

The Acquisition of English Irregular Past Tense Morphology by L1 Chinese Learners

Tingting Yang and Nattama Pongpairoj

Chulalongkorn University, Thailand

Corresponding Author, E-mail: vanessayang1104@gmail.com

Abstracts

The objectives of this research were: (1) To explore the acquisition of English irregular past tense morphology by L1 Chinese learners of different English proficiency levels; (2) To investigate interlingual and intralingual errors with English irregular past tense morphology by L1 Chinese learners; (3) To identify possible factors that cause problems in the production of English irregular past tense morphology by L1 Chinese learners. The participants consisted of 60 L1 Mandarin-speaking learners of English divided into two groups according to their English proficiency levels, i.e., the intermediate and the advanced levels. The methodology included a Fill-in-the-Blank Test, a Grammaticality Judgment Task, and an interview. The data were analyzed and categorized based on the Error Analysis Theory.

The results showed that correct English irregular past tense verb use in the intermediate group was therefore lower than that in the advanced group in both tests ($p < .05$). Language proficiency was found to have an impact on the acquisition of English irregular past tense by L1 Chinese learners. Several forms of errors in English irregular past tense were demonstrated and attributed to both interlingual and intralingual interferences. That is, with respect to interlingual errors, non-existence of the past tense morphology in Chinese possibly caused difficulties for L1 Chinese learners in both perceiving and producing English irregular past tense morphemes. In terms of intralingual errors, overgeneralization was found to be a contributing factor. Besides, false concepts hypothesized, i.e., learners' faulty knowledge of the target language due to influences from teaching and learning possibly led to the problems. In China, the focus on teaching English irregular past tense verbs through memorization so Chinese learners learn those verbs as lexical words.

Keywords: SLA; English irregular past tense morphology; L1 Chinese learners; Error Analysis

Introduction

English has played an important role in Chinese language education. English has become a compulsory subject from Primary three in China since 2003. Moreover, in Gaokao, which is the most important exam in China, English is one of the major subjects and has equal scores with Chinese and Mathematics.

The necessity of research on the acquisition of English irregular past tense morphology by L1 Chinese learners lies in the distinct linguistic differences between the two languages. Chinese and English have fundamentally different grammar and morphology, particularly concerning verb conjugations and past tense formation. Understanding how L1 Chinese learners acquire the irregular past tense in English is crucial for developing targeted teaching

* วันที่รับบทความ : 7 กันยายน 2566; วันที่แก้ไขบทความ 27 กันยายน 2566; วันที่ตอบรับบทความ : 29 กันยายน 2566

Received: September 7, 2023; Revised: September 27, 2023; Accepted: September 29, 2023

methods and materials to enhance their mastery of irregular past tense forms, which is why the researchers want to study this problem.

Research Objectives

The following research objectives were formulated to guide the study:

1. To explore the acquisition of English irregular past tense morphology by L1 Chinese learners of different English proficiency levels.
2. To investigate interlingual and intralingual errors with English irregular past tense morphology by L1 Chinese learners.
3. To identify possible factors that cause problems in the production of English irregular past tense morphology by L1 Chinese learners.

Literature Review

1. Error Analysis

In the acquisition process, second language (L2) learners often exhibit some errors. Error Analysis is one of the major areas in SLA (Hawkins & Liszka 2003:21-24). Richards (1974: 120) classified errors into two categories; Interlingual Errors and Intralingual Errors. While interlingual errors are caused by the interference of the learner's first language (L1), intralingual errors can occur during the L2 acquisition development due to complexity of the target language. Richards (1971: 204) classified intralingual errors into four categories: (1) Overgeneralization; (2) Ignorance of rule restrictions; (3) Incomplete application of rules; (4) False concepts hypothesized.

2. Pastness in English and Chinese

2.1. Pastness in English

English is an inflectional language. In English, the past tense verb forms are divided into two forms: regular and irregular verb forms. English regular past forms follow the grammar rules of English by adding the inflectional morpheme “-ed” or “-d” to form the past tense. According to Sriprom and Ratitamkul (2014: 64-77), the irregular morphemes that use suppletion to represent the past can be divided into total suppletion (or strong suppletion) and partial suppletion (or weak suppletion).

Total suppletion occurs when the syntax allows for a lexeme form that is not morphologically predicted from other English verbs (e.g., “go” - “went”). On the other hand, partial suppletion is subject to morphological marking for the past tense. It can be divided into three different categories. The first category is ablaut, which refers to the vowel changes within the verb (e.g., “stick” - “stuck”), the second is internal change, which is when the first phoneme or phonemes of a verb remains the same but the verb internal structure and ending change (e.g., “buy” - “bought”), and the last category is identical forms, which occurs when present tense and past tense forms are identical (e.g., “hurt” - “hurt”).

2.2. Pastness in Chinese

Pastness in Chinese is expressed differently from that in English. Chinese is a tenseless language that relies on contexts, time adverbials or lexical words to indicate events. For example:

1. shàng gè xīngqī wǒ gǎnmào.
last CL week I have cold
“I had a cold last week.”

The time adverbial ‘shàng gè xīngqī’ (‘last week’) in (1) indicates that the verb ‘gǎnmào’ (‘have a cold’) already happened in the past.

Apart from time makers, lexical words can also express pastness to emphasize the accomplishment of action (e.g., / ‘yǐjīng’ / ‘already’ / ‘guò’), for example:

2. ta yijing zhidao na ge xiaoxi.
he already know that news
“He already knew the news.”

In (2), the word ‘yǐjīng’ (‘already’) suggests that the action ‘zhidao’ (know) already happened.

In summary, English relies on past tense inflectional morphology on the verb to express pastness, while Chinese differs from English in that it conveys pastness through contexts, lexical words or time adverbials.

3.Previous studies on the Acquisition of English past tense

Various studies were conducted on the acquisition of English past tense by L1 learners of several L1 backgrounds.

Khumdee and Pongpairaj (2014:126-144) investigated variable production of English past tense marking by L1 Thai speakers. The study attempted to locate the exact cause based on the two accounts: Failed Functional Features Hypothesis (FFFH) and Missing Surface Inflection Hypothesis (MSIH). The results showed that the learners exhibited variability in their production of English past tense marking across the three tests, i.e., Grammaticality Judgment Test, Fill-in-the-Blank Test, and Story-Telling. The participants inflected irregular verbs for past tense more frequently compared to regular verbs. The study confirmed the FFFH. Based on the MSIH, Prapobaranakul and Pongpairaj (2016:71-96) investigated variable production of past tense morphology of English by a Thai-speaking English learner. The results showed that the participant had the syntactic knowledge, but the extra-syntactic factors were the cause of the problem, which were in accordance with the MSIH in that the morphemes of English past tense were acquired but the challenge in the production lay in determining the past tense morphology.

The acquisition of English past tense with learners from different L1 backgrounds was also explored.

Rajab (2021:76) investigated the production of the English regular past tense morpheme by L1 Arabic ESL learners. The results showed that L1 transfer was not the only source of difficulty in the production of past tense morphology and that the abstract feature of tense was problematic, particularly at the early stages of ESL development. The results were in line with Altakhaineh et al.(2020:6-28). Due to the lack of irregularities in Arabic, Arabic-speaking EFL children applied regular inflection of -ed whenever their memory failed to produce an irregular verb form. Additionally, Arifin et al. (2019: 147-153) investigated the systematic order of the acquisition of English past tenses by L1 Indonesian students. The students appeared to acquire irregular past forms prior to the regular past verbs.

What is more, the acquisition of English past tense by L1 Chinese learners was investigated.

Hawkins and Liszka (2003:21-24) compared the spontaneous oral production of advanced L2 speakers of English from three different L1 backgrounds: Chinese, Japanese and German. Japanese is similar to Chinese in its phonotactic structure, but German is like English. The results showed that the Chinese participants were significantly less likely to inflect both regular and irregular thematic verbs for past tense than the Japanese or German speakers. Based

on the FFFH, when Chinese speakers learned English, they were unable to establish that English Tense is specified for [\pm past]. Sharmini et al. (2009:133-140) found that the L1 Chinese speakers acquired the regular verb forms to some extent compared to the irregular verb forms. Nicoladis et al. (2020: 1073-1083) studied the reasons behind problems with English tenses in bilingual children speaking Mandarin and English. The results showed that bilingual children were more accurate with irregular past forms in English than regular forms. The study concluded that the bilinguals speaking English and Mandarin had problems with the ‘-ed’ in English and that was due to the morphophonological transfer from Mandarin. The results were in line with Hsieh (2009:46-59). That is, L1 Chinese-speaking learners of English had knowledge of functional categories and features in tense. However, they sometimes produced non-finite forms to replace finite forms in the regular past tense -ed, which can be ascribed to the L1 interference.

Many previous studies looked at L2 acquisition of both regular and irregular English Past Tense morpheme by L2 learners from several L1 backgrounds. However, to the best of the researchers’ knowledge, no previous studies focused on English irregular past forms by L1 Chinese learners. Thus, the present study aimed to bridge this gap by exploring the acquisition of English irregular past tense morphology by L1 Chinese learners.

Research Scope

1. Participants and setting

The participants were 60 L1-Mandarin-speaking learners of English. They were all English major students from China. They were divided into two groups according to their English proficiency levels. Group one had 30 participants whose TEM-8 certificate was ‘excellent’(Advanced level). Group two had 30 participants whose TEM-8 certificate was ‘pass’(Intermediate level). Details of the participants’ proficiency levels and TEM-8 levels are shown in Table 1.

Table 1 Details of the participants’ proficiency levels and TEM-8 levels

Groups	Proficiency Levels	TEM-8 Levels
Group One (n=30)	Intermediate	Excellent (Level 8)
Group Two (n=30)	Advanced	Pass (Level 6)

TEM-8 is an assessment tool used to evaluate the English proficiency and professional knowledge of senior undergraduates majoring in English Language and Literature in China. The purpose of TEM-8 is to determine if these students have reached the English language abilities and professional knowledge standards set by the National College English Teaching Syllabus for English Majors (NACFLT). If the test taker’s score is or above 60, s/he will receive a certificate from the NACFLT. The proficiency level of test takers which is reported on the certificate includes three ranks: that is, ‘excellent’ (score 80 or above), ‘good’ (score between 70 and 79), and ‘pass’ (score between 60 and 69). The TEM-8 certificate represents three levels, that is, ‘excellent’ for the advanced stage, ‘good’ for the advanced stage, ‘pass’ for the intermediate stage.

2. Research instruments

The methodology included a Fill-in-the-blank test, a Grammaticality Judgment Task (GJT), and an interview.

2.1 Fill-in-the-Blank Test

A Fill-in-the-Blank Test was used to examine the participants’ production of English irregular past-tense morphology. The participants were asked to fill in the appropriate forms of words in the blanks provided in 15 sentences by using the verbs given in the blank. The 10 sentences were equally divided among total suppletion, ablaut, internal change, and identical forms. Another 5 sentences were distractors. The test items and the distractors were randomized. All the verbs chosen for the test were based on the vocabulary lists of the English vocabulary index in the English Language Curriculum Standard (MOE, 2018:121). The list of English regular and irregular past tense verbs used in the Fill-in-the-Blank Test are shown in Table 2.

Table 2 Verbs used in the Fill-in-the-Blank Test

Types of Verbs	Verbs	
<i>Regular verbs</i>	sail, sign	
<i>Irregular verbs</i>	Total suppletion	be, have
	Ablaut	sing, drink
	Internal change	bring, write
	Identical forms	cut, beat

Each test item in the Fill-in-the-Blank Test was 1 point. Therefore, the total score was 10 points. The participants got 1 point if they provided the correct form of the verb tested. A correct answer was defined in the overall results as the use of an appropriate English simple past regular or irregular morphological form, while an incorrect answer was defined as the use of the English simple past tense in an inappropriate English simple past-tense regular or irregular morphological form. For example, when ‘*cuted’ was used instead of ‘cut’, no point was given. Only if the participant used the appropriate form, s/he got 1 point. If a student left a blank empty, it was considered an incorrect answer. The criteria for scoring the Fill-in-the-Blank Test are presented in Table 3.

Table 3 Criteria for Scoring the Fill-in-the-Blank Test

Scoring	Criteria
1 point	Participants provided a correct answer.
0 points	Participants provided an incorrect answer.
0 points	Participants did not provide any answer in the blank.

2.2 Grammaticality Judgment Task

A GJT was used to test the participants’ perception of English irregular past-tense morphology. The participants were asked to judge whether the sentence was grammatical or not. The GJT comprised 15 items, which contained 10 test sentences and 5 distractors arranged in a random order. All the 10 regular and irregular verbs chosen for the GJT were based on the

same criteria as those in the Fill-in-the-Blank Test. The target feature items were divided into two groups: 2 items with regular and 8 items with irregular verbs. The List of English regular and irregular past tense verbs used in the GJT are shown in Table 4.

Table 4 Verbs used in the GJT

Types of Verbs	Verbs	
<i>Regular verbs</i>	cook, watch	
<i>Irregular verbs</i>	Total suppletion	go, do
	Ablaut	begin, meet
	Internal change	buy, leave
	Identical forms	hurt, read

Each test items in the GJT had 1 point. So, the total score was 10 points. Each test item came with two sub-parts: a judgment part and a correction part. In terms of scoring, each item was scored 1 point. If the item was correct, a ✓ mark should be put in front of the sentence. The participant got 1 point (a) if s/he judged a correct item as correct or (b) if s/he judged an incorrect item as incorrect and also provided a correct correction for it. No point was given for a judgment without a correction.

2.3 An Interview

After the Fill-in-the-Blank Test and GJT, 5 participants were selected randomly from each group. The interview consisted of 5 questions which concerned the participants' attitudes and feelings about learning irregular past forms in English. The participants were interviewed individually through Tencent Meeting. The interview was conducted in L1 Mandarin to prevent language barriers.

All the tests were validated based on the Index of Item-Objective Congruence (IOC), and three experts were asked to assess the items for acceptable and sufficient knowledge measurement. The IOC results were the Fill-in-the-Blank Test scored 0.967, the GJT scored 1, and the interview scored 0.868.

3. Data analysis

The data was collected in a counterbalanced manner. Group One was asked to do the GJT first, followed by the Fill-in-the-Blank Test, and the order was reversed for Group Two. This was aimed at avoiding a task impact scenario.

Research Conceptual Framework

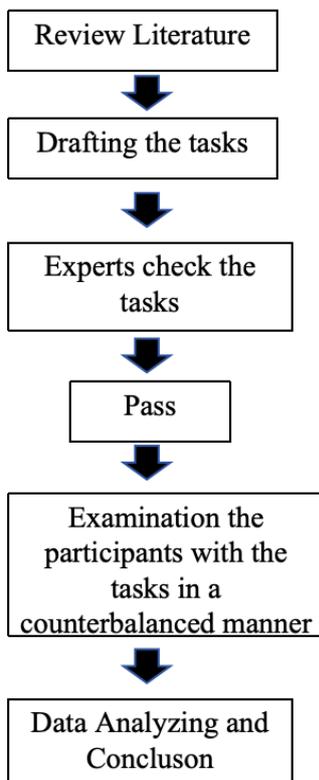


Figure 1 Conceptual framework for research

Research Results

In response to Research Objective 1 “To explore the acquisition of English irregular past tense morphology by L1 Chinese learners of different English proficiency levels”, data collected from the two tests were statistically analyzed via Python 3. Table 5 shows the results of production and perception of English past irregular verb forms of L1 Chinese-speaking participant groups from the Fill-in-the-Blank Test and the GJT, respectively.

Table 5 Results of English Irregular Forms in the Fill-in-the-Blank Test and the GJT by L1 Chinese-speaking participant groups

Groups	Fill-in-the-Blank Test				GJT			
	Raw correct scores	%	Mean	SD	Raw correct scores	%	Mean	SD
Intermediate Group (n=30)	255/300	85	8.5	1.02	263/300	88%	8.77	0.88
Advanced Group (n=30)	287/300	95.67	9.57	0.67	294/300	98%	9.8	0.4

The intermediate group’s correct rate of English past irregular verb forms was lower than that in the advanced group, i.e., 85%, M=8.5, SD=1.02 for the former and 95.67%, M=9.57, SD=0.67 for the latter. Similarly, the intermediate group achieved a lower score compared to the advanced group, i.e., 88%, M=8.8, SD=0.88, and 98%, M=9.8, SD=0.4, respectively. To compare the participants’ production of the past tense verb forms in the two tests, an independent-samples t-test was conducted. On average, the intermediate group scored significantly lower than the advanced group, $p < .05$ in both the Fill-in-the-Blank Test ($t=4.69706$) and the GJT ($t=-5.8408$), respectively.

To conclude, the results showed that language proficiency had an impact on the acquisition of English irregular past tense by L1 Chinese learners; that is, the advanced level group performed better than the intermediate level group.

In response to Research Objective 2 “To investigate interlingual and intralingual errors with English irregular past tense morphology by L1 Chinese learners,” the focus is the analysis of different error types. Table 6 and Table 7 illustrate the incorrect rates of the error types in the Fill-in-the-Blank Test and the GJT by both learner groups, respectively.

Table 6 List of error types and rates in the Fill-in-the-Blank Test by L1 Chinese learners

Error types	Correct answers	Incorrect answers produced by both groups	Incorrect rates	Frequency %
Wrong tense	brought	brings	17	42.3%
	had	has	5	
Using past participle form	beat	beaten	4	34.6%
	wrote	written	1	
	drank	drunk	13	
Overgeneralization	beat	beated	7	15.4%
	drank	drinked	1	
Wrong part of speech	sang	song	2	3.8%
Using another noun	drank	drought	1	1.9%
Using present participle form	brought	bringing	1	1.9%

Table 7 List of error types and rates in the GJT by L1 Chinese learners

Error types	Correct answers	Incorrect answers produced by both groups	Incorrect rates	Frequency %
Wrong tense	hurt	hurts	9	47.2%
	met	have met	1	
	read	was reading	1	
	did	does	4	
	began	had began	1	

	bought	was buying	1	
Overgeneralization	hurt	hurted	3	38.9%
	read	readed	1	
	left	leaved	8	
	began	beginned	1	
		begined	1	
Using bare verb form	met	meet	3	8.3%
Using past participle form	went	gone	1	2.8%
Using present participle form	left	leaving	1	2.8%

Table 6 shows that there were six types of errors in the Fill-in-the-Blank Test. The percentage of the most common errors was found in the type of wrong tense (42.3%), followed by using past participle form (34.6%), overgeneralization (15.4%), wrong part of speech (3.8%), and using another noun (1.9%), as well as using present participle form (1.9%).

The data in Table 7 showed that there were five types of errors in the GJT. The percentage of the most common errors was found in the type of wrong tense (47.2%), followed by overgeneralization (38.9%), using bare verb form (8.3%), and using past participle form (2.8%), as well as using present participle form (2.8%). Note that cases of the wrong part of speech and using another noun were not found in the GJT. It can be obtained that the wrong tense was the most common and frequent type, 42.3% in the Fill-in-the-Blank Test and 47.2% in the GJT.

What is more, it was found that the participants mixed up tenses, using the wrong verb tense. This type of error is shown in the following examples:

- (1) a. *My father has a strange experience in high school.
- b. *The smell of the tiny church brings back every memory of my childhood.
- c. *Yesterday I was reading the letter Susie wrote me.
- d. *I have met him as he rode into town, and he said that he intended to stop at this hotel.

In (3a) and (3b), the participants used the simple present form ‘has’ and ‘brings’ for an event that happened in the past, instead of using the past tense form ‘had’ and ‘brought’. Besides this, the results also showed that some participants used past continuous tense and present perfect tense, like in (3c) and (3d), respectively. Such errors showed that L1 Chinese learners were facing difficulties in tense selections.

Overall, the results indicated that several forms of errors in English irregular past tense were demonstrated and attributed to both interlingual and intralingual interferences.

In response to Research Objective 3 “To identify possible factors that cause problems in the production of English irregular past tense morphology by L1 Chinese learners,” a possible cause for the learners’ confusion was the interference of their L1. In Chinese, verbs do not undergo any change in different forms. Examples of differences in verb forms between English and Chinese are shown in Table 8.

Table 8 Examples of differences in verb forms between English and Chinese

Verbs	English		Chinese	
	past	present	past	present
sing	sang	sing(s)	chàng	chàng
drink	drank	drink(s)	hē	hē
play	played	play(s)	wán	wán

Table 8 shown that the verbs, ‘sing’ ‘drink’ and ‘play’ change their forms in the past and present. In contrast, these verbs remain the same in Chinese.

To summarize so far, the findings from both tests showed that the L1 Chinese learners faced difficulties in acquiring the English irregular past tense forms, which is non-existent in Chinese. Besides the interlingual factor, intralingual features might also play a role. One type of intralingual error is ‘overgeneralization’, which occurs when L2 learners apply grammatical rules and forms within certain contexts to situations where these rules and forms are not relevant. For example, the Chinese learners employed the past tense regular suffix ‘-ed’ for some irregular past tense verb forms, as shown in (4):

(2) a. *The light-heavyweight champion beated his bitter rival last October.

b. *My boyfriend hurted his left leg while running in the field yesterday.

In (4) the past tense suffix -ed was overused to the irregular past tense verbs ‘beat’ and ‘hurt’. According to the interviews, some participants said that the regular past tense was easier for them, compared to the irregular past tense forms, as it involved adding only ‘-ed’ to the bare verbs. To them, forming irregular past forms was much more complicated as they involved a number of different forms.

It was speculated that the factor of false concepts hypothesized might also cause these confusions among Chinese learners. In China, due to a heavy emphasis of English in Gaokao, teachers usually explain what is required for exams, and students merely passively listen. According to Liping (2022: 187-188), most Chinese teachers tend to emphasize mechanical memorization and explanation of vocabulary. Chinese students commonly employ rote memorization as a method to learn vocabulary. Data from the interviews showed that rote memorization was the sole method for learning the irregular past tense among the participants. Most of the participants thought irregular past tense verbs were difficult to remember and sometimes they confused the use of the regular past form with the irregular past form. Therefore, false concepts hypothesized might cause these confusions of English irregular past tense verb forms among L1 Chinese learners.

Discussion

This study investigated the acquisition of English irregular past tense morphology by L1 Chinese learners with different proficiency levels. The data showed that the intermediate group scored significantly lower than the advanced group in both tests, and the errors committed were both interlingual and intralingual error types. These findings were consistent with several previous studies (Hawkins & Liszka, 2003: 21-44; Hsieh, 2009:46-59; Nicoladis et al, 2020:1073-1083; Sharmini et al, 2009: 133-140). The current study also showed that overgeneralization was the most common error type among the L1 Chinese learners. Besides, false concepts hypothesized might come into play. The focus on exams and rote memorization

in China may lead students to prioritize memorization over understanding the patterns of verb conjugation. Overall, the current study provides evidence that without tenses in Chinese, it was problematic for the L1 Chinese learner to select the right tense, the interlingual factor, and intralingual error possibly caused the challenges for the L1 Chinese learners.

Regarding Research Objective 1, the current findings indicate that the advanced group performed significantly better than the intermediate group ($p < .05$) in both production, i.e., the Fill-in-the-Blank Test, and perception, i.e., the GJT. These results agree with the previous research of Sharmini et al. (2009: 133-140).

In response to Research Objective 2, the results showed that several forms of errors in English irregular past tense were demonstrated to both interlingual and intralingual interferences. The interlingual errors possibly occurred because of non-existence of the past tense morphology in Chinese. Due to substantial differences between the two language systems, the Chinese learners encountered challenges in accurately using English irregular past tense verb forms. Besides the interlingual factors, the errors possibly occurred due to some intralingual factors. Intralingual factors can account for the error.

In response to Research Objective 3, In terms of cross-linguistic influence, while English is an inflectional language, Chinese is characterized as an isolating language. The analysis of error types and frequency in both the Fill-in-the-Blank test and GJT revealed that overgeneralization was one of the most common types. The Chinese learners employed the past tense regular suffix '-ed' for some irregular past tense verb forms. The factor of false concepts hypothesized may also have an impact. The focus on exams and rote memorization in China might confuse irregular past form usage among Chinese learners.

Recommendation

Language learning is a gradual process that demands persistent dedication and effort. This study gave some pedagogical implications on English irregular past forms. For example, teachers should inspire students to engage in communicative activities for using irregular past tense forms effectively, instead of using memorization. This study employed two controlled elicitation tasks, i.e., the Fill-in-the-Blank test and the GJT. A suggestion for future research is to utilize natural production tasks, i.e., speaking tasks and/or writing activities, to explore how L2 learners use English irregular past tense morphemes. Moreover, the study only focused on exploring types of errors on the English past irregular verb forms. Future studies may wish to analyze or compare the error patterns and incorrect rates of irregular past forms.

References

- Altakhaineh, A. R., Alhloul, R., & Zibin, A. (2022). Foreign language processing of English regular and irregular past tense verbs by Arabic-speaking EFL children. *Psycholinguistics*, 32 (2), 6-28.
- Arifin, M. A., Jihad, S., Mulyani, S., Ardin, H., & Nurwahida, N. (2019). The Acquisition Order of Past Tenses: An Interlanguage Analysis. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7 (2), 147-153.
- Hawkins, R., & Liszka, S. (2003). Locating the source of defective past tense marking in advanced L2 English speakers. *Language Acquisition and Language Disorders*, 30, 21-44.

- Hsieh, F. T. (2009). The acquisition of English agreement/tense morphology and copula be by L1-Chinese-speaking learners. *In Papers from the Lancaster University Postgraduate Conference in Linguistics & Language Teaching*. 7 (3), 45-59.
- Khumdee, M., & Pongpairroj, N. (2014). Variable Production of English Past Tense Marking by L1 Thai Learners: An Application of the Failed Functional Features Hypothesis (FFFH). *Thoughts*. (1), 126-144.
- Liping, Y. (2022). Developing Task-Based Instruction to Make Deaf English a Thing of the Past. *Study Journal*. 3(9), 187-188.
- Nicoladis, E., Yang, Y., & Jiang, Z. (2020). Why jumped is so difficult: tense/aspect marking in Mandarin–English bilingual children. *Journal of Child Language*. 47 (5), 1073-1083.
- Prapobaratanakul, C., & Pongpairroj, N. (2016). Variable Production of English Past Tense Morphology: A Case Study of a Thai-Speaking Learner of English. *PASAA: Journal of Language Teaching and Learning in Thailand*. 51, 71-96.
- Rajab, B. (2021). Arabic Learners' Production of Regular English Past Tense Verbs. *International Journal of Linguistics*. 13 (6), 76-94.
- Richards, J. C. (1971). A non-contrastive approach to Error Analysis. *English Language Teaching Journal*. 25, 204-219.
- Richards, J. C. (1974). *Error Analysis: Perspectives on Second Language Acquisition*. London:
- Sharmini, S., Tee, K., Singaram, N., & Jusoff, K. (2009). The Second Language Acquisition of Past Tense Marker in English by L1 Speakers of Chinese. *Canadian Social Science*. 5 (3), 133-140.
- Sriphrom, S., & Ratitamkul, T. (2014). Lexical Aspect and the Use of Simple Past Tense by Thai Learners of English. *Manusya: Journal of Humanities*. 17 (1), 64-77.