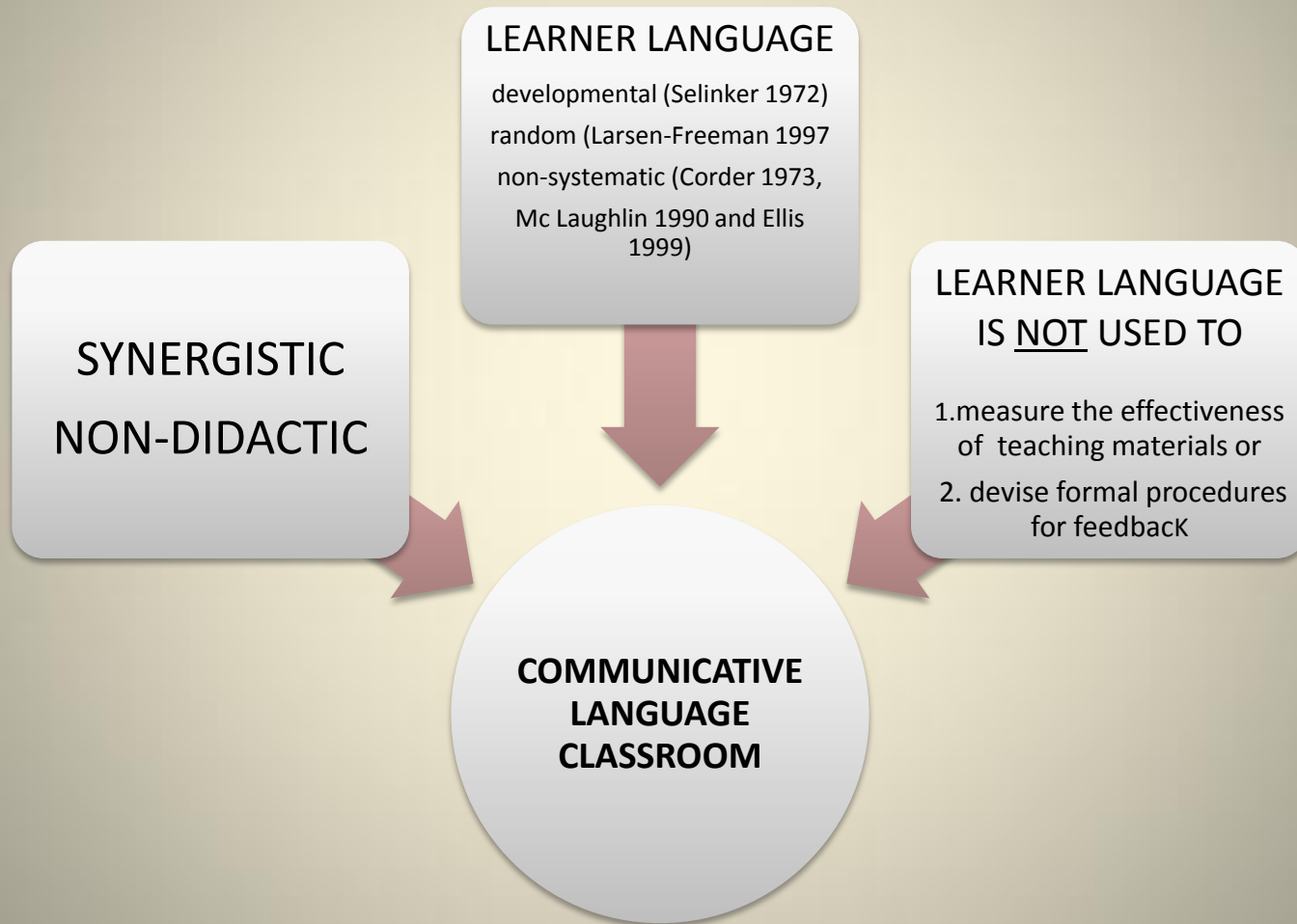


**The Preamble to Form-Function Mapping:
The Development of a Theoretical Construct to Respond
to Elemental Stages in the Language-Learner's Processing
of SE Periphrastic Verb Forms**

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CONTEXT



GROUNDED THEORY METHODOLOGY*



FINDINGS- LEXICAL TREATMENT OF VERB FORMS

challenged theoretical constructs on interlanguage development

*have to, have –
en, had –en, had,
would have,
should have*

*is/are – ing
is/are - en*

*participial
adjectives and
participles*

*been
being*

*unmarked
verb*

*was/were –ing
was/were -en*

*is/has ('s)
would/had ('d)*

FINDINGS- RANDOMIZATION

confined non-systematicity to grammar tests

- Where does he'll stay (**stay**) when he'll go (**go**) to New York?
- When I was wake up (**wake up**) a man had being stand (**stand**) next to me, asking my name.
- My parents have being read their invitation.
- In 1984 it was be (**be**) struck by lightening during a storm, I think there was a terrible fire.
- I have to (**go**) home as soon as I 'll be (**finish**)_work.
- I'd love is seeing (**see**) Brian again!
- The first VW will made (**make**) in 1938.
- You will failed (**fail**) your exam if you will not studying (**not study**) hard.
- There had crashed a number of serious accidents involving lorries and coaches.

The Explanatory Theory = Learners were cognitively burdened*

Intrinsic Cognitive Load

unmarked
verbs



Confusion of
orthographically and
phonetically similar
forms

Extraneous Cognitive Load

RANDOMIZATION
in grammar exercises

The Operational Theory*

spaced retrieval

Nation and Macalister
*Language Curriculum
Design* 2010

**CAPSULIZED
PRESENTATIONS**

**THE GOAL-FREE
EFFECT**

the variability effect

van
Merriënboer
and Sweller
*Cognitive Load
Theory* 2005

cognitive- behaviorist models

Cook
*Second
Language
Learning* 2008

**GRANULAR
APPROACH
TO
GRAMMAR**

**REDUCING
TEXTBOOK
UNITS TO
ISOLATED
SEGMENTS**

COMPARISON OF SE PERIPHRASTIC FORMS

- Errors were no longer attributable to instructions, cues and examples provided in grammar evaluation exercises.
- Substitution errors thus far fewer partial forms.
- Approximation of progressive forms but in the case of A2 learners, this tendency was confined to grammar tests.
- Confusion of surface forms was limited to ‘have’ and confined to grammar tests.
- The unmarked verb form was found in one environment only – in participle position.
- Evidence that learners understood how to wield the past progressive as a temporal frame.

CONCLUSION*

Error groupings: a toolkit or a sound theoretical base.

Will aid in :

- 1) intercepting non-target forms.
- 2) grouping verb phrases for the purposes of disentangling them, and
- 3) helping to build a system of organized feedback