise that the acquisition orders found in those studies are evident here. Indeed in both March and June when the target is the present progressive, the target structure is used much more than when the target is the simple past. In addition the present progressive is used with more frequency across both tasks than the simple past. This would suggest that the present progressive morpheme *-ing* is acquired earlier than the irregular past inflections and regular past morpheme *-ed*. With only these two morphemes to consider it is not possible to determine whether these learners follow the L1 or L2 morpheme orders since in both L1 and L2 sequences the present progressive *-ing* ranks higher than the past morpheme inflections. In addition with such a narrow morpheme repertoire under examination one cannot stipulate for certain whether the younger and older learners follow the same acquisitional sequence, though it does appear from these two morphemes that they do.

5.2.4 Individual variation in route of development

It is very difficult to compare the participants with regards to their developmental routes because although the participants do use some of the same devices, they do not all use an identical set of x number of devices and the types of devices used by each participant from month to month varies. The participants show both similarities and differences in terms of whether they progress to a new stage and their moves are not always in the same direction. It could be the case that they are following different routes, or that they are following similar routes but that their variation reflects different points along this route.

5.3 Hypotheses and directions for further research

5.3.1 Number of devices used: unexpected results

An interesting and puzzling finding of this study is that none of the participants (with the exception of Bushra in the picture book task) demonstrate a reduction of the devices employed in each task in June from those used in March, in fact, there is a tendency to increase the number of devices. This is the opposite of what one would expect and therefore one might wonder why this happens. It could be that it is a reflection of an increasing linguistic repertoire since the more structures one knows the more one might confuse structures and end up not producing the target. Or when searching this repertoire of structures, if one does not easily come across the target or is unsure about what they target should be, one might experiment with various different structures in order to determine the target. It could also be that the number of devices a participant uses reflects an acquisitional stage and perhaps it is the case that the participants in this study have not yet reached the 'turning point' at which the range of devices starts to decrease. This is suggested by the data from the picture

book task, in which the younger participants were using a higher frequency of the target structure than the older participants and remained stable in the quantity of devices used in March and June. Perhaps then the younger participants in the picture book task are reaching this turning point and further data would demonstrate a decrease in devices used. Data collected before the study began might even show that the younger participants had previously used more devices and had reduced the range by March.

Certainly if data collection had continued it would be interesting to see at what point the range of devices started to decrease and which devices were the most steadfast or even reoccurred. In addition analysing the data from the intermittent months between March and June might also prove interesting. Tracking the emergence of devices would demonstrate the learner building up their linguistic repertoire whilst tracking the disappearance of devices would demonstrate which devices the learner was ruling out as options: examining the changing dynamics in this way might provide insight into how the learner analyses structures and comes to learn the rules of the L2.

5.3.2 Types of devices used: unexpected results

Another highly intriguing and unexpected result of this study is that Yasmin, who in March produces the present progressive more than any other participant in the picture book task, has in June increased her use of the simple past by almost ten times to 28% and introduced the past copula and past progressive in the same task at a rate of 8% and 20% respectively. Yasmin uses these past tense forms even when my questions are clearly framed in the present progressive and even when Yasmin herself is still using the present progressive, so one could not suggest she is

confusing the tasks or has forgotten how to form the present progressive. What validates the view that this development is an interesting find is that I observed this same behaviour in two of the other primary school pupils, Haaron and Fahim, when I visited in June. The data from these two participants has not been transcribed or analysed but a few examples below demonstrate this behaviour in the boys' speech:

*ELS: what's happening in this picture?

*FAH: <mum was> [/] <mum was> [/] mum was going and she was eating the sandwich.

*ELS: what's happening in this picture?

*HAR: <then they were> [//] then the little sister she putted all of her cornflakes on she's head and the big sister was looking and mum was making the food and she was sad.

It begs the question then as to whether this represents a universal developmental stage in the learners' acquisition of English: presumably at some point the use of the past tense would disappear in this task and therefore the data in June could represent a middle point in a u-shaped development pattern, however with only two time points this study can only speculate about u-shaped development. It would certainly be interesting to discover whether the other participants started to use these past tense structures in the picture book task to such degrees later down the line, especially since there is already evidence of the past participle in the other participants' data, albeit to a much lesser and more stable degree.

The obvious question then is why does this happen? One consideration is that it is due to L1 transfer, in this case Urdu. Indeed in Italian in a play context the past tense is used to narrate the current actions of toys in created scenes: this is demonstrated by Smith (2007) who showed that a bilingual Italian-English child used the past tense when speaking in English in a play context due to transfer from Italian. However, Shackle's (1987) book on typical interference errors and Schmidt's (2004) grammar of Urdu do not suggest that this is the case. Nevertheless it is possible that it is colloquial usage not mentioned in these books and so perhaps it would be worth investigating whether L1 transfer has influenced this development.

Another consideration is that Yasmin has acquired the form of the past progressive but has not yet acquired its function and consequently she is extending it to inappropriate contexts. Support for this hypothesis comes from the data from the film task in June, which demonstrates that the use of the past participle and past copula have increased, which is nothing out of the ordinary, but that even though Yasmin seamlessly uses the past progressive in the picture book task, she attempts but never quite succeeds in producing this target in the film task. Indeed Wode *et al.* (1978) have shown that "before L2 learners use a grammatical morpheme target-like they may employ the same form in different non-targetlike functions" (Bahns and Wode 1980: 82). This is because learners' interlanguages are dynamic and consist of "a fluid system of form-function mappings as learners continually [reassess] the meanings they [realise] through one specific form when they [acquire] new associated forms" (Ellis and Barkhuizen 2005: 113). Ellis (1999) thus distinguished between two aspects of acquisition: 'item learning', which is the accumulation of units that are connected loosely in a network, and 'system learning', which is the extraction of rules from items that have been acquired. This idea of item learning is

compatible with a connectionist model of L2 acquisition (Ellis 1996, 2002) according to which “learners bootstrap their way to grammar as a result of memorising and subsequently analysing countless ‘sequences’ of language” (Ellis and Barkhuizen 2005: 115). In Yasmin’s case it seems she has learnt the ‘item’ but has not yet learnt the ‘system’.

Further support for the idea that learners acquire forms before functions comes from the fact that all four participants use the past participle to some extent in the picture book task, the majority of the time with the verb *say*. This may be a momentary ‘error’ since the participants also use the simple present and present progressive of *say* in the picture book task, therefore demonstrating that they know how to express this verb in the present tense. However, there is “convincing evidence that untutored child L2 learners make considerable use of unanalysed or formulaic speech” (McLaughlin 1984: 157) and therefore it is also possible that the learners have acquired *said* as a ‘formulaic’ or ‘unanalysed’ expression, thus form has been acquired but function has not yet been fully ascertained.

5.4 Conclusion

This study demonstrates that there is a great deal of individual variation in the learners’ developing interlanguage systems: learners show variation in both their rate and route of development. Learners use similar devices to express the target structures but there is variation in the number and types of devices employed and none of the participants use the same set of x number of devices across the two time points let alone in comparison to each other. Sometimes there is even a device which is unique to one learner. By proposing stages based on the frequency of occurrence and emergence of devices it is possible to suggest that some learners do move onto

new acquisitional stages but others do not, furthermore the pattern of acquisitional stages is highly individual. Although more than two time points would give a better indication of where participants are heading and how they are getting there, the data analysed in this dissertation does nevertheless give a good insight into the types of devices used during the development of temporal and aspectual distinctions and suggest acquisitional stages for the participants. Most importantly it highlights the fact that although it is possible to compare younger and older learners with regard to rate of acquisition this obscures individual variation and it is perhaps the study of individual variation which gives the greatest insight into nature of L2 acquisition, rather than the attempt to make generalisations about learners based on variables such as age. Indeed, due to the close examination of the individual IL systems carried out in this study, it has been possible to generate hypotheses about the way learners acquire forms and delimit their functions, which is certainly an area which deserves further research.

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APPENDIX ONE

Parent/Guardian and Participant Information Letter and Consent Form

Ms. Ellen Smith
School of Languages, Linguistics and Cultures
The University of Manchester
Oxford Road
Manchester
M13 9PL
Email - ellen.l.smith@student.manchester.ac.uk

28/01/2008

Dear **Parent/Guardian** and **Pupil**,

My name is Ellen Smith and I am studying for Masters degree in Languages and Linguistics at the University of Manchester. I am contacting you to invite your child/you to take part in a small-scale research study which will form the basis of my dissertation.

The aim of the research:

To examine the effects of age in second language acquisition. I am contacting you because your child is/you are acquiring English as a second language.

What the study involves:

- ◆ The pupils who take part in this study will complete two short oral tasks: the first will be to narrate a story using a series of pictures as cues and the second will be to watch a short film clip and report the story.
- ◆ I will record our speech using an audio Dictaphone and the tasks will take place under my supervision. Please know that I have undergone a satisfactory criminal records check.
- ◆ These tasks will take twenty minutes and will take place during free time at school, once a month between February and June 2008.

Confidentiality issues:

- ◆ My dissertation will be available to borrow through the University of Manchester library system; however, it is not intended that this research will be published in any other form.
- ◆ The audio data that is collected will be kept secure and will not be shared with any other people.
- ◆ I will not be assessing the pupils' language skills but instead using their language to provide an insight into language development. Examples of the pupils' speech will be used in my research but it will not be possible to identify whose speech these examples belong to.
- ◆ I will use pseudonyms to refer to the pupils and any persons mentioned. In addition, any information which identifies the pupils, for example, the name of the school, will be changed.

To show my appreciation for your participation I will give a presentation at the pupils' school on second language acquisition. In addition I hope that the time spent with the pupils will be a valuable addition to their English language learning.

Your participation is entirely voluntary and you may withdraw at any time during the research. If you decide to take part, please keep this letter but sign the attached consent form and return it to *EAL COORDINATOR* at *SCHOOL NAME*. Please contact me if you have any questions.

Yours sincerely,

Ellen Smith

The University of Manchester

**Masters' Dissertation Research: Parental/Guardian and Participant Consent
Form for Participants Taking Part in Student Research Projects**

Title of Project: THE AGE FACTOR IN SECOND LANGUAGE ACQUISITION

Name of Researcher: ELLEN SMITH

School: SCHOOL OF LANGUAGES, LINGUISTICS AND CULTURES

Please read this and if you are happy to proceed, sign below.

- ◆ The researcher has given me my own copy of the information letter which I have read and understood.
- ◆ The information letter explains the nature of the research and what participants are asked to do.
- ◆ I understand that the research is for a student project and that the confidentiality of the information provided will be safeguarded unless subject to any legal requirements.
- ◆ The researcher has given me the opportunity to ask questions about the information presented in the letter.

Participant (volunteer):

I agree to take part as a participant in this research and I understand that I am free to withdraw at any time without giving any reason and without detriment to myself.

Signed:.....

Date:.....

Family Name BLOCK LETTERS:.....

Other Name(s) BLOCK LETTERS:.....

Parent/Guardian:

I agree to my child taking part as a participant in this research and I understand that I am free to withdraw them at any time without giving any reason and without detriment to myself.

Signed:.....

Date:.....

Family Name BLOCK LETTERS:.....

Other Name(s) BLOCK LETTERS:.....

Relationship to Participant BLOCK LETTERS:.....

Researcher:

I, the researcher, confirm that the contents of the information letter have been discussed with the parents/guardians and participant, and I have given them the opportunity to ask questions about it:

Signed:.....

Date:.....

APPENDIX TWO

Details of Task Stimuli

March

◆ Picture book task:

Garland, S. (1984). *Having a picnic*. Harmondsworth: Puffin Books, Penguin Books Ltd.

This book tells the story of a mother, young daughter, baby son and pet dog who go for a picnic in the park. The pictures depict the following: family getting ready to go out by an open door, family putting shoes on, walking past shops, entering park, running up hill, sitting on bench at top of hill, walking down hill to pond, mother holding baby whilst he feeds ducks, laying out picnic mat, eating picnic, duck sneaking behind mother, family watching duck, ducks running off with food, saying goodbye to ducks, arriving home exhausted.

◆ Film task:

Shrek (2001) scene one.

The opening scene of this film shows Shrek having a shower, brushing teeth, breaking a mirror, painting a sign, then men chasing out of a pub, Shrek eating eyeballs, men chasing after Shrek, Shrek spotting the men and following them instead, men spying on Shrek's house but Shrek surprising and scaring them by roaring at them. It ends with the men running away and Shrek laughing.

June

◆ Picture book task:

Murphy, J. (1986). *Five minutes' peace*. London: Walker Books Ltd.

This book tells the story of a family of elephants and a mother who wants five minutes' peace from her children. The pictures depict the following: children eating breakfast and making a mess, mother making herself a tray of breakfast, mother leaving kitchen and children protesting, children following mother up the stairs, mother relaxing in bath alone, son playing recorder to his mother, daughter reading book aloud to mother, baby throwing toys in bath, mother looking very unhappy, children in bath spraying each other with water, mother getting out and putting on dressing gown, mother finally relaxing alone in kitchen.

◆ Film task:

Flushed Away (2006), scene one.

The opening scene of this film shows a family leaving their house for a holiday and the young girl feeding her pet rat. Once they have gone the rat puts music on, dances, chooses an outfit, drives around in a car with toys, plays golf and volleyball with the toys, sets up his own 'drive-in' movie showing, chokes on popcorn, then goes to bed. He is woken up by a noise and goes searching with a toy soldier to find what looks like a monster but which is actually a sewer rat.

APPENDIX THREE
Transcription Conventions

File headers

These begin with @ and give information about the transcript such as the language the participants speak in, the transcriber/coder's name, the date of the recording, the situation the recording revolves around. These headers also identify the participants, giving them a code, stating their full name and stating their role. These 'ID' codes are then used in the main tiers.

Main tier symbols

The main tiers start with * and are followed by the speaker's ID code, a colon and then their speech.

Declarative	.
Interrogative	?
Imperative/emphatic	!
Tag questions	„ tag?
Unintelligible speech (one word)	xx
Unintelligible speech (number of words)	xxx
Best guess at word	word [?]
Best guess at several words	<words> [?]

Marking overlap between participant utterances	first utterance [>] second utterance [<]
Interruption	+/.
Retracing without correction	<utterance> [/] utterance
Retracing with correction	<utterance> [//] utterance
Trailing off	+...
Unfilled pause	#
Signaling direct speech	+”
Direct speech	“speech +”
Action without speech/non-verbal sound	0 [=! Comment]

Dependent tier symbols

Dependent tiers begin with % and do not include the speech of speakers but other information such as context.

Comment tier	%com
--------------	------

APPENDIX FOUR

Examples of devices used to express present progressive

1. Subject + Object

(M138) *NAD: and er the mum er sandwich.

(J33) *NAD: um here is er # is er the elephant is um the elephant cornflakes

2. Infinitive

(J134) *ELS: ok now what's happening here?

(J135) *MOH: toys and put all toy in the bath.

(J76) *ELS: what's she doing with the bread?

(J77) *NAD: eat bread.

3. Past Participle

(M151) *ELS: what are they doing?

(M152) *MOH: got a loaf of xx.

4. Subject + Infinitive

(M22) *YAS: she go there and she put this in there.

(J124) *YAS: and then she's mum go.

(M36) *ELS: ok what are these two people doing?

(M37) *MOH: he pull that over there.

(J125) *ELS: does he look happy or sad?

(J126) *MOH: sad.

(J127) *ELS: why?

(J128) *MOH: 'cause no one listen to his music.

(M55) *BUS: they are shoes [?] and the lady hold a dog and er push.

(J149) *ELS: ok now what's happening here?

(J150) *BUS: um <they are> [//] the childrens they are reading a newspaper.

(J151) *BUS: one child sit <on the> [/] on the toilet.

(J27) *ELS: what's she doing?

(J28) *NAD: the big elephant # eat um biscuits and um tea # xx.

5. Subject + Simple Present *verb*

(M158) *ELS: and what are they doing with the food?

(M159) *MOH: they eat.

(J164) *ELS: now what's she doing?

(J165) *MOH: children eat all the bread.

(M107) *BUS: er mother eats sandwich and she is sitting on the um on the

(J136) *BUS: they bring some toys for +...

(J183) *NAD: the children is sad and the mum looks here.

6. Subject + Past Participle

(M76) *YAS: and she's going there and she's mum said <and she> [//] and the girl

(M77) said +"

(J64) *YAS: and then <she> [/] she went upstairs and said +"

(M76) *ELS: ok now what are they doing?

(M77) *MOH: he said +"

(M143) *ELS: what are they doing?

(M144) *BUS: they are looking and they said bye.

(J31) *ELS: ok what's happening in <these> [/] these pictures here?

(J32) *BUS: er the all things er fell down on the floor.

(J60) *NAD: and is the mum and the mum # got um bread and er here is jam and

(J61) ice cream and um.

(J82) *NAD: the elephants is sad all of these and um the mum holded breakfast.

7. Present Participle

(M36) *ELS: and what are these people doing?

(M37) *YAS: er doing some helping and she's going shopping and she er do

(M38) something and she going now home.

(M117) *ELS: oo what are they doing?

(M118) *MOH: eating.

(J148) *ELS: now what are they doing in these pictures?

(J149) *MOH: they all get in.

(J150) *MOH: jumping all in mum

(J168) *ELS: ok now what's she doing here?

(J169) *BUS: wearing a towel er <to dry> [/] to dry herself and um.

(J170) *ELS: <now what's> [/] now what's happening now?

(J171) *BUS: er the mum is going outside.

(J172) *BUS: wearing the clothes.

(J24) *ELS: what's he doing [<]?

(J25) *NAD:er holding and um going on +...

(J163) *ELS: mum's holding what?

(J164) *NAD:holding tortoise [?].

8. Subject + Present Participle

(M114) *ELS: <what> [/] what are they eating?

(M115) *YAS: mum eating a # sandwich and +...

(J72) *YAS: when she going in the bath she was # drinking the tea.

(M96) *ELS: and what's the mum doing?

(M97) *MOH: mum holding the baby.

(J40) *ELS: what are they doing?

(J41) *MOH: they making mess in the kitchen

(M138) *BUS: <one> [/] one man <sit> [//] sitting and holding the box.

(J21) *BUS: and the second one holding a book and third one holding a

(J22) toy.

(M71) *NAD:er # er er the woman fast running at er back er side er dog.

(J88) *ELS: ok where's she going now?

(J89) *NAD:the children er is going out and <the mum is> [//] the mum and the

(J90) children going.

9. Subject + Simple Present *be* + Ø + Object/Adverb/Adjective

(M30) *ELS: what's she doing?

(M31) *NAD: er she is shoes on the foot and er she is sit on +...

(M166) *NAD: she's er er the girl and boy is goodbye and the mum is er backside.

(J53) *ELS: ok what's mom doing?

(J54) *NAD: mum is breakfast and um is tortoise [?] and a picture, painting

(J55) and here is um that elephant is drinking um.

10. Subject + (Contracted) Simple Present *be* + Infinitive

(M94) *ELS: oh what's happening in this picture?

(M95) *MOH: he's throw the biscuit in the water.

(J171) *ELS: why's she happy now?

(J172) *MOH: 'cause xx children is sleep xx.

(M45) *BUS: she is er she is hold his er tie and she's wearing his um shoes.

(M67) *NAD:the girl is er walk.

(M68) *NAD:the mouse is er look at the woman and er +...

(J66) *ELS: ok what are they doing here in the background?

(J67) *NAD:the elephant is sit on the <bench> [/] chairs and um #.

(J202) *ELS: what's she doing in this picture?

(J203) *NAD:er er mum is read er newspaper.

11. Subject + Simple Present *be* + Past Participle

(J34) *BUS: he's looking at her and he's eating <and he's> [/] and he's eating

(J35) as well and the toy and car on the bench and the jam is fell down on

(J36) the floor and he's eating a cornflakes and some paintings on the

(J37) wall.

12. Subject + Simple Present *have* + Present Participle

(M108) *BUS: er <they are> [/] they are eating pear [?] sandwich and juices and

(M109) the baby # baby has eating the pear [?].

13. Subject + (Contracted) Simple Present *be* + Present Participle

(M95) *ELS: why do you think it's cold?

(M96) *YAS: because she's hair is going there.

(M170) *ELS: what are they doing?

(M171) *YAS: now she's going home and she's saying +"

(J89) *YAS: now this girl is reading and her mum is sleeping and then that boy

(J90) was boring.

(J125) *ELS: what's she doing with the towel?

(J126) *YAS: she's washing that.

- (M70) *ELS: and what are they doing here?
- (M71) *MOH: mom's sitting on the bench.
- (M72) *ELS: what about this girl?
- (M73) *MOH: <he's> [/] he's standing on the bench.
-
- (J28) *ELS: what's this one doing?
- (J29) *MOH: he's taking the toy.
- (J30) *MOH: he's reading book.
-
- (J17) *MOH: the children is doing a music.
- (J18) *MOH: some children is playing.
- (J19) *MOH: the mum is going in the kitchen.
-
- (M69) *ELS: now <what's> [/] what's happening in this picture?
- (M70) *BUS: the dog is running and the girl is running behind the dog.
-
- (M132) *BUS: they are eating sandwich.
- (M133) *BUS: er the people is walking and +...
-
- (J33) *BUS: er they are eating something and <they> [/] they are looking.
- (J34) *BUS: he's looking at her and he's eating <and he's> [/] and he's eating
-
- (M154) *ELS: now what's happening?
- (M155) *NAD: the bird is eating on the potatoes [?].

(J89)*NAD: the children er is going out and <the mum is> [//] the mum and the

(J90) children going.

(J91)*NAD: the mum is first going on and the children is behind the mum.

14. Subject + Simple Past *be* + Present Participle

(J69) *ELS: ok now what's the mum doing?

(J70) *YAS: now <mum> [/] <mum and> [//] mum was going in the bath and

(J40) *ELS: and what are they doing here?

(J41) *YAS: they was playing.

APPENDIX FIVE

Examples of devices used to express simple present

15. Subject + Infinitive

(M86) *YAS: I think he like er <a walking with some> [//] some walking or

(M87) running or playing games.

(M116)*YAS: <he xx> [//] he is choosing one.

(M117)*YAS: and he choose apple.

(J71) *BUS: and they are going upstairs and mum look sad and er +...

16. Subject + Simple Present *verb*

(M14) *ELS: what's happening in this picture?

(M15) *YAS: I think she's going in the shop or park.

(J133) *ELS: ok now what's happening?

(J134) *BUS: er the mum looks happy and <the other> [//] her childrens <is> [//]

(J135) look happy as well.

17. this + is + Object

(M20) *ELS: what's happening [>]?

(M21) *BUS: yeah um [<].

(M22) *BUS: she's mother and er yeah er um this is child.

(M46) *BUS: this is a little mouse.

(J79) *NAD: this is fridge and the xx kitchen and here is xx.

(J60) *NAD: and is the mum and the mum # got um bread and er here is jam and

(J61) ice cream and um.

18. here + is + Object

(J58) *ELS: ok now what's happening in this picture?

(J59) *NAD: here is um breakfast and the people.

(J16) *ELS: ok so what's happening in this picture?

(J17) *NAD: here is three elephants and um # um # um er this elephant hold a

(J18) book +...

19. there + Simple Present *be* + Object

(M26) *BUS: there is shoes and there is a door, door is <locked> [//] open and

(M27) +...

(J13) *BUS: in this picture there are three elephants.

20. they + are + Object

(M63) *BUS: they are looking # they are looking # and # they are car and +...

(M65) *BUS: they are field and some trees on field and <they> [//] this is road

(M66) in the field and they are some buildings behind the field.

21. Subject +Object

(M20) *YAS: and then <she> [/] she his sister and she put <the> [/] the one you

(M21) +...

22. Subject + (Contracted) Simple Present *be* + Object

(M22) *BUS: she's mother and er yeah er um this is child.

(M12) *ELS: ok can you tell me <what> [/] what you can see in this picture?

(M13) *NAD: this is a mother and er he is boy.

23. Subject + Adverb/Adjective

(M88) *BUS: one child behind the tree and one in front of the tree.

(M140) *BUS: the people are walking their dogs <eating the er> [/] eating the

(M141) sandwich.

(M142) *BUS: <two ducks and> [/] two ducks in the water.

(J34) *BUS: he's looking at her and he's eating <and he's> [/] and he's eating

(J35) as well and the toy and car on the bench and the jam is fell down on

(J36) the floor and he's eating a cornflakes and some paintings on the

(J37) wall.

24. Subject + (Contracted) Simple Present *be* + Adverb/Adjective

(M129) *YAS: and she's looking at mum <and> [/] but mum is not there and <she>

(M130) [/] she put apple in the # floor and she have she's feed [?].

(J107) *YAS: now she was happy because <she> [/] all is happy that she's mum is

(J108) sad xx.

(M23) *ELS: ok now what are they doing?

(M24) *MOH: he's on there.

(M86)*ELS: why do you think it's cold?

(M87)*MOH: because it's cold outside there.

(M114) *BUS: the mice er the mice is under er under the # his lid and the girl is

(M115) behind the lady.

(J68) *ELS: ok now what's happening here?

(J69) *BUS: er the children is behind the mother and mother is worried about her

and about the +...

(M178)*NAD: and the girl is here and the bag is here.

(M166)*NAD: she's er er the girl and boy is goodbye and the mum is er backside.

(J49) *ELS: ok well what's she doing here?

(J50) *NAD: erm this elephant's small

25. Subject + Simple Past *be* + Adverb/Adjective

◆ Subject + Past Simple *be* + Adverb/Adjective

(J107) *YAS: now she was happy because <she> [/] all is happy that she's mum is

(J108) sad xx.

APPENDIX SIX

Examples of devices used to express simple past

26. Subject + Object/Adverb/Adjective

(M214) *YAS: she shout and everybody xx everybody scared.

(J162) *YAS: girl with her and one soldier.

(J197) *MOH: he scared and he took the toy.

(M202)*NAD:and she's brush on the teeth and she's er <clean the> [/] <clean

(M203) the> [/] # clean the body and er she the fish on the er # er the

(M204) water.

(M205) *NAD: and a fish on the outside.

(M229) *YAS: <now she's> [//] <she's> [//] <now she's> [//] <she's now> [//] she

(M230) tea bread and she sing and she put his dress on it.

(J218) *NAD:here is er the mum and dad and xx is going on holiday and the little

(J219) girl some breakfast and er xxx.

27. Infinitive

(M209) *MOH: pick a snail.

(M210) *MOH: pick it and put back.

(J206) *ELS: what else did he do with the clothes?

(J207) *ELS: can you remember the clothes bit?

(J208) *MOH: wear the clothes.

(J222) *ELS: when he was in the house with all of the toys what things did he do

(J223) with the toys?

(J234) *BUS: throw all the on the floor # and +...

28. Past Participle

(J215) *ELS: he did what?

(J216) *BUS: er hit the people.

29. Subject + Infinitive

(M214) *YAS: she shout and everybody xx everybody scared.

(J188) *YAS: and then that man come and she was so bigger than him and then #

(J189) when she turn over he was with her and she gone to xx and she's

(J190) hiding.

(M217) *ELS: what happened to the fish in the water?

(M218) *MOH: he get the fish and he xxx.

(J218) *MOH: he wear the black one and go to the coat [?] and get the coat [?].

(M173) *BUS: and <some people killed> [//] some people come to kill him but he

(M174) know the people are coming to kill him.

(J210) *BUS: he have one car um +...

(J241) *ELS: what happened?

(J242) *NAD:er when the rat play the er golf no hockey.

30. Subject + Simple Present *verb*

(M187) *ELS: ok what happened at the very beginning?

(M188) *MOH: boys get him.

(M196) *MOH: boys run away.

(M173)*BUS: and <some people killed> [//] some people come to kill him but he

(M174) know the people are coming to kill him.

(M175) *BUS: then <he's standing> [//] he stand behind the people and the people

(M176) look at a house and he's not in the house.

(J228) *NAD:the rat sit in the car and er the tortoise [?] and the girls er sit

(J229) in the car and er the first girl is er is # er the girl is er on the

(J230) floor and er #.

31. Subject + Past Participle

(M223) *ELS: what happened at the beginning?

(M224) *YAS: er <she> [/] she went.

(M225) *YAS: she put <his> [//] she's house.

(J163) *YAS: and then she's gone and then she played with her and then when she

(J164) pick her xx door caught the leg and then she said +"

(M210) *MOH: pick it and put back.

(M211) *MOH: and he came all stick [?].

(J186) *ELS: and then what happened?

(J187) *MOH: the rat wake up and the rat came out and made holiday.

(M173)*BUS: and <some people killed> [//] some people come to kill him but he

(M174) know the people are coming to kill him.

(J239) *BUS: sat in the car and um one girl's next to him and is erm throw the

(J240) something and <he> [//] he's open <her mouth> [//] his mouth and the

(J241) # something fell down in his mouth and then +...

(J243) *ELS: and then afterwards at the end of the night he was sleeping and then

(J244) what happened?

(J245) *BUS: <this one> [//] two mans came in and he's er he's hit <on> [/] on it

(J246) and then is wearing her cap and # and come upstairs and # that's it.

(J223) *NAD: hm um er er here is the er <police> [/] police tortoise [?] and xx

(J224) and er the nurse said +"

32. (t)here + Simple Present *be* + Object

(J247) *ELS: and then what happened?

(J248) *BUS: the one man on behind him there's something er something on the m
and he +...

(J197) *ELS: what happened at the start?

(J198) *BUS: erm there's some people in the xx and they are going to the
somewhere and one girl put some er chocolate <in the> [/] in the +...

(J218) *NAD: here is er the mum and dad and xx is going on holiday and the little
girl some breakfast and er xxx.

(J226) *NAD: um the xx in the home and there's a rat.

33. Subject + (Contracted) Simple Present *be* + Adverb/Adjective

(J152) *YAS: and then she's gone and then her xxx no one is there <and then

(J153) she's> [/] # and then she's er get out and then she had a radio.

(J184) *YAS: and then when she's go there and then she's scared when she put

(J185) light and then she's scared.

(M191) *MOH: he's not in there.

(M175)*BUS: then <he's standing> [//] he stand behind the people and the people

(M176) look at a house and he's not in the house.

(M177) *BUS: he's behind the people.

(J205) *BUS:and er he's so naughty and he is er +...

(J236) *NAD:and er the rat is sad and er the rat er rat's sleeping in the bed

(J237) and er # the rat is sad xx.

34. Subject + Simple Past *be* + Adverb/Adjective

(J188) *YAS: and then that man come and she was so bigger than him and then #

(J189) when she turn over he was with her and she gone to xx and she's

(J190) hiding.

(J220) *MOH: this chocolate monster wasn't monster.

35. Present Participle

(J208) *ELS: what did he do?

(J209) *BUS: um throwing all the things er all the things around and erm um he's

(J210) wearing different clothes and er.

(J228) *ELS: <what did he> [/] but what did he do?

(J229) *BUS: playing all the toys.

36. Simple Present *be* + Infinitive

- (J239) *BUS: sat in the car and um one girl's next to him and is erm throw the
(J240) something and <he> [//] he's open <her mouth> [//] his mouth and the
(J241) # something fell down in his mouth and then +...
(J224) *NAD: and the # xx some tortoise is crash and er the um play.

37. Subject + (Contracted) Simple Present *be* + Present Participle

- (M175) *BUS: then <he's standing> [//] he stand behind the people and the people
(M176) look at a house and he's not in the house.

(J243) *ELS: and then afterwards at the end of the night he was sleeping and then
(J244) what happened?
(J245) *BUS: <this one> [//] two mans came in and he's er he's hit <on> [//] on it
(J246) and then is wearing her cap and # and come upstairs and # that's it.

38. Subject + Simple Past *be* + Infinitive

- (J187) *YAS: she <was shout> [//] shouted and xx.

APPENDIX SEVEN

Examples of devices used to express past progressive

39. Subject + Contracted Simple Present *be* + Infinitive

(M212) *YAS: <but> [/] but when she do some, she put like this kiss and he's hide

(M213) [?] gone and she's do aaargh@o [<].

(J154) *YAS: she put her radio on and then she's dance and then she put her dress

(J155) like and then she said +"

(M202) *NAD: and she's brush on the teeth and she's er <clean the> [/] <clean

(M203) the> [/] # clean the body and er she the fish on the er # er the

(M204) water.

40. Present Participle

(J253) *ELS: <what were they> [/] what were they doing?

(J254) *ELS: there was a film.

(J255) *NAD:hm # hm the rat is going to er room [?] and um xx look and looking

(J256) xx and shirt and er the xx and shirt is on the floor and er the

(J257) going in the kitchen and <looking> [/] looking what's happening the

(J258) kitchen and the er man is coming <in the table> [/] in the table and

(J259) um the look the rat <looking> [/] looking at the man and the rat is

(J260) sad and um.

41. Subject + Present Participle

(M209)* YAS: <she> [//] the children she's fighting with him but <she> [/] she

(M210) saying +"

(J255) *NAD:hm # hm the rat is going to er room [?] and um xx look and looking

(J256) xx and shirt and er the xx and shirt is on the floor and er the

(J257) going in the kitchen and <looking> [/] looking what's happening the

(J258) kitchen and the er man is coming <in the table> [/] in the table and

(J259) um the look the rat <looking> [/] looking at the man and the rat is

(J260) sad and um.

42. Subject + Contracted Simple Present *be* + Present participle

(M228) *YAS: she's putting in his like body and she's singing.

(J188) *YAS: and then that man come and she was so bigger than him and then #

(J189) when she turn over he was with her and she gone to xx and she's

(J190) hiding.

(M170) *ELS: ok can you tell me what happened in that?

(M171) *BUS: er her name is xx Shreak.

(M172) *BUS: and <they are doing> [//] he is doing different er different work.

(M173) *BUS: and <some people killed> [//] some people come to kill him but he

(M174) know the people are coming to kill him

(J197) *ELS: what happened at the start?

(J198) *BUS: erm there's some people in the xx and they are going to the

(J199) somewhere and one girl put some er chocolate <in the> [/] in the +...

(J208) *ELS: what did he do?

(J209) *BUS: um throwing all the things er all the things around and erm um he's

(J210) wearing different clothes and er.

(M223)*NAD: er um er back on the boys [?] and he's fast running and er xx #.

(J236) *NAD:and er the rat is sad and er the rat er rat's sleeping in the bed

(J237) and er # the rat is sad

43. Subject + Simple Past *be* + Present participle

(J204) *ELS: can you remember anything else that happened?

(J205) *MOH: he was hiding.