

Future Acquisition by Iraqi EFL College Students

Assi. Prof. Saad S. Sarhan

Assi. Inst. Hala Ahmed

University of Mustansiriya\ College of Basic Education

Abstract

Tense is a grammatical category that locates a situation in time which indicates when the situation takes place. Tense is a part of grammar. Mastering tense is very important because if we do not use appropriate tense, it may cause misunderstanding especially in written language. Unfortunately students confuse with English tenses, even for the university students. They assume tenses as a big burden. Previous researches have proved that future tense is a complicated area of grammar since there are different ways of expressing this structure in English language. Hence the future tense is considered to be the most difficult structure for Iraqi learners of EFL, but none of the previous studies have tackled with the ability to recognize and produce this structure correctly. This study aims at:

1. Studying the acquisition of futurity by Iraq EFL learners to decide whether they eventually succeed in acquiring it or not.
2. Investigating the errors the learners made in recognizing and producing the future tense.

In order to fulfill the aims of the study the following hypothesis is proposed : The Iraqi EFL learners are good at the level of achievement in recognizing and producing futurity. The researchers have adopted a number of procedures to achieve the aims and to verify the hypothesis. Among which is to construct a test of two – elicitation techniques namely; re-writing (for production) and multiple – choice for (recognition). The study is limited to(41) fourth – year students at the Department of English , college of Basic Education / University Al Mustansiryah during the academic 2012 – 2013. The study is also limited to future tense excluding present and past tenses.

Asst. Prof : Saad S. Sarhan

Asst. Inst : Hala Ahmed Ismail

Section One

The Problem

In English, time is often equated with tense and although time reference can be carried in the verb, they are not limited to it. The future tense constitutes in this respect a problematic area for Iraqi. Arabic speaking. The reasonless in

the fact that the future has various forms, which make it difficult for the learner to acquire its various forms.

e.g

1. He will be at home by now (will + infinitive verb)
2. If she can write, she can write too.
3. They are going to leave in few minutes (be + going to)
4. Tomorrow she goes to school. (present simple)
5. Look at the sky. It is going to rain (present continuous)
6. We think the plane is about to take off. Is your seat- Belt (done up about to).
7. If she studies hard she will pass the exam. (Conditional)
8. Something was going to happen that was to change the world. (past tense).

The interrelation ship between the verb forms and their time reference in English language is a complex matter. A past form may have a future time reference or present form may reveal a future time. Consequently, this phenomenon presents a considerable difficulty to Arab learners. For instance, it would not be easy for them to recognize and produce the use of the construction due to +infinitive indicate future time in sentence like:

It's due to be completed in 2015.

Thus This study will explain that there is confusion of tense for time because Arab learners of English in general think of tense as being equal to time.

1.2 Objectives

The study aims at:-

1. Studying the acquisition of English future tense by Iraq learners to decide whether they succeed in acquiring it or not.
2. Finding out how the learners get to know the rules of language in this respect and whether they are selective in applying certain rules.

1.3 Hypothesis

Iraqi learners of EFL eventually manage to acquire the future tense.

1.4 procedures

In order to fulfill the aims of the and verify the hypothesis, these steps will be followed:-

1. Presenting a survey of future tense in English.
2. Designing a test will draw a full picture of learner's knowledge of future tense, The test should be capable to elicit both receptive and productive knowledge, i. e. , it should provide both in tuitional and textual data.
3. Analyzing the results of the test using statically techniques adequate for the type of analysis required.

1.5 Limit

1. The sample of the study is limited to Iraqi Arabic speaking EFL learners at the Fourth year students at the Department of English, College of Basic Education, University of Almustansiriyah during the academic year 2012 – 2013.
2. The study is limited to the acquisition of future tense in English with the exception of past and present tense.

1.6 Significance

This study is expected to provide knowledge about the acquisition of future tense of English language by Arabic speaking learners. This knowledge could be beneficial for the teachers of English to pinpoint the area of difficulty in this respect and also it could be of a theoretical value to research workers because it pinpoints students' erroneous recognition and production of future tense.

Section Two

Theoretical Background

Future tense

Quirk (1991) recognizes that there are some grammarians who distinguished three tense but doesn't follow their idea.

Some grammarians have argued for a third future tense, maintaining that English realize this tense by the use of an auxiliary verb construction (such as will + infinitive) but we prefer to follow those grammarians who have treated tense strictly as a category realized by verb inflection. We don't talk about the future as that certain grammatical constructions are capable of expressing the semantic category of future time.

(Quirk 1991 : 176)

He states that "there is no obvious future tense in English corresponding to time tense relation for present and past. Instead there are several possibilities for denoting future time" . (Quirk 1996: 47)

Grammarians do not agree how many tenses the English language has and three different points of view are applied the first one : - called traditional grammarians claim most of the languages have a single future tense and treat "will" as a future tense auxiliary, proposing a tense system with three teams.

(Huddleston 2002, 209) whereas the second point of view cellist claims English uses many different verb forms to refer to a future time. Followed, for example by Biber ((from a structural point of view, English verbs are inflected for only two tenses. Present and past)) . (Biber 1999, 453).

between tense and time : for them tense is "any one of the

forms in the conjugation of a verb which serve to indicate the different times at which action is viewed as happening or existing. "These they recognize tense as

a verb form whose function is "to show different location of an event in time (strang 1969: 143)

Transformational its state that there is no future tense and traditional future form will use for example is a present tense, differencing from other present tense forms, such as see ____ (s) in mood not in tense (Huddlestong, 1976:64).

They represent and will as will + past tense morpheme and will as will + present tense morpheme just like the way they represent saw as (see + past tense morpheme) and see + present tense morpheme).

In Chomsky's description as in the description of other transformationlists the same morpheme is regard as an obligatory element which appears in initial position in the deep structure of the verb phrase (Chomsky, 1969: pp: 42 – 3) as in:-

The boy will read the book.

Det. + N + tense + M + V +Det. + N

In the surface structure the initial position is occupied by either a lexical verb a model a form of have or a form of Be. As mentioned above tense is suffixed to the first element of the verb please. Thus tense is carried by the auxiliary and when the position of the auxiliary doesn't include any element of the auxiliaries tense alone occupies the position

Aux → Tense (M) (have + en) (be + ing).

According to the trans formational grammarians, the primary function of tense is to relate time of utterance to the time of the action which is expressed in the main verb.

(huddlestion, 1976: 61) asin :-

1 . She failed in the exam.

2 . He lives with us.

Tense in (1) indicates that the time of her failure is past in relation to the time of speaking : while in (2) tense indicates that the time is present in connection with the time of speaking.

But some grammarians agree that time specification is not made by verbal forms only. Adverbial of time as well as other factors, seem to play an essential role the process of time reference.

Among these grammarians string (1969:143) and leech (1969: 134) who observe that (tense differentiation should not be thought of as a property of the verb acting alone but as a system signaled by acting patterns of co - occurrence between verbs and adverbials.

Palmer (1965 : 60 – 61) mentions that many of the English verbal forms have three forms of various uses : its basic use its use to refer to a future time and its use to refer to habitual activity as in :

I am working at the moment (basic)

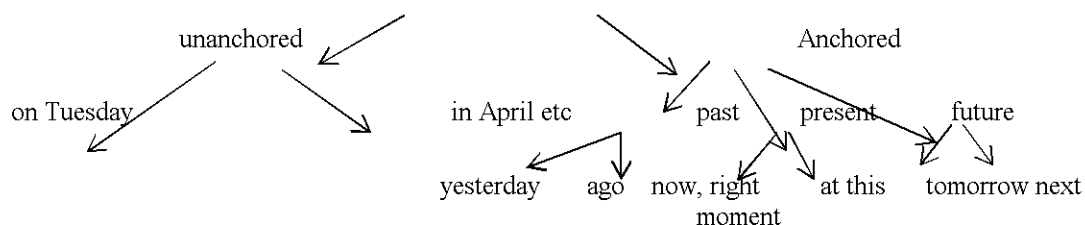
I am working tomorrow (future)

I am always working (habitual)

Although the verb form in all three sentence is the same the meaning is different. This difference is attributed to the presence of different temporal adverbials.

Temporal adverbs can be classified in the following way :

(temporal adverbs)



(Figure 1)

A temporal adverb may be called "anchored" if it has an explicit relation with the moment of speech namely by explicitly referring to a time before, after or simultaneous with speech. It may be called unanchored if indicates a time than can either follow or precede speech.

In modern English future is excised from the English tense systems because future time reference is only a secondary function of shall and will. Besides, in some cases will may not even refer to future time at all, as in :

3 . As soon as I read book. I will have headache.

This statement is obviously concerned with characterization rather than with a single event in the future. For some linguists and grammarians the first problem with future tense is to decide whether such a tense exists in English at all, and if does not what it is exactly. (Comrie, 1985 : 55). Morphologically speaking, there is no future tense in English due to the absence of inflection on the verb (for more detailed discussion, see (Comrie, 1985, 1989, Dahl, 1985, Declerck, 1991, Anderson, 1992, Bergs, 2010). Sezer (2001) emphasizes this idea by defining tense as a syntactic category which contains affixes (or clitics) indicating tense, aspect or mood. In some languages as in English, there is no way to express the futurity morphologically in others, as Bergs (2010) puts forward, there are future morphemes as in Latin (- b -) or Turkish (eceg) (p. 217).

According to Comrie (1985 : 44) future time reference and mood are closely related. That is to say, we use modals to express futurity due to the frequent combination of present meaning and the future. Therefore it is hard to answer to the question what a future tense is however from morphological perspective. Turkish or French gets more future – tense points than English.

2.1 The Conceptualization of Future Time

Not many languages distinguish past, present and future tenses – whereas past VS. non – past systems occur frequently in languages, future Vs – non – future distinctions are rare.

Future time is the time located to the right of the present moment, i.e. it follows the moment of speech. However there are no Similarities between the future and the past. They differ with respect to both their conceptual and structural representation.

The simple present depicts future actions as facts or immutable events, the actualization of which is considered to be outside the speaker's control. In this case the simple present is usually accompanied by future time adverbial. The following sentences are examples of some of the most typical contexts, including statements about the calendar reference to events that are determined by a definite agreement plan or

Agreement existing at the moment as in :-

1. Tuesday of next week is 21st August. (expressing statement about calendar)
2. Most of the academic people that have attended the conference leave tonight (expressing events that are determined by definite agreement plan or arrangement already existing at the moment of utterance)
3. The First train to Leipzig leaves at 6 am . (expressing timetable announcements).

According to traditional grammarians these sentences which are typical examples of the present tense are used to express future time. Palmer (1974) mentions two kinds of future in the English verb : One is prediction, and the other is futurity. Prediction means an assertion made by the speaker that the proposition of an utterance will be true at some future time or in other words will be known to be true at some future time. Futurity refers to the objective future situations, which excludes the effects of the Volitive faculty.

When people believe the event / state is sure to happen, the present tense is used. But when the present tense is used without referring to present moment but future time, the present

tense conveys the message that these events / states are sure to be true. Therefore sentences (1 – 3) are not indicators of time but the certainty of their happening. The same with conditional sentence which has the structure : If is fact / then I predict. As in : I'll tell you if it hurts .In the "if clause" the present tense suggests factual certainty.

3 . Different ways of referring to future.

The English language offers a wide range of forms referring to future to be able to use particular form correctly it is important to learn the form to know about the use and meaning of this particular way referring to the future.

The structures of these forms will be discussed in order of their appearance, from the most common to less common, starting with :-

1. Will / shall + infinitive (pure future)
2. Will / shall + be + pres. Participle (also called future progressive)
3. Will / shall + have + past participle (also called future progressive)
4. Will / shall + have + been pres. Participle (also called future progressive)
5. Be going to + infinitive.
6. Be going to + progressive infinitive.
7. Simple present + will future reference.
8. Present progressive with future reference.
9. To be to + infinitive.
- 10 . Other semi – auxiliary expressions :-

(be about to , to be to , to be due to , on the point of).

1. Will / shall + infinitive (pure Future / Simple Future)

Quirk argues that will / shall is the most common way of expressing futurity (Quirk 1991, 213).

Will derives from proto – Germanic "Willan" (to want). It is often used when speaking about intension as in; " I will wait for you " and shall was used when there the was no intention (for action where the subject's wishes were not involved), as in, " I shall be 27 next week"

According to Quirk (1991, 213 – 214) the modal "will" is used with future meaning with all three persons, the modal shall is used to indicate futurity, but only with the First person subject.

The usage of will / shall is divided into predictive and volitive. Speaking about predictive " will " is often used in the clause subordinate to conditional or temporal clauses. While in volitive, will and shall especially with 1st and 2nd personals often express intention (Quirk, 1991, 214). As in ;

How soon will / shall you announce your decision?

We shall ensure that the repairs are carried out according to your wishes.

The modal " will " can be found in extraposed that – clause (Biber 1999, 486) as in;

It is likely – that wheelchairs will be excluded from future London Marathons.

Modal " will " can also be used in conditional sentences after if, in that case " will " expresses willingness, as in;

If you do your homework straightaway, I'll buy you an ice- Cream afterwards.

" will " can be used to make promises or threats, as in,

I will stop smoking (talk about firm intention).

Will can be used with " you " to make request or to give orders as in

Will you come this way, please?

The will future can be used to make scientific predictions of a generic nature as in;

Oil will float on water.

Talking about predictions of generic or habitual kind can be reflected in proverbs with the use of the will – future. As in;

The truth will out .

Boys will be boys.

Finally will can be used to express a prediction about the present, as in;

John and Valerie will be in Greece by now.

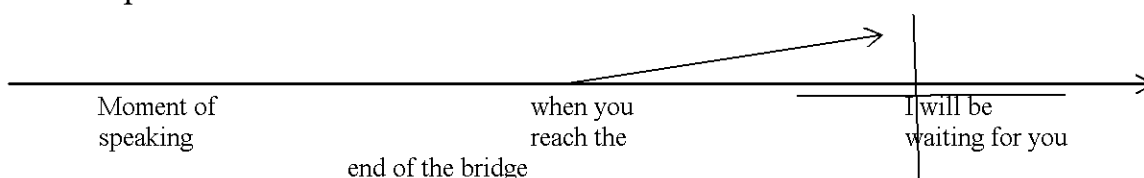
In this sentence we are making a prediction about the present which we do not know directly, by inferring from various clues such as the fact that we know that they got on the plane at Heathrow two hours previously.

The modal auxiliary shall has also certain uses: as in

1. Shall I open the window? (expressing a request)
2. What shall we do this evening? Shall we go to the cinema? (expressing a suggestion).
3. I shall continue to write. (It means = In my opinion, it is
4. better for me to continue writing Expressing a decision).

2 . Will / Shall + be + pros. Participle (Future progressive)

Future can also be expressed by the form = will / shall + be + ing, as in :
When you reach the end of the bridge, I'll be waiting there to show you the way.
This sentence combines the meaning of the will – future – prediction – with the basic meaning of the progressive – an action or event that is incomplete at a particular point in time. This can be illustrated as follows:



((Figure 2))

If we compare this sentence when we reach at the end of bridge with the sentence " when the lecture is over, we will go to the cafeteria " we can see the difference. The difference lies in that

" when the lecture is over " implies a linear sequence of events, with the completion of one event serving as the reference point for the second event.

While the sentence " when you reach the end of bridge, I'll " implies that one event impinges on the other, with one serving as background and the other serving as foreground.

That means "will be waiting" forms the background and "reach the end of the bridge " the foreground. We can visualize it as follows:

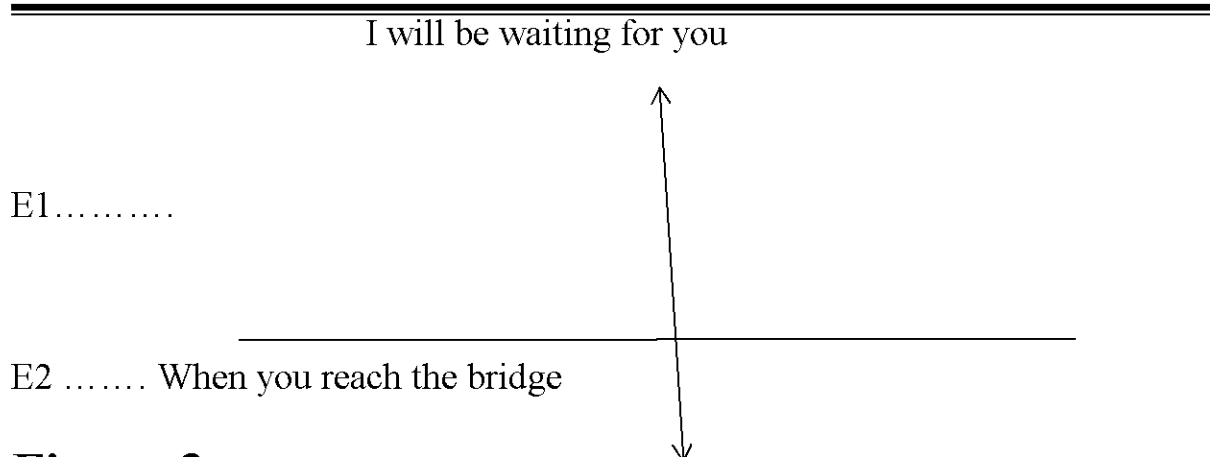


Figure 3

This use referred to as " the future as a matter of course, if we use this combination of will + progressive infinitive with reference to a point in time in the future, with we can infer from the prediction that a particular action will be incomplete at a certain point in time that this action has therefore been planned.

(Quirk, Greenbaum 1996: 49)

Murphy states " we will be in the middle of action at a certain time in the future ; or to talk about things which are already planned or decided. (murphy, 2002, 21) as in;

I'll be going to the city center later, can I get you something?

We also use this structure to ask about people's plan, especially when we want something or want someone to do something. as in;

Will you be using your bicycle this evening?

Finally Swan(1993,251) adds this form is also used as a point way of asking about somebody's plan as in;

Will you be having dinner at home this evening

3 . will / shall + have + past participle (future perfect) .

Murphy states, will + perfect aspect is used to say " that something will already have happened before a certain time in the future " (murphy 1991, 20)

We frequently use this form of future with the sentence contains by, before when as in;

By tomorrow I will have finished the book.

This sentence expresses the prediction that a particular time in the future an action will be completed.

4 . will / shall + have + been + pres. Participle **(Future perfect progressive)**

As Parrot (2000,174) states, will / shall + have + been + been + present participle is used to " view things from a particular point in the future when we are interested in how long they have been happening, we generally use these forms with expressions beginning with for..... , as in :

She'll have been working there for over twenty years when she retires. (Parrot 2000, 174).

The future structure "will + perfect progressive aspect" is not used very often. It is applied in situations when the speaker

wants to emphasize how long has something been going on a certain time in the Future.

To sum up different aspects, progressive aspect means duration while perfect aspect means completeness.

5 . Be going to + infinitive

According to Quirk, Green Baum " this construction denotes Future Fulfillment of the present' and when looked at more carefully, two specific meanings are observed, First, to be going to structure is used with the Future of present intention meaning which is used mostly with personal subjects. (Quirk, Green Baum 1991: 183). as in : when are you going to get married.

Secondly, the structure is used with the Future of present cause meaning which is found with both, personal and non – personal, subjects. (Quirk, Green Baum 1991: 183). as in :

It's going to rain.

Going to expresses an intention or decision thought about before the moment of speaking It expresses a plan as in :

My daughter is going to study modern language at Bristol university. (Swan 1995 : 211)

Thomson (1986,184) adds that " to be going to " form expresses the subject's intention to perform a future action. This intention always premeditated and there is usually also

The idea that some preparation for the action has already been made.

To be going to can be used with time, clauses if we wish to emphasize the speaker's intention, as in :

He's going to be a dentist when he grows up. Or can be used without a time expression (in which case it usually refers to an immediate Future), as in :

He's going to lend me his car.

Swan, kurbrychtova, Collins and Thomson agree that this structure can be used to predict the future based on present signs, to say that a future action or event is on the way or starting to happen, the speaker may have prior knowledge of it and the event you are referring to will happen quite soon (Swan 1995, kurbrychtova 2001) , (Collins Cobuild 1996).

Thomson adds this form can express " the speaker's feeling of certainty. The time is usually not mentioned but the action is expected to happen in the near or immediate future. (Thomson 1986, 186), as in :

Look at those clouds ! It's going to rain.

This form is often used after verbs like be sure / afraid, believe, think.
How pale the girl is, I'm sure / afraid / believe / think she's going to faint.

6 . Be going to + progressive infinitive.

This structure is a combination of meaning of the going to – Future, current availability, plus a reference to an incomplete action at a point in time in the Future, as in :

John is going to be watching the match tonight

(Mcelholm 2001: 14).

7 . present Simple with Future reference

Quirk (1991, 215) asserts that the simple present is, after the will / shall construction, the most common means of referring to future action in English. This use is frequent but only in dependent clauses, where it is used after conditional and temporal conjunctions such as if, when, as in :

What will you say if I marry my boss?

The guests will be drunk when they leave.

Quirk (1991, 215) adds that simple present is used for statement about the calendar, as in :

Tomorrow is Wednesday. Or to describe immutable events or Fixture as in :

What time is the football match. Swan (1995, 216) adds that this structure is used when speaking about time tables, as in the summer term starts on February 1st .

Biber (1999 : 454) states that " the use of present tense to refer to Future time is related to grammatical rather than register factors. It means the present simple appears either in main or in subordinate clause and is accompanied with time adverbial reoffering to future or with conditional or temporal adverbial clause that has future time reference, as in :

It's open day on Wednesday (main clause) . If you come home late, there will be trouble (subordinate clause)

8 . Present Progressive with Future reference.

Quirk (1991, 215) states that " present continuous can refer to a future happening anticipated in the present. Its basic meaning is : future arising from present arrangement, plan or programmed" .

This use of the present progressive is sometimes called present arrangement. It is used for fixed arrangements, plans or programmed, a time and place adverbial are usually given, as in:

I'm seeing Larry on Saturday. Get your coat on! I'm taking you down to the doctor.

Swan (1995, 210) adds that " this tense when reoffering to future is also often used with verbs of Future, is also to talk about action which are Just starting, as in : Get your coat on ! I'm taking you down to the doctor.

9 . To Be To + Infinitive

Swan (1995, 87) states " to be infinitive" is used to talk about schedules, and to give instructions and also " in a formal style to talk about plans and arrangements especially when they are official "; as in :

The president is to visit Beijing in January.

You are not to tell anybody about this.

Thomson (1986 : 117) explains that " to be to + infinitive is extremely important construction and can be used in the following situations:

Firstly, it is used to convey orders or instruction. It is an impersonal way of giving instruction, most often used with the 3rd person, when used you, it often implies, the speaker is passing on someone else's instructions, as in :

Stay here, Tom x you are to stay here Tom. In the first example, the speaker himself order Tom stay, in the second example it is the wish of another person. The distinction disappears in indirect speech.

Secondly this structure is used to convey a plan. In this case, it is also used in newspaper, in headlines the verb to be is often omitted to save place. The prime minster is to make statement tomorrow.

The prime minster to make statement tomorrow.

Hais (1975, 145) adds that this type of form is colored with the element of obligation, as in :

I'm to see him tomorrow.

This form is also used to refer to the future when the actions are subject to human control, as in :

All representatives are to meet in London next Monday.

(Kubrychtova, 2001, 90)

10 . Other Semi – auxiliaries expressions

The structures to be about to, to be on the point of and to be due to are used to express near future (Quirk, 1991 , 217)

The Form " to be about to " is used to refer to planned future events that you expect to happen soon. It is followed by infinitive clauses. (Cobuild, 1996, 256), as in :

Another 385 people are about to lose their Jobs.

Thomson (1986, 118) adds that " to be about to structure expresses immediate future and " Just " can be added if speaker intends to make the future even more immediate, as in :

The taxi is here and we are about to leave.

The sense of imminence and immediacy is stronger with " on the point of " than with about to" as in ,

I am on the point of leaving

When are you about to Leave?

According to Collins Cobuild (1996 : 256) " the structure to" be due to is used in almost the same situation as " to be about to ", it means " to be due to is used to refer to planned future events

That you expect to happen soon. It is followed by infinitive clauses" , as in :

He is due to start as a courier shortly.

Kurbrychtova (2001, 90) states " this structure is used in connections with time tables and itineraries" as in :

That train is due to come at 6.00

To sum up, to be about to, to be on the point of and to be due to are very similar in meaning and are used to express immediate future. To make the structure stronger, Just can be used.

Section Three

Procedures

Population

is all the students at the fourth year stage at the English Department, Al-Mustanssiriyyah University for the academic year 2012-2013.

The sample

A stratified random sample is needed since the acquisition of the future tense is the general aim intended to be obtained in this study. The total number of the sample is (41) students at both sections.They are totally examined depending on their previous acquisition of futurity.

The Test

The test is designed to meet the aims of the study which make the researchers do the the following to:

1. Construct a test of two questions on the levels of recognition and production.
2. Find out the mean scores of the students to know the type of acquisition of the notion of futurity.

The test allotted to the recent study is constructed to meet the aims of the study which are as follows:

1. Studying the acquisition of the future tenses by Iraqi – speaking learners to decide whether the students have acquired them or not.
2. Identifying the areas of difficulty that the learners encounter in learning these types of tenses.

Materials of the Test

The materials devoted for the test are taken intentionally from the textbooks that the students have taught within the four – years of study.

Validity of The Test

The good test is characterized by reliability and validity (Harrison, 1983: 10) Validity has two aspects. Content validity and face validity. Content validity is shown by demonstrating how well the content of the test samples the class of situations or subject matter about which conclusions are to be drawn. (Payne & Mc Morris 1967: 78). The second aspect of validity is face validity which was done by exposing the test to a jury of experts in the field of linguistics and ELT. The experts are asked to write their comments about the suitability of the test items with reference to the level of the students. The items which have got disagreement were rejected.

Items analysis of the test

Item analysis is concerned with determining items difficulty and discrimination power. It refers to the percentage of students who answered the items correctly. These items can be well performed by separating the good students from the poor ones. (Valette, 1977: 59).

After scoring these items, students' scores were arranged from the highest to the lowest scores. Then the scores were divided into two halves, the highest and the lowest halves. The difficulty level is measured by using the following formula: High wrong – low wrong Total number in sample. (Bachman, 1990: 179).

The results showed that most of the items have a good discrimination power because their discrimination levels are about 30% see tables 1,2.

Table (1) Items Difficulty and Discrimination power of Q1

Items No	Differently Level	Discrimination power
1	0.73	0.50
2	0.77	0.38
3	0.45	0.39
4	0.69	0.44
5	0.41	0.34
6	0.56	0.50
7	0.45	0.39
8	0.48	0.37
9	0.39	0.41
10	0.41	0.50

Future Acquisition by Iraqi EFL College Students

Assi. Prof. Saad S. Sarhan , Assi. Inst. Hala Ahmed

Bloom (1981: 95) refers that the items of a good test should have indices of discrimination power of 0.30 or more i. e. their difficulty level varies from 30% to 77%. The results should indicate that most of the items have a good discrimination power because their discrimination levels are above 30%.

Table (2) Items difficulty & Discrimination power of Q2

Items No	Differently Level	Discrimination power
1	0.33	0.70
2	0.55	0.63
3	0.38	0.66
4	0.77	0.38
5	0.40	0.44
6	0.54	0.52
7	0.43	0.40
8	0.48	0.39
9	0.67	0.63
10	0.64	0.70

Statistical Means

The researcher has used the following statistical means to compute and analyze the data of the test. Mean and standard deviation are used to do this.

Administration of the Test

The test has been applied to (41) male and female students from the Fourth – stage. Department of English. College of Basic Education It is done on Wednesday 19 / 12 / 2012.

Scoring – scheme:

The test has (20) items. It has been scored out of (40) Thus (2) marks are given to the correct response whereas zero is given to the wrong one. The sheets are corrected by the researchers .The items that were rejected have been modified and the items that were accepted have been kept in the test. The jury members are arranged in alphabetical order of surnames:

1. Assistant Professor Abbas AL-Dujaily
2. Assistant Professor Abdil Jabbar Darwash
3. Assistant Professor Dhuha Attala
4. Assistant Professor Moayed Rashid
5. Lecturer Istabraq Rashid

They are from the faculty of the English Department, College of Basic Education The University of Al-Mustansiriyah

6. Assistant Professor Abid AlWahid Salman / College of fine Arts Baghdad University.

Test Reliability

Reliability means the same consistency of scores got by the same persons through re – examining the sample with the same test but on different occasions. (Anastasi: 1976: 103).

The sample of (41) students has been tested twice and by comparing the scores of the first administration to those of the second one.

Data were collected and computed .the following tables illustrate the analyses of the results, to have an accurate statistical view of the results, one may have a look at the following statistical tables.

Table (3) shows the mean and standard deviation as a total.

Table (1)

	Q1	Q2	Total
N Valid	41	41	41
Missing	0	0	0
Mean	5.3659	5.4878	10.9024
Std. Deviation	1.6087	2.4609	3.2696

Table (4) shows the percent and the frequencies of question (1)

Q1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 00	1	2.4	2.4	2.4
3.00	3	7.3	7.3	9.8
4.00	6	14.6	14.6	24.4
5.00	11	26.8	26.8	51.2
6.00	12	29.3	29.3	80.5
7.00	5	12.2	12.2	92.7
8.00	2	4.9	4.9	97.6
9.00	1	2.4	2.4	100.0
Total	41	100.0	100.0	

Table (5ta) shows the frequencies of question (1)

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 00	2	4.9	4.9	4.9
2.00	2	4.9	4.9	9.8
3.00	1	2.4	2.4	12.2
4.00	13	31.7	31.7	43.9
6.00	13	31.7	31.7	75.6
8.00	6	14.6	14.6	90.2
10.00	4	9.8	9.8	100.0
Total	41	100.0	100.0	

SECTION FOUR: RESULT ANALYSIS

1. None of the members of the sample has got which entitles him to have acquisition. This is quite evident in their performance on the two parts. Of the test, i. e. the recognition and the production parts. The total performance on the parts is 27.37% percent. This percentage is much below the acquisition level which is 50% percent.
2. Concerning their performance on the recognition part has reached up to 27- 37% which again below the acquisition level which 50% percent.
3. Through their performance on the production is a little bit higher than on the recognition, still their performance is very low. This is so because then sample has scored an average of 27-43 which below the acquisition level.

In the light of the obtained results, the null hypothesis is accepted. It is Shown that the performance of the students is low and this is due to many reasons:

- 1- The syllabus on the tenses is not quite efficient.
- 2- Lack of enough practical practice of the students.
- 3- Due interlingual factors i.e. tenses in English have total different notion from that of Arabic.

It is recommended that teachers should spend more time and effort to help their students acquire the use of futurity.

It is also suggested to conduct another study on the acquisition of conditionals or the voices.

Table (6)

The final results

رقم الطالب	الدرجة النهائية للسؤال الأول من 20	الدرجة النهائية للسؤال الثاني من 20	المجموع من 40
1	7	4	11
2	5	4	9
3	6	4	10
4	9	6	15
5	7	6	15
6	5	4	9
7	8	6	14
8	6	2	8
9	6	6	12
10	8	6	14
11	6	0	6
12	6	4	10
13	7	8	15
14	7	8	15
15	5	6	11
رقم الطالب	الدرجة النهائية	الدرجة النهائية	المجموع من 40

Future Acquisition by Iraqi EFL College Students
 Assi. Prof. Saad S. Sarhan , Assi. Inst. Hala Ahmed

	للسؤال الأول من 20	للسؤال الثاني من 20	
16	7	4	11
17	6	4	10
18	4	6	10
19	5	10	15
20	6	10	16
21	6	8	14
22	5	4	9
23	3	6	9
24	4	3	7
25	4	4	8
26	5	4	9
27	5	6	11
28	5	8	13
29	6	4	10
30	6	10	16
رقم الطالب	الدرجة النهائية للسؤال الأول من 20	الدرجة النهائية للسؤال الثاني من 20	المجموع من 40
31	6	6	12
32	4	8	12
33	6	6	12
34	4	6	10
35	5	10	15
36	3	6	9
37	4	8	12
38	3	4	7
39	Zero	Zero	Zero
40	5	4	9
41	5	2	7

اجابات السؤال الاول

رقم الطالب	السؤال الاول	السؤال الثاني	السؤال الثالث	السؤال الرابع	السؤال الخامس	السؤال السادس	السؤال السابع	السؤال الثامن	السؤال التاسع	السؤال العاشر	المجموع
1	0	0	0	2	2	0	2	0	1	0	7
2	0	1	0	0	0	0	2	0	2	0	5
3	0	0	0	2	0	0	2	0	2	0	6
4	1	2	0	2	0	0	2	0	2	0	9
5	0	1	0	2	0	0	2	0	2	0	7
6	0	1	0	0	0	0	2	0	2	0	5
7	0	2	0	2	0	0	2	0	2	0	8
8	0	0	0	2	0	0	2	0	2	0	6
9	0	2	0	0	0	0	2	0	2	0	6
10	0	2	0	2	0	0	2	0	2	0	8
11	0	2	0	2	0	0	2	0	0	0	6
12	0	2	0	0	0	0	2	0	2	0	6
13	0	2	0	2	0	0	2	0	1	0	7
14	0	2	0	2	0	0	2	0	1	0	7
15	0	2	0	0	0	0	2	0	1	0	5
16	0	2	0	2	0	0	2	0	1	0	7
17	0	2	0	2	0	0	2	0	0	0	6
18	0	2	0	0	0	0	2	0	0	0	4
19	0	0	0	2	0	0	2	0	1	0	5
20	0	1	1	2	0	0	2	0	0	0	6
21	0	2	1	0	0	0	1	0	2	0	6

Future Acquisition by Iraqi EFL College Students
 Assi. Prof. Saad S. Sarhan , Assi. Inst. Hala Ahmed

رقم الطالب	السؤال الاول	السؤال الثاني	السؤال الثالث	السؤال الرابع	السؤال الخامس	السؤال السادس	السؤال السابع	السؤال الثامن	السؤال التاسع	السؤال العاشر	المجموع
22	0	2	0	0	0	0	1	0	2	0	5
23	0	1	0	0	0	0	2	0	0	0	3
24	0	1	0	0	0	0	2	0	0	0	3
25	1	2	0	0	0	0	2	0	0	0	4
26	0	1	0	2	0	0	2	0	0	0	5
27	0	1	0	2	0	0	2	0	0	0	5
28	0	2	1	0	0	0	2	0	0	0	5
29	0	2	0	2	0	0	2	0	0	0	6
30	0	2	0	0	2	0	2	0	0	0	6
31	0	2	0	2	0	0	2	0	0	0	6
32	0	2	0	0	0	0	2	0	0	0	4
33	2	2	0	0	0	0	2	0	0	0	6
34	0	1	0	2	0	0	1	0	0	0	4
35	1	0	0	2	0	0	2	0	0	0	5
36	0	1	0	0	0	0	2	0	0	0	3
37	0	1	1	0	0	0	2	0	0	0	4
38	0	0	0	2	0	0	1	0	0	0	3
39	0	0	0	0	0	0	0	0	0	0	Zero
40	0	2	0	0	0	0	2	0	1	0	5
41	0	1	0	2	0	0	2	0	0	0	5

إجابات السؤال الثاني

رقم الطالب	السؤال الاول	السؤال الثاني	السؤال الثالث	السؤال الرابع	السؤال الخامس	السؤال السادس	السؤال السابع	السؤال الثامن	السؤال التاسع	السؤال العاشر	المجموع
1	0	0	0	0	2	0	0	2	2	0	4
2	0	2	0	0	2	0	0	0	0	0	4
3	0	2	0	0	0	0	0	0	0	0	4
4	2	2	0	2	2	0	0	0	0	0	6
5	0	2	0	0	0	0	0	2	2	0	6
6	2	0	0	2	0	0	0	0	0	0	4
7	2	2	0	2	0	0	0	0	0	0	6
8	0	0	2	0	0	0	0	0	0	0	2
9	0	2	0	0	0	0	0	2	2	0	6
10	0	2	0	0	0	0	0	2	2	0	6
11	0	0	0	0	0	0	0	0	0	0	Zero
12	2	0	0	2	0	0	0	0	0	0	4
13	2	2	0	0	0	0	0	2	2	0	8
14	2	2	0	0	0	0	0	2	2	0	8
15	0	2	0	2	0	0	0	0	2	0	6
16	2	2	0	0	0	0	0	0	0	0	4
17	0	0	0	0	2	0	0	0	2	0	4
18	0	2	0	0	0	0	0	2	2	0	6
19	2	2	0	2	0	0	0	2	2	0	10
20	2	2	0	2	0	0	0	2	2	0	10
21	0	2	0	2	0	0	0	2	2	0	8

Future Acquisition by Iraqi EFL College Students
 Assi. Prof. Saad S. Sarhan , Assi. Inst. Hala Ahmed

رقم الطالب	السؤال الاول	السؤال الثاني	السؤال الثالث	السؤال الرابع	السؤال الخامس	السؤال السادس	السؤال السابع	السؤال الثامن	السؤال التاسع	السؤال العاشر	المجموع
22	0	2	0	0	0	0	0	0	2	0	4
23	2	2	0	0	0	0	0	2	0	0	6
24	0	2	0	0	0	0	0	2	0	0	4
25	0	2	0	2	0	0	0	0	0	0	4
26	2	2	0	0	0	0	0	0	0	0	4
27	0	2	0	0	0	0	0	2	2	0	6
28	2	2	0	0	0	0	0	2	2	0	8
29	0	2	0	0	0	0	0	2	0	0	4
30	2	2	0	0	0	0	0	2	2	0	10
31	2	2	0	0	2	0	0	0	0	0	6
32	0	2	0	2	0	0	0	2	2	0	8
33	0	2	0	0	0	0	2	0	2	0	6
34	0	0	0	2	2	0	0	0	2	0	6
35	2	0	0	2	2	2	0	2	0	0	10
36	0	2	2	0	0	0	0	2	0	0	6
37	0	2	2	0	0	0	0	2	0	0	8
38	0	2	0	0	0	0	0	2	0	0	4
39	0	0	0	0	0	0	0	0	0	0	Zero
40	0	2	0	0	0	0	0	2	0	0	4
41	0	0	2	0	0	0	0	0	0	0	2

Dear Mr. / Mrs.

The researchers are conducting a study entitled "The acquisition of Future time By Iraqi university Students"

The sample of the study is the fourth year university students at the department of English. The data is based on the student's text book in Grammar and other relevant books in the same field of study.

This study consists of two sections. Section one is expected to provide knowledge about the of future time of English language. Section two designs a test that will draw full picture of the receptive and productive learners knowledge of the future time.

Please examine the questions and comments on the validity of the test as a measure of students' performance in acquisition of future time.

Your comments will be appreciated. Thank you in advance for your kind cooperation.

The Researchers

Q2/ Mark the letter of the verb that correctly completes the sentence.

1. It's raining! I You my umbrella.
A. am going to lend, B - will lend, C – will be lending
2. Tonight I the football match on TV.
A – will watch B – watch C – am going to watch.
3. This time on Saturday I to Galway.
A – will be flying B – will fly C – an going fly
4. I suppose Patrick when we arrive.
A – will leave B – will have left C – is going to leave
5. If you your flight early, you will get it cheaper.
A – will be booking B – will book C – book
6. When I home , I can sleep
A – will get B – get C – am going to get
7. She college at the same time.
A – has finished , B – is going to finish , C – finishes
8. The plane is the end of the runway. It take off.
A – will , B – is going to , C – is about to
9. Mark is going to listen to music while he to Scotland.
A – will drive , B – is going to , C – is driving
- 10 . The Queen Portugal in November.
A – will visit , B – is to visit , C – will be visiting

Q1 / Complete the following sentences using the suitable form of the verbs which indicates the future time (A void using will or shall).

1. Look, Clouds are all over , it soon. (rain).
2. We into another house next June. (move).
3. The conference arrangements are taken and the members in Geneva next month. (meet).
4. Tuesday, December 6th our third Wedding Anniversary. (mark).
5. I hop she the job she's applied for. (get)
6. Dr. Haward's lecture at 8.30 so we should rush there. (being)
7. I dinner with Janet tomorrow evening. (have)
8. Careful ! The race (start)
9. She says she a nurse when she grows up. (be)
- 10 . We the work at 7 p.m (finish)

References

1. Bachman, 1990 consideration in language testing – Oxford pres.
2. Biber, Douglas, Johansson, stig, leech, Geoffre, Corand, Susan, Finegan, Edward: 1999: " Longman Grammar of spoken and written English. Person Education limited.
3. Chomsk, N. (1969) : Aspects of the Theory of syntax." Cambridge Mass: The M. L. T. press.
4. Collins, Coubuild, (1996) : " English Grammar the university of Birmingham.
5. Comric, John. (1977) "semantics". Lonchon, Cambridge university press uk."
6. Hais, karel (1975): "Anglickamlunice". Statni pedagogicke naklada telstvi praha.
7. Harrison, 1983, Teaching English as a second cangunge – new York mac_graw
8. Huddleston, Radney, Pullum,. Geoffry, k. (2002) : The Cambridge grammar of the English Language "

9. Kubrychtova, Irena (2001) " selected chapters from English Grammar "university of Pardubice"
10. Lyons, John (1977) "semantics". ". Lonchon, Cambridge university press uk."
11. Murphy, Raymond. (2002): English Grammar in Use. Cambridge University press.
12. Meelhon, Dermot. (on line): "Tense II, The future Tenses in English Fachsparachen zentrum, uniersitat hannover.
13. Palmer, F. R. (1974) : "The English verb". London : Longman Group Limited.
14. Palmer, F. R. (1965): "A linguistic study of the English verb. London: Longman, Green and co., LTD.
15. Payne & Morris (1967).
16. Quirk, Randolph, Green Baum, Sidney. (1996) "A university Grammar of English, Longman Group uk limited.
17. Quirk, Randolph, Green Baum, Sidney, leech, Geoffrey, svartvik, Jan (1991): "A comprehensive Grammar of the English language, Longman Group uk limited.
18. Strang, B. M. (1969): "Modern English strycture. London: Edward Arnold Ltd.
19. Swan, Michael. (1995): "Practical English usage" Oxford university press.
20. Thomson, A.J. , Martinet, A.V., (1986): "A Practice English Grammar" 4th ed. Oxford: Oxford university press.
21. Valette (1979).

أكتساب زمن المستقبل لدى الطلبة الجامعيين العراقيين.

يعرف الزمن بأنه طبقة نحوية تحدد الموقع في الزمن والتي تشير الى وقوع الاحداث. والزمن جزء من النحو حيث ان اتقان الزمن مهم جداً وعدم استعماله يؤدي سوء فهم كبير من جانب المتعلم بصيغ الازمنة الانكليزية وكذلك لطلبة الجامعة. يعد الزمن عبئاً وقد اكدت الدراسات السابقة بأن زمن المستقبل ذو طبيعة معقدة لأنه يتخذ صيغاً كثيرة ولذا يعد صعوبة بذاتها وقد هدفت الدراسة:-

1. دراسة اكتساب زمن المستقبل من قبل الطلبة العراقيين في اكتساب هذا الزمن.

2. التحقق من الاخطاء التي يرتكبها الطلبة في فهم ونتاج الزمن

ولاجل تحقيق هذي الاهداف صيغت الفرضية الاتية

ان الطلبة العراقيين جيّدون في اكتساب زمن المستقبل.

حيث قام الباحثان بتصميم اختيار يتكون من سؤالين وطبق الاختبار على عينة من

طلبة الصف الرابع والتي عددها (41) طالب للسنة الدراسية 2012 - 2013

وقد شملت الدراسة على مجموعة من التوصيات والاقتراحات بعد استخلاص النتائج

وتحليلها حيث قبلت فرضية الدراسة.