

Acquisition of Tense by Persian and English Speaking Children Between 2 to 4 Years Aged

Maryam Babanezhad, Ramin Rahmany

Islamic Azad University, Takestan Branch

Abstract

This research is case study which was designed to investigate the acquisition of tense by Persian and English speaking children between 2to4 years aged. Four girls were precisely analyzed in order to figure how the tense of verbs is effective in their speaking that learners need to succeed in their daily lives. The subjects were randomly selected to study and the matter of gender was not considered. The study uses real language, real people, real places to connect learners of English to the world. In order to find out if the learners succeed to speak more fluent during their special age. The study was conducted in 12 hours in twelve sessions, three sessions for each child in about one month, each session lasted about 1 hours. All their partners were their parents, peers, and care-giver. Their voice was recorded by a phone. At last, all their dialogues were analyzed to find out how they state verb tenses. At last, it was found that children who are 2 aged use a few verb in the past tense and use more widely in present tense. And 4 aged children presented a large number of present tense and more past tense verbs consequently their speaking is more fluent in compared with the younger children.

Key terms: verbs, tense, verb tense acquisition, Persian children, English children.

1. Introduction

The present study investigates the acquisition of tense by children in Persian and English between 2to 4 years. Tense is apparently the fundamental issue in language learning and teaching (Bardovi-Harlig, 2000). Therefore, it occupies a key function in almost every language teaching and learning pattern. Yet, in many foreign language learning and teaching texts, little attempt is delivered to the elements that facilitate or delay the acquisition of tense. Therefore, a large number of English learners as a Foreign Language (EFL) learners are not able to conquer tense even though they expend vast amount of time in order to master it.

According to Bardovi-Harlig (2000), the term, "tense", has been emanated from the Latin word "*tempus*" meaning "time". Since there are many ways in which a language can reflect the time of action, so language learners use tenses. He expresses three main tenses, past tense, present tense and the future tense. It is substantial to stay that each of these tenses consists of four forms, including: Simple, progressive or continuous, perfect and perfect progressive or perfect continuous. The appropriate use of tenses contributes you speak with people clearly and impressively, it causes you able to enhance the level of

readability of your writings on the other through permitting your readers to understand properly what you have written applying English tenses. Tense in Persian is equivalent with English's tense. In English, the grammatical morphemes, such as *-s* and *-ed*, are added to verbs to express the grammatical traits of tense and when apply in a sentence they have meaning.

The massive research on the acquisition of English morphemes has been carried out by Brown (1973). The tremendous study indicates that children learn almost all the morphemes between the ages of 2.5 and 4. Also, previous research on the acquisition of verb inflections (e.g., agreement *-s* or regular past tense *-ed*) by English monolingual kids point out a close connection between the acquisition of morphology and syntax. According to Antinucci and Miller (1976) the set of English tense morphemes includes of both suffixal inflections and unbound morphemes. They stated that "the [-s] marking simple past also marks person. The verb *Do* is part of the set of unbound morphemes in English. The child optionally uses non-finite forms in finite contexts simply because Tense has not matured yet. Tense will be interpreted by reference to context. Marker *-ing* and the past tense morpheme *-ed* are among the first morphemes that enter child English. Children can understand time only after a certain stage in cognitive development: a correct understanding of the child's first past tense forms and their gradual development cannot be obtained unless we place them in relation to their cognitive prerequisites" (Antinucci and Miller 1976, p.168).

Purpose of the Study

The main purpose of this research is generally to explore and study *English* tense in order to find its function between children, and to get the most effective parts in speaking, and also if the speakers have been successful in representing their purposes. The participants who are children between 2 to 4 will be precisely analyzed in order to figure how the tense of verbs is effective in their speaking that learners need to succeed in their daily lives. The study uses real language, real people, real places to connect learners of English to the world. In order to find out if the learners succeed to speak more fluent during their special age, this paper notices to the tense of verbs and its effects on kids in their speaking process. Aim of all teachers is, in particular, improve and guide their students in all levels, and also communication skill is highly essential and prominent for learners. So it is not really important in teaching field how old the learners are.

Research question

The study raised this question:

What difficulties do Persian and English speaking children aged 2 to 4 years experience acquiring tense?

As it was mentioned in abstract, this research is a case study so it does not have any yes/no question and consequently hypothesis.

What is tense?

Tense is related to time, and time refers to 'when' an action takes place. Cowan (2008) mentioned that "tense expresses the time that an action occurs in relation to the moment of speaking. It has three 'dimensions': 'present', 'past', and 'future' "(p. 351). Salaberry and Shirai (2002, p. 2) proposed "tense is a deictic category that places a situation in time with respect to some other time, usually moment of speech". According to Comrie 'Time' itself does not present any landmarks in terms of which one can locate situations. If time had a beginning, we do not know where that beginning was, so we cannot locate anything else relative to that beginning (other than trivially, by saying that situation is posterior to that beginning). If time has an end, again we do not know its location, so again no non-trivial location is possible relative to that end point" (Comrie, 1985, p. 13). With that in mind, it is necessary to create some reference points, with which we can then place situations in time.

In order to clarify his explanation, the present research illustrates some examples: Third person singular:

- 1) My friend works in a factory. Past time is exposed with the addition of '-ed' with a regular verb: for instance,
- 2) My friend worked in a factory.

Sometimes, past time is appeared with the shift of an irregular verb in form. For instance,

- 3) My friend went to a factory.

According to Mark Baker (2003) the child will gradually set out to realize continuum dependencies between abstract units and start to perform with wider units, such as Noun Phrase (NP) and Verb Phrase (VP); this causes to avoid rote-learned utterances so that new word sequences can be created. This part of this learning is the realization that the similar verbs can happen with or without suffixes such as /t/ (as in 'washed'), /d/ (as in 'robbed') or /id/ (as in 'posted'). He goes on that the morphological state of these inflections is allocated, lexical storage can become more practical, since only the verb stem need be saved, and inflectional paradigms can be set up. At last, he concluded that inflected forms can then be accompanied by rule, with the abstract past tense marker, -ed, transferred to the proper phonological form depending on the verb's final phoneme.

However, it can be supposed that the child has auditory problems that cause it complexity to attain a morpheme, such as past tense -ed, which in English is often unstressed and not perceptually salient (Hauser and Marc, 2002). They suggested just such an account the 'surface hypothesis' to describe SL. If the child steadily fails to attain the inflection, then learning of the past tense principle will be prolonged, since it depends on learning a critical amount of inflected and uninflected verb forms, so that the pattern can be discovered.

Based on findings of Lai (2004) many scholars agree grammar, in particular, tense acquisition is broadly important and cannot be avoided, therefore lack of a rich knowledge

of grammar, students' language progression will be strongly influenced. He also believe that most English language teachers claim that learning English grammar is crucial because learning tenses is dependent to a high knowledge of grammar in order to speak skillfully, therefore these teachers teach grammar in their classes.

Although, in addition of the severely concentration on English grammar, most students of English as a foreign language (EFL) still find grammar complex to acquire. It is unavoidable that learners make errors in the process of foreign language learning. Learning verbs is the most critical field of grammar for learning, as many research have figured out verb errors as the most common of all errors created by student (as cited by Chen, 1979; Chen, 2004; Huang, 2001; Lee and Haseltine, 2001).

Acquisition of verb tense like other phenomena occurs during the time. As children grow their tense improvement promotes. Several studies have been carried out in more verb tense detail. Most surveys dealt with inflections in English in order to figure out how tense acquisition gradually happens. Based on a study of Rice and Wexler (1996); the set of English tense morphemes includes of both suffix inflections and unbound morphemes. They expressed that the joint and auxiliary

'Be' morphemes form a topmost paradigm marking number and person explicitly. It is to be noted that the 's' marking habitual aspect also marks person. The 'ing' verbal suffix is preliminary associated with progressive aspect, while the auxiliary verb carries tense and agreement traits. Rice noted that the simple past in English has been used to expose regular against irregular forms, i.e. the verb + ed and strong verbs, respectively.

To draw with conclusion, in more recent theoretical approaches like minimalist theory, Chomsky (1995) figures out that in interrogative and negative statement such as simple past or habitual verb, an auxiliary verb like 'Do', seems in a position remained of the negative operator or subject, and marks tense and agreement features, whereas the thematic verb is located a position within the verb phrase, and is indeterminate in form. Thus, the verb 'Do' as an auxiliary is a part of the set of unbound tense-marking morphemes in English. In compared with statements with inflected main verbs, in interrogative and negative statements with joint or present progressive auxiliaries, 'Be' forms emerge in a left-linear location (Chomsky,1995).

How many verb tenses are in English language?

In English instruction, verb tenses have attained a wide attention. Indeed, they attain probably more attention than any other area of grammar. And with remarkable reason: there are thirteen verb tenses in English, The tense is a prominent trait of the English verb, and it is, in general, identified as the inflectional affix of the verb in inducting time relation. Jacobs and Rosenbaum (1970) state the tense, in other words, is the syntactic or morphological change a verb undergoes in indicating time correlation. As Lester (1976) and Owen and Kintgen (1978) mentioned in their study, this inflection or morphological shift also gives some features to modals and aspect. Tense errors are the most famous errors that learners make and which English teachers know it the most challenging to solve among English learners .

One of the major differences between L1 and L2 acquisition is that L2 learners have already received a full capability in L1. This in turn may introduce particular transfer impacts in the acquisition of L2 structure.

Samane Poormomeni (2013) investigated on acquisition of tense field in Persian. She holds the view that among the syntactic structures is the tense system which is not the same across languages. A time reference can be expressed by different tenses. For example, future time can be illustrated by simple future or present progressive in English. Comparative research in literature demonstrate that Iranian EFL learners encounter certain learnability difficulties in learning future tense because of discrepancies in the method the future tense is recognized in English and Persian languages. She also claims that the phrasal future tense in Persian is formed with the helping verb "khaastan". Persian does not involve a variety of future tenses versus English. She offers that "the indicative present can be simply used to convey futurity. Such differences can cause problems for EFL learners when they try to use the future tense or translate English tenses into Persian or vice versa"(p. 45).

Poormomen (2013) compares the grammatical devices that demonstrate the future in English with their communicating tenses in Persian. Some other researchers believe that as the child hears more and more language, patterns are realized, so that lexical items can be grouped into syntactic categories that can occupy specific slots in sentence frames, this is common in all languages. For instance, a Persian child who hears 'Mumman dare mokhore',

'Baba dare miad', 'Mumman dare mipaze', 'Baba dare radio goosh mikhone' and so on, will set out to classify Mumman and Baba together as the similar sort of word. He/she learns a group words which indicates a certain tense and consequently a special goal for the speaker.

How many verb tenses are in Persian language?

Less tenses are existed in Persian than in English. There are around ten tenses all in all. A large variety is shown in tenses referring to past events. A set of past tenses (past simple, imperfect, and pluperfect) is matched by a corresponding set of perfect tenses (perfect simple, perfect continuous, and perfect pluperfect — the last of these made by adding a perfect ending to the pluperfect tense). These perfect tenses are used sometimes much as the English perfect tense (e.g. 'I have done' etc.), but often in an inferential or reporting sense ('apparently I had done' etc.), similar to the perfect tense in Turkish (Zareikar, 2015).

Windfuhr (1979) claims that "the present tense has a range of meanings (habitual, progressive, punctual, historic). In colloquial Persian this tense is also applied with future meaning, although there also exists a separate future tense used in formal styles. In colloquial Persian there are also three progressive tenses (present, past, and perfect)" (Windfuhr, 1979, p. 223-4).

Two subjunctive mood forms are in Persian, present and perfect. Subjunctive verbs are usually stated where English uses an infinitive, e.g. 'they want to swim' is presented in Persian as 'they want I may swim'.

A perfect participle is established by adding -e to the second stem. This participle is active in intransitive verbs (fele lazem), e.g. sohbat shode 'spoken', but passive in transitive verbs, e.g. khorde 'eaten (by someone)'. As well as being applied to utter the perfect tenses, this perfect participle can be used to utter the passive of transitive verbs, by adding different parts of the verb šodan 'to become'. There are compound verbs, such as kar kardan 'to work' (lit. 'to do a job) and dars dadan 'to teach', are very extensively applied in modern Persian (Zareikar, 2015; Windfuhr, 1979).

However in Persian, based on investigation of Zareikar in 2015, generally applied verbs tend to be pronounced in an abbreviated form, "for instance ast 'he is' is pronounced e, miravad 'he goes' is pronounced mire, and miguyam 'I say' is pronounced migam. The verb usually comes at the end of the clause in Persian, however there are sometimes exceptions (for example in colloquial Persian it is common to hear phrases such as raftam Tehrān 'I went to Tehran' where the destination follows the verb)"(p. 56-7).

Persian verbs

Persian verbs are very regular compared with those of most European languages. From the two stems given in dictionaries (e.g. gir, gereft 'take, took', nevis, nevešt 'write, wrote', deh, dād 'give, gave' etc.) it is possible to make all the other forms of almost any verb. The main irregularity is that given one stem it is not usually possible to predict the other. Another irregularity is that the verb 'to be' has no stem in the present tense (Windfuhr, 1979). Persian verbs are inflected for three singular and three plural persons. The 2nd and 3rd person plural are often used when referring to singular persons for politeness.

How is tense acquired?

How does the children realize the conditions under which inflections are obligatory? Tense is a particularly difficult aspect of grammar, for two reasons. Sawn (1992) has described these parts precisely. He holds the view that the first part is the functional importance of a tense inflection is much more challenging to receive than that of a semantically obvious inflection such as noun plural -s. He also adds -ed demonstrates past tense of a verb, it does not always correlate to past time: for example, we say 'I met him stare at a picture' or 'I wanted to call him' rather than '*I met him stared at a picture' or '*I wanted to called him', even though the staring and calling are in the past tense.

Difficulties with learning tenses

EFL learners face several difficulties in their effort to master English tense appropriately. According to Cowan (2008, p. 353) "use of verb forms is one of the two or three most difficult areas for English language learners to master". Therefore, EFL learners sometimes make mistakes in the proper usage of verb forms as they effort to show the time of an event in the target language.

Tense is identified as an identity of inflection that is the changing of the form of a verb through adding or not adding a morpheme. Graver (1986) claims that "It should be hold in mind that "tense" and "time" are not to be considered as identical phenomena in English. The term "tense" is used to refer to a verb form, not to chronological time" (p.50). English verbs are used to indicate the feature (simple, continuous or perfect) of an action or event. According to some scholars, grammatically speaking, two major tenses are existed; present and past. Future is consisted of the present. Even though, the majority of the linguists believe that there are three tenses in English; present, past and future. There are some difficulties occurring in the acquiring of the usage of these forms due to the first language interference and present distinctions in a different way (Chen, 1979).

English speakers choose the verb form (simple, continuous, perfect) according on lots of reasons, and not on a strict collection of structural principles. On the foreign language learner's idea being able to use the language correctly for the proper and suitable situations sounds to be somehow challenging. When they have not improved on the stressed messages effectively they are not able to get the points across.

A brief look at tenses acquisition with different learners around the world

There have been a number of investigations which carried out on tenses acquisition across the world. The present research attempts to present a couple of the surveys. A longitudinal study has been done by Ming Chingli in 2012. The study investigates the learning of tense and consistent morphology via child second language learners in an early stage of language learning. The purposes of this survey are twosome. The first is to observe the progress of verb inflections and syntactic ability during time from an early stage by Chinese child SL learners of English. The second goal of the study is to identify the similarities and differences in learning of verb inflections by comparing kid SL learners of this research with child L1 and adult L2 learners from the literature in this aspect. Subjects of the study consisted of six Chinese-L1

English-L2 children between the ages of seven and nine, with a length of residence in the United States about four and six months. Data were gathered regularly over a stage of seven months. Tasks were consisted of a conversation with the researcher on general themes, and a derivation task via picture explanation. Utterance production symbols were included of audio recorded and later transcribed to identify the application of verb inflections: the third-person singular *-s*, regular past form *-ed*, copula of *be*, and auxiliary *be*, and the usage of related syntactic features: the use of whole subjects, and the case of subject pronouns. Ming Chingli states that according to previous research, the study adjusts the Separation Hypothesis, believing that abstract features can be stock in the syntactic representation in the lack of explicit morphology, and the learning of syntax triggers the acquisition of morphology. Findings' Ming's study indicated the young children learning of syntactic features, the application of obvious subjects and the nominative case for the subject pronouns, while on the contrary, verb inflections were widely deleted. This shows that the functional category is already in an occasion in the L2 primary stage and that syntax works as a stimuli for the acquisition of clear morphology.

Another study which has been investigated the acquisition of verb tense was done by Yasuhiro Shirai at Cornell University in 2003. This study revises research on English past tense acquisition to analyze the influence of the "single mechanism model and the dual mechanism model, focusing on regular-irregular dissociation and semantic bias" (as cited in Yasuhiro Shirai's study, 2003, p. 3). According to the review, it is proposed that in first language acquisition, both regular and irregular verbs are dominated by semantics; that is, early usage of past tense forms are limited to perception verbs—regular or irregular. By the contrary, some second language acquisition studies show stricter semantic bias for regular past tense forms (as cited by Housen, 2002, Rohde, 1996). Based on Shirai's investigation, it is claimed that first language acquisition of the past-tense morphology can be taken into account for more suitable by the single-mechanism model.

A case study has been done by Johanne Paradis (2007) which surveys on a comparison of the use and knowledge of tense-marking morphemes in English by first language, second language, and specific language deficiency efficient children. The purpose of his study was to clinch "whether the L2 kids' tense acquisition patterns were identical or not to those of the first language and specific language deficiency groups, and whether they would fit an (extended) optional infinitive profile, or an L2-based profile, for example, the missing surface inflection hypothesis" (Johanne Paradis, 2007, p. 2). Results of the study reflected that the

L2 kids had a unique index compared with their mono-lingual peers, which was better characterized by the omitting surface inflection hypothesis. At the same moment, the findings encourage the assumption fundamentally the broad optional infinitive index that interior constraints on the learning of tense could be a segment of first language progress.

Method

This study aims at examining acquisition of tense by Persian and English speaking children between 2 and 4 Years aged. The main purpose of this research is generally to explore and study English tense in order to find its function and difficulties acquisition among children, and to get the most effective parts in speaking, and also if the speakers have been successful in representing their purposes.

Participants

The participants who are four English and Persian children between 2 to 4 who all of them were girls were precisely analyzed in order to figure how the tense of verbs is effective in their speaking that learners need to succeed in their daily lives. The matter of gender was not considered. The study uses real language, real people, real places to connect learners of English to the world. In order to find out if the learners succeed to speak more fluent during their special age, this research focuses on the tense of verbs and its influences on kids in their speaking process.

Procedure

The study was conducted in 12 hours in twelve sessions, three sessions for each child in about one month, each session lasted about around 1 hours. The subjects were randomly selected to study. The subjects were all girls, two Persian (Lilia 2 aged, Mino 4 aged)

and two English (Lara 2 aged, Anna 4 aged). All their partners were parents, peers, and care-giver. Lilia spoke with her mother, Minoo talked with her brother, Lara accompanied with her peer, and Anna spoke with her care-giver. Their voice was recorded by a phone. At last, all their dialogues were analyzed to find out how they state verb tenses. To illustrate clearly, the tables are exposed next page.

Results

However the present research was not conducted on experimental and control groups, but some data has been received through recording children's voice which is presented in this chapter. Furthermore, a summary of the results of children reaction will be provided in the section. The tables are indicated the simple past and simple present in columns. Also the number of repetition of the verbs are presented in other columns.

Tables of recorded children's voice

Table 1

	Persian (2 AGE) Lilia			
	past		Present	
Num	verb	frq	verb	Frq
1	bud	15	bia	21
2	goftam	13	bebin	13
3	goft	6	duset daræm	19
4	raft	4	begu	7
5	shod	5	mixam	22
6	zæd	2	bede	23

7			mizænæm	12
8			bezænæm	4
9			bezar	9
10			miaræm	2

verb	frq	verb	Frq
bud	18	mixam	30
didæm	9	begu	6
goftæm	5	bebin	17
umæd	18	bia	25
shod	15	bede	50
did	4	duset daræm	8
mikhastam	6	miduni	30
		mikonæm	12
		begire	3
		mixad	9

Table 3

Num	verb	frq	Verb	frq
1	gone	15	Do	23
2	finished	7	get	18
3	has got	7	want	31
4	finished	7	put	4
5	done	3	say	4
6	said	4	like	14
7			read	6
8			come	12
9			finish	4
10			hide	6

Table 4

ENGLISH (4AGE) Anna				
	past		present	
Num	verb	frq	verb	frq
1	got	18	want	56
2	wanted	5	need	23
3	found	6	Go	35
4	told	10	get	19
5	thought	4	come	12
6	broken	3	help	17
7			put	37
8			like	18
9			think	10
10			play	14

Summary

Regarding to the tables, it was found that children who are 2 aged use a few verb in the past tense and use more widely in present tense. And 4 aged children presented a large number of present tense and more past tense verbs in compared with the younger children. As we seen in tables, English girls express more irregular verbs in past tense, and Persian girls represent more short past tense verbs because of easier utterance.

According to the findings, Lilia (2 aged spoke her mother) used 126 verbs in present tense and 45 verbs in past tense. Mino (4 aged talked with her brother) applied 190 present tense verbs and 75 past tens verbs. Lara (2 aged accompanied with a peer) said 120 present tense verbs and 36 verbs in past tense. Anna (4 aged spoke with her care-giver) said 241 present tense verb and 68 in past tense. It is necessary to express that some verbs are easier to use for example; 'bia, bede, raft, doset darm, mikham' in Persian, and 'want, go, come, like, do' in English.

To draw with conclusion, younger children state more present tense verbs toward past tense ones. And also as they get older, they acquire more widely verbs and use them more and more in present and past tenses compared with younger ones. So the matter of age is really important in their verb acquisition. In spite of the age factor, partner factor needs to be considered. The partner factor may be effective on verb tense acquisition during long time. Only difficulty which the research can dare to refer to it, is regular verb tenses uttering in past and present past in English children and using long verbs in past and present perfect tenses for Persian children, that is, the Persian girls used them rarely.

Discussion

Verbs like other language components are important in language acquisition specially in speaking. They include a large number of everyday life aspects and form an integral part of daily language use. However the research was expressed and carried out on young children's verb tense acquisition between 2 and 4 age, but it is required to note that verbs are generally applied in all kinds.

A prolong study by Shirai (2003) which has been examined the acquisition of verb tense. This study revises research on English past-tense acquisition to analyze the influence of the "single mechanism model and the dual mechanism model, focusing on regular-irregular dissociation and semantic bias" (as cited in Yasuhiro Shirai's study, 2003, p. 3). According to the review, it is proposed that in first language acquisition, both regular and irregular verbs are dominated by semantics; that is, early usage of past tense forms are limited to perception verbs—regular or irregular. Compared with the study, the present research is somehow accord in findings. Because as it was observed in chapter three, regular verbs are used less in past tense. Children used more irregular verbs such as 'got, broken, found, done, thought'. So the usage can be related to perception verbs—regular or irregular.

Based on findings of Lai (2004) many scholars agree grammar, in particular, tense acquisition is broadly important and cannot be avoided, therefore lack of a rich knowledge of grammar, tense learning progression will be strongly influenced. According to the study, tense acquisition is inevitable. As children get older their acquisition of verbs tense and

consequently application of them are increased. So the present research is concurrent with Lai's (2004) study.

Noam Chomsky's innateness or nativist theory offers that kids possess an natural or internal talent for language learning that is biologically assessed. Based on Goodluck's study (1991), nativists approach language as a major part of the human gene, when a trait that causes humans human, and its learning is an intrinsic part of adolescence. It sounds that the human beings have arose a brain whose neural periods constitute linguistic information in born and this intrinsic predisposition to acquire language is motivated through hearing utterances. The kid's brain is then able to predict what she or he hears based on the underlying rules or statements it already contains (Linden, 2007). Chomsky (1995) has clarified that being biologically provided to learn language irrespective of setting is because of the kid's language learning device (LAD), which is applied as a mechanism for practicing the principles of language. Chomsky claimed that all human languages impart joint rules, including all languages have verbs and nouns, and it was the child's task to produce how the certain language she or he hears and represents these underlying rules. Regarding to the findings of the present research, it was found that the factor of innateness is really effective on language acquisition, in particular, tenses. When they hear new utterances, their intrinsic predisposition works and children start to produce the utterances immediately.

But the results of the present research are not accord with Kim Plunkett and Patrick Juola (1999) investigated the acquisition of English noun and verb morphology. They claimed that acquiring English morphology of verbs and nouns is a model using a single-system connectionist network. Their research was similar to Virginia Marchman's (1993) study from University of Wisconsin, Madison. Because both worked on connectionist network. They reflected the network as a system which is trained to produce the plurals and past tense forms of a huge corpus of 'monosyllabic English nouns and verbs'. Therefore, according on the present research connectionist network is not effective on verb tense acquisition and consequently on speaking.

Conclusion

The main focus of this research was improving speaking ability through developing verb tenses in children between 2 and 4 age.

To draw with conclusion, younger children state more present tense verbs toward past tense ones. And also as they get older, they acquire more widely verbs and use them more and more in present and past tenses compared with younger ones. So the matter of age is really important in their verb acquisition and consequently their speaking development. In spite of the age factor, partner factor needs to be considered. The partner factor may be effective on verb tense acquisition during long time.

References

- Antinucci, F. & R. Miller (1976): How Children Talk about What Happened. *Journal of Child Language* 3, 169-189
- Bardovi-Harlig, K. (2000). *Tense and Aspect in Second Language Acquisition Form Meaning and Use*. Oxford: Blackwell.
- Bayley, R. J. (1994). *Variation Theory and Second Language Learning: Linguistics and Social Constraints on Interlanguage Tense Marking*. PhD dissertation, Stanford University.
- Backer, M. L. (2003). 'Regular verbs, past tense, and frequency: Tracking down a potential source of NS/ NNS competence differences'.

- Second Language Research, 13, 93-115.
- Brown, R. (1973): *A First Language: The Early Stages*. Cambridge MA Harvard University Press
- Chen cc, (1979). *An error analysis of English composition written by Chinese Student in Unpublished doctoral dissertation, university of Texas.*
- Chen JH, 2004. *Interference of L1 on L2 in college student writing: case study of Chinese EFL learners in Taiwan. Unpublished master's thesis, Fujian catholic university, Hsinchuang*
- Chomsky N.(1995) *The minimalist program*. MIT Press; Cambridge. Comrie, Bernard (1985). *Aspect*. London, New York & Melbourne: Cambridge University Press
- Cowan, R. (2008). *The Teacher's Grammar of English*. Cambridge: Cambridge University Press. pp. 350-353.
- Goodluck, H. (1991). *Language acquisition: A linguistic introduction*. Malden (MA): Blackwell Publishing Ltd
- Graver, B.D. (1986). *Advanced English Practice*. Oxford: Oxford University Press.]6[
- Hauser; Marc D.; Chomsky, N, (2002). "The Faculty of Language: What Is It, Who Has It, and How Did It Evolve?" (PDF). *Science*. 298 (5598): 1569–1579. doi:10.1126/science.298.5598.1569. PMID 12446899. Retrieved June 10, 2014.
- Housen, A. (2002). *The development of tense-aspect in English as a second language and the variable influence of inherent aspect*. In Salaberry & Shirai (ed.). *The L2 Acquisition of tense-aspect morphology*. Amsterdam: Benjamins, pp. 155-198.
- Huang, C.-T. James (2001). *Logical relations in Chinese and the theory of grammar*. Doctoral dissertation, MIT.
- Juola, J., & Plunkett, E. (1999). *Critical period effects in second language learning: the influence of maturational state on the acquisition of English as a second language*. *Cognitive Psychology*, 21, 60-99.
- Lai, Y. H. A. (2004). *Order and Constituency in Mandarin Chinese*. Dorchester: Kluwer.
- Lee, N. & Haseltine Y. Y. (2001). 'To be or not to be – The variable use of the verb be in the inter-language of Hong Kong Chinese children'. *Regional Language Centre Journal*. 35, 211-228.
- Linden, L. (2007). *The Basic Theories of Language Acquisition*. Norderstedt, Germany: GRIN Verlag.
- Longman Dictionary of contemporary English (2009)*. (Fifth Ed). DVD-ROM. Harlow: Pearson Education
- Marchman, V., & Bates, E. (1994). *Continuity in lexical and morphological development: A test of the critical mass hypothesis*. *Journal of Child Language*, 21(2), 331–6.
- Marchman, V., Plunkett, K., & Goodman, J. (1997). *Over-regularization in English plural and past tense inflectional morphology*. *Journal of Child Language*, 24(3), 767–779.
- Paradis, J., Crago, M. & Genesee, F. (2007). *Domain-specific versus domain-general theories of the deficit in SLI: Object pronoun acquisition by French–English bilingual children*. *Language Acquisition* 13(1), 33–62.
- Paradis, J. Richards & Crag, M. (2008). *Tense as a clinical marker in English L2 acquisition with language delay/impairment*
- Poorhamedani, s. & Rezaei, M, J. 2013. *The First National Conference in Teaching English Literature and Translation*.
- Rohde, F. (1996). *Principles of neural dynamics*. New York: Spartan.
- Richards J. and Rodgers T, (2003). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Salaberry, R. & Shirai, Y. (2002). *The L2 Acquisition of Tense-Aspect Morphology*. In Salaberry & Shirai (ed.). *The L2 Acquisition of tense-aspect morphology*. pp. 1-20 Amsterdam: Benjamins.
- Swan, M. (1992). *Practical English Usage*. pp , 605. Hong Kong: Oxford University Press.
- Shirai, Y. & R. W. Andersen (2003): *The Acquisition of Tense-Aspect Morphology: A Prototype Account*. *Language* 71, 743-62
- Zareikar, G. (2015). *The measure Words, Plurality, and Cross-Linguistic Variation*. Tom Semantic Workshop, Carleton University. pp. 56-7.