

Sequential Presentation of Grammatical Morphemes in EFL Textbooks and its Relation with Morpheme Acquisition Order

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Abstract:

This study is designed to determine the sequence of presentation of grammatical morphemes in English Textbooks prescribed by Punjab Textbook Board for primary level learners (5-10 years) in Pakistan and its relation with morpheme acquisition in young learners. The results show concordance between Dulay and Burt's (1974) order of morpheme acquisition and the order obtained from young learners in this study. This study also verifies that L2 learners follow the same order of morpheme acquisition irrespective of their different L1s and different language exposures. The results of the study further show that not even a single morpheme reached minimal acquisition limit that is 90 % accuracy level. The study concludes that the sequence of presentation of grammatical morphemes in EFL Textbooks for primary level learners in Pakistan is significantly different from L2 order of morpheme acquisition presented by Dulay and Burt (1974). This sequence of presentation of grammatical morphemes has no effect on the order of morpheme acquisition but does affect the rate of morpheme acquisition and it makes the rate of morpheme acquisition slower and hampers cognitive acceleration of the study. This study suggests that the natural order of morpheme acquisition should be followed in teaching that will help in cognitive acceleration of learners.

Key words: Morpheme acquisition, Acquisition order, natural order, fossilization

1. Introduction

English is taught in schools as a compulsory subject in Pakistan. In the government schools English is introduced from primary level one along with other subjects. In private schools it is the medium of instruction as well. In colleges and universities English is also the medium of instruction. Statistics in Pakistan show that the level of performance of English learners at various levels has been deteriorating over the years. This decline in performance is significant at various levels of academic (i.e. Metric, Intermediate, graduation, etc.) and public (PCS, CSS, etc) examinations. This decline may be due to many factors like English text books, lack of competent teachers, limited exposure to L2, etc. In Pakistan, teachers are trained and they also use different activities but problem is still there with learners.

The poor performance of learners in English calls for urgent attention especially when we consider the crucial roles English plays at national and international level. As a student and teacher what I have observed in Pakistan is that there are two main reasons which impede the performance of learners. First, learners learn English in EFL context where there is very limited exposure to the target language. Second, English text books do not present the natural order of acquisition of language items. Roger Brown (1973) and Dulay and Burt (1973) found that both L1 and L2 learners follow a particular order in acquiring morphemes. The wrong input in the form of grammatical morphemes may affect the output of learners.

Though various efforts (teachers training, English as compulsory subject in syllabus, workshops, etc.) have been made by the government to improve the standard of English language and English language teaching, but still the performance of students is not satisfactory in Pakistan. So it is very important to explore the real reasons behind the poor performance of learners in English. It is very important to focus

at basic level where the students can learn without much effort. It is necessary to look into the order of presentation of language items in textbooks and the order teacher follow to teach. Learners don't have the natural environment.

The 11 targeted grammatical morphemes in this study in term of their correct use in obligatory contexts are:

1. Simple Plural /s/
2. Irregular past tense of verb
3. Progressive verb (-ing)
4. Regular past tense
5. Possessive/-s/
6. Third person present tenses /-s/
7. Copula "be"
8. Pronoun Case
9. Auxiliary "be"
10. Articles a, the
11. Long Plural /es/

1.1. Research Questions

1. What is the sequence of presentation of grammatical morphemes in English Textbooks of Punjab Textbook Board for primary level learners?
2. Whether or not this sequence of presentation matches with L2 order of morpheme acquisition by Dulay and Burt (1974)?
3. What is the relation of this sequence of presentation to the morpheme acquisition in primary level learners?

2. Review of Literature

2.1. L1 Research on Morpheme Acquisition

In 1970s a number of studies were carried out to investigate the order of morpheme acquisition. The history of morpheme studies began with Roger Brown's (1973) demonstration that

children acquiring English as first language show a similar order of acquisition of grammatical morphemes in obligatory occasions

Brown (1973) conducted his longitudinal study on three children-Sara, Eve and Adam when they were just beginning to produce multiword utterances. In Brown's (1973) study, the obligatory contexts could then have one of the two scores: one point for morpheme supplied correctly, zero points when incorrect or no morpheme was supplied.

Rank	Grammatical Morphemes(N=14)
1	Present Progressive -ing
2	Preposition 'on'
3	Preposition 'in'
4	Plural -s
5	Past Irregular
6	Possessive -s
7	Uncontractible Copula 'be'
8	Articles
9	Past Regular
10	3 rd Person Regular
11	3 rd Person Irregular
12	Uncontractible Auxiliary 'be'
13	Contractible Copula 'be'
14	Contractible Auxiliary 'be'

Table 1: Order of L1 Acquisition of English Morphemes in Brown (1973)

Brown's (1973) findings show that some kind of innate language acquisition device is present in the brains of these children, since despite different variables the three children had nearly the same order of acquisition for fourteen grammatical morphemes. One of the limitations of Brown's (1973) longitudinal study was that it was based on observation of only three children.

De Villiers and de Villiers (1973) elicited spontaneous L1 speech data from 21 children (16-49 months) with English as their first language in a cross-sectional study and compared the

accuracy order they obtained with the acquisition order found by Brown (1973) for his three subjects. They also found that neither age nor frequency of the morphemes in parent speech seemed to affect the order, though they found that grammatical and semantic complexity did.

Rank	Grammatical Morphemes(N=14)
1	Present Progressive -ing
2	Plural -s
3	Preposition 'on'
4	Preposition 'in'
5	Past Irregular
6	Articles
7	Possessive -s
8	3 rd Person Irregular
9	Contractible Copula 'be'
10	Contractible Auxiliary 'be'
11	Past Regular
12	3 rd person regular
13	Contractible Copula 'be'
14	Uncontractible Auxiliary 'be'

Table 2: Order of L1 Acquisition of Morphemes in de Villiers and de Villiers (1973)

Longitudinal case study of Brown (1973) and cross-sectional study of de Villiers and de Villiers (1973) used the same kind of data collection procedure by using data from play sessions. The results of both studies showed a very similar acquisition order of fourteen targeted morphemes. Their results provide a strong support for language acquisition device being present in the first language acquisition.

2.2. L2 Research on Morpheme Acquisition

The first study on the acquisition order on L2 was conducted by Dulay and Burt(1973).They collected their speech samples from three groups of 5-8 year old Spanish speakers acquiring English as L2 under different conditions in United States through Bilingual Syntax Measure(BSM). Difference in these groups is of length of exposure and type of exposure.

Although there are differences in the frequency with which each morpheme is supplied by the different groups, the relative rates of suppliance of the different morphemes are remarkably similar. All groups supplied –ing, plural –s, the articles and copula ‘be’ more than irregular past, possessive, 3rd person singular – s and contractible auxiliary

Rank	Morphemes(N=8)
1	Articles
2	Progressive -ing
3	Copula ‘be’
4	Plural –s
5	Uncontractible Auxiliary ‘be’
6	Irregular past
7	Possessive -s
8	3 rd person -s

Table 3: Order of L2 Acquisition of English Morphemes in Dulay and Burt (1973)

In second study, Dulay and Burt (1974) elicited spoken English from 115 children. They compared a group of 60 Spanish speaking 6-8 year olds with a group of 55 Cantonese speaking 6-8 year olds.

Rank	Morphemes(N=11)
1	Pronoun case
2	Articles
3	Copula ‘be’
4	Progressive -ing
5	Simple plural(dog-dogs)
6	Auxiliary
7	Past Regular
8	Past Irregular
9	Long plural(bus-buses)
10	Possessive -s
11	3r person singular -s

Table 4: Order of L2 Acquisition of English Morphemes in Dulay and Burt (1974)

Although the Spanish speakers generally supply morphemes more often than the Cantonese speakers, the relative

frequencies are highly similar. The 'higher supplied' morphemes are the same as in the early study and those supplied less frequently are also the same. Both the Dulay and Burt studies were conducted with L2 learners. Both the studies show that L2 children follow an order of acquisition of grammatical morphemes which is common across different L1 learners but slightly different from L1 order of morpheme acquisition.

Bailey, Madden and Krashen (1974) conducted their research of adult L2 learners. They used the same elicitation technique and scoring method used as Dulay and Burt (1973). They collected data from 73 subjects aged between 17-55 from two different ESL programmes, one which focused on academic ESL for foreign students preparing to study in American colleges, and the other which was a four hour per week continuing Education programme. 33 of the participants were L1 speakers of Spanish and 40 speakers of other L1s. All were attending ESL classes in USA. They chose only eight grammatical morphemes. Their results when compared with Dulay and Burt (1974), provide evidence for both children and adults that the order of acquisition in L2 is similar irrespective of age.

Rank	Morphemes(N=9)
1	Progressive -ing
2	Plural
3	Contractible Copula 'be'
4	Articles
5	Past Irregular
6	Contractible Auxiliary 'be'
7	Past Regular
8	Possessive -s
9	3 rd person singular -s

Table 5: Order of L2 Acquisition of Morphemes in Bailey, Madden and Krashen (1974)

Although there are differences in frequencies of suppliance of morphemes between the Spanish and non Spanish speakers,

the relative pattern of accuracy was similar, and also similar to that of the child L2 speakers. Progressive -ing, copula 'be' and plural -s are supplied more than possessive, 3rd person singular -s, (in case of the irregular past, although it is the set of less frequently supplied morphemes for the Spanish speakers the non-Spanish speakers were applying it more frequently.

Larsen Freeman (1975) found statistically significantly similar accuracy order across different L1 groups and between her listening, BSM and repetition tasks and Dulay and Burt's BSM order, but some differences between these orders and those she obtained for her reading and writing tasks. She used the concept of occasions of obligatory contexts, and awarding two points for correctly scored morpheme, one for an incorrect suppliance, and zero for a missing morpheme. Freeman carried out her experiment, focusing on ten of the eleven morphemes Dulay and Burt (1974) used, leaving out pronoun case. Certain items rose in accuracy rank on those two tasks, notably plural-s and 3rd person singular 'disturbing' the order that was becoming familiar while contrastive analysis of the L1 represented in her sample showed that L1 transfer could not be explained the orders obtained. She found some effect for L1, e.g. the low rank of articles in the Japanese order.

Rank	Morphemes(N=10)
1	Progressive -ing
2	Copula 'be'
3	Articles
4	Auxiliary
5	Short plural
6	Past Regular
7	3 rd person singular -s
8	Past Irregular
9	Long Plural
10	Possessive -s

Table 6: Order of L2 Acquisition of English Morphemes in Larsen Freeman (1975)

In a subsequent study Larsen Freeman (1976) suggested that

input frequency might be one factor influencing the order, although not the only factor: articles, for example, are always the most frequent items in the input, but relatively low in the frequency order.

Rosansky (1976) conducted a case study over ten months with six subjects (two children, two adolescents and two adults) learning English from Spanish L1 backgrounds. Her results correlate with Bailey, Madden and Krashen's (1974) and with Larsen Freeman's (1975) orders. It also correlated with the order for L1 acquisition found by de Villiers and de Villiers (1973). Rosansky's results were therefore contradictory, she analyzed her data more closely and found great variability within her six subjects when statistically compared with one another.

Rank	Morphemes(N=11)
1	Progressive -ing
2	Articles
3	Copula
4	Auxiliary
5	Possessive
6	Past Irregular
7	Long plural(bus-buses)
8	Past Regular
9	3rd person singular

Table 7: Order of L2 acquisition of English Morphemes in Rosansky (1976)

Hakuta (1976) carried out a longitudinal study of a single Japanese-speaking girl, Uguisu, over several months. The acquisition order he obtained did not match that of Dulay and Burt. For example, articles which have a high ranking in the cross-sectional accuracy orders, had a low ranking in acquisition order for 'Uguisu'.

Rank	Grammatical Morphemes(N=14)
2	Present Progressive -ing
2	Copula 'be'
2	Auxiliary
4.5	Preposition 'in'

4.5	Preposition 'to'
6	Past Auxiliary
7	Preposition 'on'
8	Possessive
9	Past irregular
10	Plural
11	Articles
12	3 rd Person Irregular
13	Past regular
14	Gonna Auxiliary

Table 8: Order of L2 acquisition of English Morphemes in Hakuta (1976)

Krashen (1977) proposed a grouping of morphemes. They argued that each group constituted a clear developmental stage in that the morphemes within it were acquired at more or less the same time.

Krashen's 'Natural Order' of morpheme acquisition

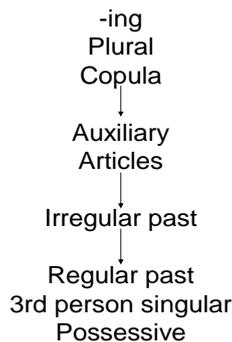


Figure 1. Adapted from Krashen (1981)

The following table summarizes all the above mentioned studies conducted on L1 and L2 morpheme acquisition

L1 Studies		L2 Studies				
Brown (1973)	de Villiers & de Villiers (1973)	Dulay & Burt (1974)	Bailey Madden & Krashen (1974)	Larsen-Freeman (1975)	Hakuta (1976)	Rosansky (1976)
		Children (Spanish)	Adults (Classified)	Adults (Arabic)	Child (Japanese)	Children Adolescent

		and Chinese)	as Spanish and non Spanish)	Japanese Persian & Spanish)		Adults (Spanish)
N=3	N=21	N=115	N=73	N=24	N=1	N=6
1 Pres. Prog.	1 Pres. Prog.	1 Pron. case	1 Pres. Prog.	1 Pres. Prog.	2 Pres Prog.	1 Pres. Prog.
2.5 on	2 Plural	2 Art.	2 Plural	2 Cop.	2 Cop.	2 Art.
2.5 in	2 on	3 Cop.	3ContrCop	3 Art.	2 Aux.	3 Cop.
4 Plural	4 in	4Pres.Prog.	4 Art.	4 Aux.	4.5 in	4 Aux.
5 past Irreg.	5 past Irreg.	5 Simple plural	5 Past Irreg.	5 Short plural	4.5 to	5 Poss.
6 Poss.	6 Art.	6 Aux.	6 Contr.Aux.	6Past Reg.	6Past Aux.	6Past Irreg.
7 Uncon. Cop.	7 Poss .	7 Past Reg.	7 Past Reg.	7 3 rd pers Sing.	7 on	7 Long Plural
8 Art.	8.5 3 rd Per.Irreg.	8 Past Irreg.	8 Poss.	8 Past Irreg.	8 Poss.	8Past Reg.
9 Past.Reg	8.5 Contr Cop	9 Long plural	9 3 rd pers. Sing.	9 Long Plural	9 Past Irreg.	9 3r pers. Reg.
10 3 rd Pers. Reg.	10.5Contr Aux .	10 Poss.		10 Poss.	10 Plural	
11 3 rd Pers. Irreg.	10.5 Past Reg.	11 3 rd Pers.Sing.			11 Art.	
12Uncontr. Cop.	12Uncontr Cop				12 3 rd Pers.Irreg.	
13 Contr. Cop.	13 Contr. Cop.				13 Past Reg.	
14Contr.Cop	14Uncontr Aux .				14 Gonna Aux.	

Table 9: Order of Acquisition of English Morphemes in Major L1 and L2 Studies

2.3. More recent studies on L2 Morpheme Acquisition

Wei (2000) carried out his studies with sixty low level Chinese and Japanese adults learning English as L2. He hypothesized that morpheme order can be predicted through morpheme type. He divided morphemes into four types in his study: content morphemes and three kinds of system morphemes. His data were elicited through ‘near natural’ conversation as well as two picture description tasks, all of which were targeted to elicit the morphemes in question. The data were analyzed through obligatory occasion analysis. On occasions where a native

speaker would supply a morpheme but subject did not supply it or supplied incorrectly, it was marked as an error. Wei's results show that certain morphemes are acquired before others in a way that they can be predicted on the basis of morpheme type.

Arif, M.S (2004) conducted his cross-sectional study on L1 Urdu speakers Learning English as their second language. His subjects were 240 children (5-13 years). He divided the subjects into two different age groups: younger group (5-10 years) and older group (11-13). Both groups were the beginners in their classes. Younger group(5-10 years) learners were attending classes in private schools where they were exposed to English from class one and the older group(11-13 years) learners were attending their classes in government schools where they were exposed to English at the age of eleven. His results showed the similar levels of acquisition from younger and older learners irrespective of their ages and he also confirmed that the order of the universal language processing strategies was shared by all learners acquiring English as their second language.

2.4. Morpheme acquisition and Formal Instruction

Studies by Fatham (1978) of EFL and ESL learners, by Makino (1980) of Japanese learners of English, and by Pica (1983) of Spanish learners failed to find any significant differences. Turner (1979) found that acquisition orders manifested by three 18-year old Spanish learners of English enrolled in an intensive English language program correlated highly with each other but not with the order of instruction.

Ellis (1989) conducted his study on 39 adult learners of L2 German in higher education in Britain also suggested that instruction is powerless to alter the sequence of acquisition of these words order rule. The study indicated that the instructed learners progressed along the sequence of acquisition at a much faster rate than the naturalistic learners.

A study by Pienemann (1987) suggests that premature

instruction can have a harmful effect by including avoidance behavior. He provided evidence to show that three adult classroom learners of L2 German tended to avoid using the present perfect, preferring model plus verb structures. Pienemann showed that present perfect is acquired late. He suggested that the avoidance was the result of being forced to produce this structure at an early stage. A study by Zobl (1985) also supports to the triggering effect achieved by teaching marked structures.

In summary, several previous studies have looked at morpheme acquisition and morpheme accuracy and others have looked at class rooms and how type of language exposure might affect morphological forms.

However, none of the previous studies have investigated the order of presentation of grammatical morphemes in English Textbooks and the order the teachers follow to teach these grammatical morphemes. The present study investigates the sequence of presentation of grammatical morphemes in English textbooks of Punjab Text book board for primary level learners (5-10 years) and its relation with the order of acquisition of grammatical morphemes by primary level students in Pakistan.

3. Methodology

3.1. Strategy

The main objective of this study was to determine the sequence of presentation of grammatical morphemes in English Textbooks prescribed by Punjab Textbook board for primary level learner and to see its relation with morpheme acquisition in young learners. So both the qualitative and quantitative methods were adopted.

3. 2.Sample

The subjects that participated in the research were thirty Urdu speaking learners of English drawn randomly from two primary

schools in Lahore, Pakistan. The two schools are:

- (a). Government High School for Boys Wahadat Road
- (b). Mansoor Model High School for Boys Wahadat Road

The informants, fifteen pupils randomly selected from each of the school, were grade five students. They all were between 5-10 years. Their timings in school were 6 hours a day. They attended 30 minutes English class daily. Their medium of instruction was Urdu. Teachers used grammar translation method in the classes where rules were taught explicitly. They had very limited exposure to English outside classrooms. All of them had been exposed to English language from class one. Thus the period for their formal experience was five years. They had studied all five books prescribed by Punjab Textbook Board for primary level learners. These informants speak Punjabi and Urdu at homes.

3.3. Elicitation

The elicitation instruments used for the study were of three types:

- (a). Written English Composition
- (b). Grammar Exercise
- (c). Translation Activity

The participants were to complete a short essay of about 100 words on the topic “My Best Friend” within the time duration of 40 minutes. They were given a paragraph with the missing words to complete. There were 33 obligatory missing contexts in this essay. There were three obligatory contexts for each morpheme:

A grammar activity, which required the participants to fill in the blanks in the exercise with appropriate words, was also given to them. This grammar exercise consisted of 33 questions. In these 33 sentences there were 33 obligatory contexts for the 11 targeted morphemes. There were three obligatory contexts for each morpheme in this exercise. The students were allowed to complete this grammar exercise

within the duration of 40 minutes. The third elicitation used for the study was a translation activity. It consisted of 30 Urdu sentences and the participants were given 40 minutes to translate them into English. In this activity there were 33 obligatory contexts for 11 targeted morphemes. Auxiliary and Progressive were tested in the same sentences.

3.4. Data Collection

There were two sources of data collection:

(a). Primary level English Textbooks prescribed by Punjab Textbook Board

To explore the sequence of presentation of grammatical morphemes in EFL Textbooks for primary level learners all the five English textbooks were scrutinized. The sequence of presentation was determined on the basis of the order in which the targeted morphemes were introduced with exercise in the books.

(b). Thirty grade five students from two different government primary schools in Lahore, Pakistan.

As there were two schools, the researcher visited one school each day. The researcher selected fifteen participants randomly from each school and gave them all the three tasks to complete in a two hour session. The questionnaire was administered in the classroom during the class time. The students were allowed to sit in their desks without assigned seating. There were three parts of the questionnaires: essay writing, a grammar exercise and a translation activity. As the instrument comprised of three parts, the students had to submit the first part before receiving the later part of the instrument. On the first part students used roughly 40 minutes of the available 120 minutes for the testing instrument. For the last two parts, grammar exercise and translation activity, students took approximately 40 minutes for each to complete. During the test the researcher answered their questions about word choice but not about grammatical constructions.

3.5. Scoring

This study adapted scoring procedure from Makino (1979). Makino scored 1 for a correct supplied morpheme in an obligatory context and 0 for both if a subject did not supply a morpheme or if the subject supplied an incorrect morpheme. In this study each obligatory context for a morpheme was scored to the following schema:

No morpheme supplied = incorrect (He is play-----)

Incorrect morpheme supplied = incorrect (He is plays)

Correct Morpheme supplied = correct (He is playing).

4. Results and Discussion

4.1. Sequence of presentation of grammatical morphemes in EFL Textbooks for Primary level learners

The 11 targeted grammatical morphemes in EFL Textbooks prescribed by Punjab Textbook Board for primary level learners in Pakistan has been introduced in the following order.

4.1.1. Articles

The articles, a, an, and the, are used for non-specific and specific references respectively. This morpheme has been introduced in book two for primary level learners and stands at number one in the EFL Textbooks .It has also been frequently used in the texts .Its total occurrences in all the five books are 378 times.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	50	131	82	115	378

Table 10: Occurrences of Articles in EFL Textbooks

4.1.2. Simple Plural -s

In EFL Textbooks for primary level learners in Pakistan, short plural has been introduced after articles in the book two. In these EFL Textbooks it is at number two. Its total occurrences in all the five books are 52 times.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	7	18	14	13	52

Table 11: Occurrences of Simple Plural in EFL Textbooks

4.1.3. Copula ‘be’

The verb to be can be either a main verb-a copula – or a helping verb-an auxiliary. Example of copula is, ‘I am a teacher’. It has also been introduced in book two after the introduction of article, and simple plural for primary level learners. In these EFL Textbooks it is at number two. Its total occurrences in all the five books are 459 times.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	152	175	48	84	459

Table 12 : Occurrences of Copula be in EFL Textbooks

4.1.4. Pronoun Case

Pronoun case has been introduced in EFL textbook two after copula ‘be’ and it stands at number four. Total number of occurrences of pronoun case in five books is 390.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	61	87	102	140	390

Table 13: Occurrences of Pronoun case in EFL Textbooks

4.1.5. Possessives

This morpheme has been introduced in book two also. In EFL Textbooks it stands at number five. Its frequency of occurrences is very low in textbooks. It occurs only six times in all the five books.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	5	1	-	-	6

Table 14: Occurrences of Possessive s in EFL Textbooks

4.1.6. 3rd person present -s

When a noun or pronoun denoting a single identity constitutes

the subject in a clause, the following main verb is marked with –s in the present tense if there is no auxiliary. For example, ‘She plays tennis’. It is one of the very last morphemes that second language learners master. This has been introduced in book three and it ranks at fifth position in EFL Textbooks. Its total occurrences in the five textbooks are 271 times.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	12	65	86	108	271

Table 15: Occurrences of 3rd Person Present -s in EFL Textbooks

4.1.7. Auxiliary ‘be’

When the verb to be functions as helping verb it is called auxiliary. For example, ‘He is playing football’. This morpheme has been introduced in book three. In these EFL Textbooks it is at number seven. Its total occurrences in all the five books are 35 times.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	-	18	6	11	35

Table 16: Occurrences of Auxiliary be in EFL Textbooks

4.1.8. Progressive -ing

The progressive form shows an ongoing process. This morpheme has been introduced in book three In EFL Textbooks it stands at number seven. Its total occurrences in all the five books are 35.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	-	18	6	11	35

Table 17 : Occurrences of Progressive -ing in EFL Textbooks

4.1.9. Long Plural -es

This morpheme has been introduced in book three. In EFL Textbooks it stands at number nine. Its total occurrences in all the five books are 20.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	-	4	7	9	20

Table 18: Occurrences of Long Plural in EFL Textbooks

4.1.10. Past Regular

Regular past tense is formed by adding the –ed marker to a verb. However, this suffix is pronounced differently depending on the preceding phoneme. This morpheme has been introduced in book five In EFL Textbooks it stands at number ten. Its total occurrences in all the five books are 31.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	-	-	-	31	31

Table 19: Occurrences of Past Regular in EFL Textbooks

4.1.11. Past Irregular

There are small number of verbs that do not take the regular –ed marker to form a past tense. This morpheme has been introduced in book five In EFL Textbooks it stands at number eleven. Its total occurrences in all the five books are 22.

Book 1	Book 2	Book 3	Book 4	Book 5	Total Occurrences
-	-	-	-	22	22

Table 20: Occurrences of Past Irregular in EFL Textbooks

There are five books for English taught at primary level in government run schools in Punjab. All the eleven targeted grammatical morphemes are found in these books from grade one to five. The results above show that these books don't follow the natural L2 order of morpheme acquisition. Some morphemes that are acquired late by L2 learners have been introduced at the very beginning level. As results show that 3rd person singular verb has been introduced in book three and it ranks at number six out of eleven grammatical morphemes. Previous L2 studies showed that this is the late acquired morpheme. Frequency occurrences of some morphemes (i.e.

possessive and long plural) is also very low. Possessive appears only six times in all the five textbooks. The sequence of presentation of grammatical morphemes in English Textbooks prescribed by Punjab Textbook Board for primary level learners in Pakistan is shown in the following table.

Sr#	Grammatical Morpheme
1	Articles
2	Short Plural -s
3	Copula 'be'
4	Pronoun case
5	Possessive s
6	3 rd Person present -s
7	Auxiliary 'be'
8	Progressive -ing
9	Long Plural -es
10	Past Regular
11	Past Irregular

Table 21: Sequence of presentation of grammatical morphemes in EFL Textbooks for primary level learners.

4.2. Whether or not this sequence of presentation matches with L2 order of morpheme acquisition by Dulay and Burt (1974)?

Table 25 below shows that the sequence of presentation of grammatical morphemes in English Textbooks does not match with the L2 order of morpheme acquisition presented by Dulay and Burt (1974).

Sr#	Dulay and Burt (1974)	Sr#	EFL Textbooks (2008)
1	Pronoun case	1	Articles
2	Articles	2	Short Plural -s
3	Copula 'be'	3	Copula 'be'
4	Progressive -ing	4	Pronoun case
5	Simple plural -s	5	Possessive -s
6	Auxiliary 'be,	6	3 ^r person singular -s
7	Past Regular	7	Auxiliary 'be'
8	Past Irregular	8	Progressive -ing
9	Long plural -es	9	Long plural -es

10	Possessive -s	10	Past Regular
11	3r person singular -s	11	Past Irregular

Table 22

Table 22 above shows that there are only two morphemes, Copula ‘be’ and long plural, that rank at number three and nine respectively in both the orders. The sequence of presentation of rest of the nine morphemes in English textbooks in this study is quite different from L2 order of morpheme acquisition presented by Dulay and Burt (1974). For example, 3rd person singular –s stands at number eleven in Dulay and Burt’s (1974) order and in EFL Textbooks it stands at number six. This shows that the sequence of presentation of grammatical morphemes in EFL Textbook is not natural. This comparison is explained in percentage in the following figure

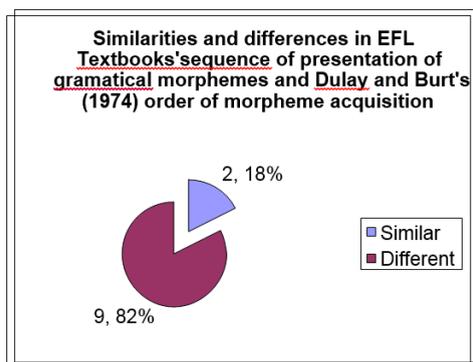


Figure 2

The pie chart (Figure 2) shows that there are only two morphemes (18 %) that rank in exactly the same order in the two orders. The sequence of presentation of other nine morphemes (82 %) in EFL Textbooks is quite different from that of the natural order for L2 learners presented by Dulay and Burt (1974).

4.3. What is the relation of this sequence of presentation to the morpheme acquisition in primary level learners?

Thirty grade fifth students from two schools in Lahore participated in this research. They were given three tasks – essay writing, a grammar exercise and a translation activity-to complete within the time duration of two hours. The following table shows the correct occurrences and the percent accuracy of the 11 targeted grammatical morphemes in obligatory contexts in these three tasks. The following table explains the correct occurrences and percent accuracy of the targeted morphemes in all the three tasks.

Sr#	Morphemes	Total occurrences Task 1+2+3	Total Correct		Rank
			Occurrences No	%	
1	Copula	270	235	87	1st
2	Progressive	270	147	54	4th
3	Auxiliary	270	122	45	6th
4	Simple Plural	270	127	47	5th
5	Long Plural	270	70	26	8th
6	Past Regular	270	81	30	7th
7	Past Irregular	270	67	25	9th
8	3 rd person	270	43	16	11th
9	Possessive	270	49	18	10th
10	Articles	270	167	62	2nd
11	Pronoun case	270	157	58	3rd

Table 23: Total Correct Percentage Occurrences of morphemes and their Percent accuracy

The following table shows the order of morpheme acquisition by primary level learners in Pakistan in this study.

Sr#	Grammatical Morpheme
1	Copula
2	Articles
3	Pronoun case
4	Progressive
5	Short Plural
6	Auxiliary
7	Past Regular
8	Long Plural

9	Past Irregular
10	Possessive
11	3 rd person

Table 24: Order of Morpheme Acquisition in this study

Use of all targeted grammatical morphemes in obligatory contexts by the participants is explained below:

4.3.1. Copula ‘be’

The verb to be can be either a main verb-a copula – or a helping verb-an auxiliary. Example of copula is, ‘I am a teacher’.

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Copula be	84	6	0	80	10	0	71	17	2

Table 25 : Occurrences of Copula in obligatory contexts in the Three Tasks

In the students’ essays there were 90 occasions where the context required the copula. The students performed well and provided the correct form 84 times. The remaining 6 occurrences consisted of incorrect copulas. The most frequent errors were where students wrote ‘are’ instead of ‘is’. There were also some occasions when students used it’s, such as in the following example, It’s was fun. Students also did well in translation and grammar exercise. In translation there were 90 obligatory contexts for this morpheme and the students provided 80 correct and only 10 were incorrect. In grammar activity, there were 90 obligatory contexts and the students provided 71 times correct morphemes and 17 times incorrect. It was missing 2 times.

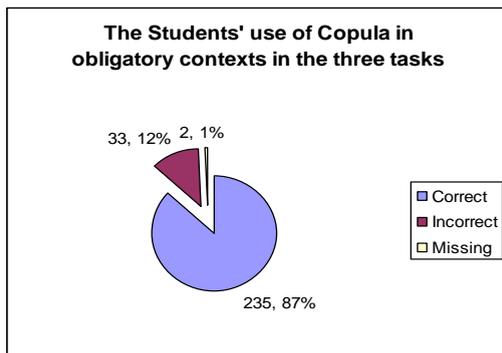


Figure 3

Overall in all the three tasks there were 270 obligatory contexts and out of these 270 contexts, 235 times (87%) the students provided the correct morpheme and 33 times (12%) they provided incorrect morpheme and 2 times (1%) failed to supply this morpheme. As this study set 90% accuracy percent for acquired morpheme. Its accuracy percent is 87 and is not fully acquired but nearly acquired. In this study this morpheme ranks at number one. Influence of mother tongue was also observed in the use of Copula. For example, My father were very happy. In Urdu language we use plural form with singular subject to show respect for elders. 17 times this construction was supplied in both essay writing and grammar exercise. The students made overgeneralization of this native language rule and transferred it to English construction of sentences.

4.3.2. Articles

The articles a, an, and the, are used for non-specific and specific references respectfully. In general, an article is obligatory in English wherever a common noun occurs in a sentence. Definite articles 'the' is overused very frequently and it take more time to master it.

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Articles	73	14	3	57	21	12	37	24	19

Table 26: Occurrences of Articles in obligatory contexts in the Three Tasks

In the students' essays there were 90 occasions where the context required the articles. The students performed well and provided the correct form 73 times. 14 times they provided the incorrect articles in obligatory contexts while 3 times they failed to apply the articles. In 7 cases students over used article 'the'. Students also did well in translation and grammar exercise. In translation there were 90 obligatory contexts for this morpheme and the students provided 57 times correct and 21 times incorrect and there were 12 missing cases. In grammar activity, there were 90 obligatory contexts and the students provided 37 times correct morpheme and 24 times incorrect. It was missing 19 times.

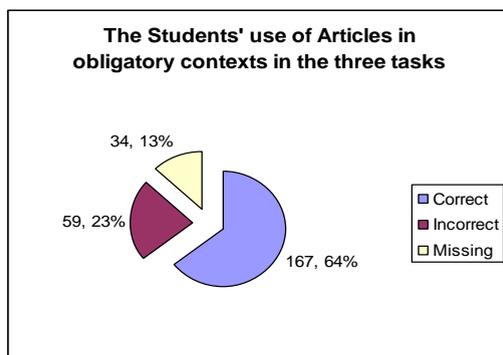


Figure 4

In the three tasks there were overall 270 instances of this grammatical morpheme including the contexts where an article was required and the occasions where the students provided an article even it was not necessary. The students used the articles 167 times (64%) correctly and 59 times (23%) they provided this morpheme incorrectly. They left the obligatory occasions blank 34 times (13%). The students overused this morpheme frequently. Sometimes in their free writing the students failed to make a difference between a and an. For example, they wrote "He is an unique student". The students probably supplied an

since the word unique starts with a vowel. This grammatical morpheme stands at number two.

4.3.3. Pronoun Case

This is the first grammatical morpheme that is acquired by the second language learners of English in Dulay and Burt's (1974) order of morpheme acquisition. No L1 researcher has investigated the order of pronoun case in native speakers of English.

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Pronoun case	63	24	3	58	32	0	36	42	12

Table 27: Occurrences of Pronoun Case in obligatory contexts in the Three Tasks

In the students' essays there were 90 occasions where the context required the pronoun case. The students performed well and provided the correct form 63 times. The remaining 27 occurrences consisted of 24 incorrect and 3 missing cases. Students also did well in grammar exercise and translation activity. In grammar activity there were 90 obligatory contexts for this morpheme and the students provided the 58 correct forms and 32 were incorrect. In translation activity, there were 90 obligatory contexts and the students provided 36 times correct morphemes and 42 times incorrect. It was missing 12 times.

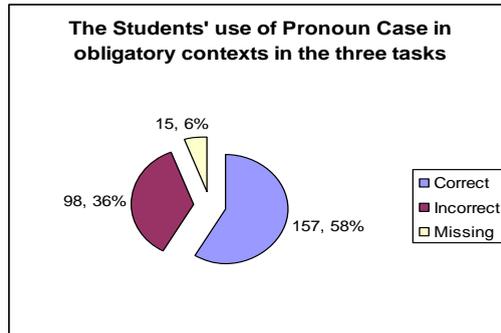


Figure 5

In this study there were total 270 obligatory contexts where this morpheme was required. The students did very well and out of total 270 contexts, they provided 157 times (58%) this morpheme correctly and 98 times (36%) incorrectly. It was missing 15 times (6%). They failed to distinguish between different cases of pronouns. The students did well on subjective and possessive cases of pronouns and failed to supply objective cases correctly in many contexts.

4.3.4. Progressive –ing

The progressive –ing shows an on going or temporary action. It consists of an auxiliary and the verb plus –ing. This is the first morpheme that the native speakers master. They master the auxiliary at a later stage. So these two forms are counted separately. The forms such as in the following example were counted correct. He were playing cricket

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Progressive	50	35	5	54	35	1	43	39	8

Table 28: Occurrences of Progressive –ing in obligatory contexts in the Three Tasks

In essay writing there were 90 obligatory contexts and 50 of these were supplied correctly while 35 times it was supplied incorrectly. 5 times it was missing. In grammar exercise, out of

total 90 contexts 54 contexts were correct while 35 were incorrectly supplied.1 time it was missing. Instead of -ing students sometimes provided either simple present form of the verb or a copula. In translation activity the students did well and out of all 90 contexts, they provide 43 times correct morpheme and 39 times provided incorrectly. It was missing 8 times.

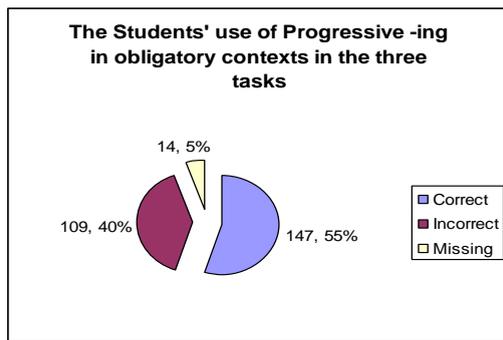


Figure 6

Total there were 270 obligatory contexts, the students provided 147 times (55 %) correct morpheme and 109 times (40 %) incorrect morphemes in obligatory contexts. It was missing 14 times (5 %).

4.3.5. Simple Plural -s

There are two forms of Plural in English –regular and irregular. The regular plural is constructed by adding –s or –es to a singular noun. If only –s is added to the noun it is called simple plural. It is one of the first grammatical morphemes that both native speakers and second language learners acquire.

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Simple Plural	62	28	0	42	42	6	23	51	16

Table 29: Occurrences of Simple Plural in obligatory contexts in the Three Tasks

In the writing task there were 90 obligatory occasions for simple plural, 62 times it was supplied correctly while 28 times it was provided incorrectly. In grammar exercise, there were 90 obligatory contexts for this morpheme and students comparatively did well. They provided 42 correct morphemes in obligatory contexts and 42 times this morpheme was supplied incorrectly. Only 6 times it was missing. In translation activity there were 90 obligatory contexts and the students provided 23 times correct morpheme, 51 times they used it incorrectly and it was missing 16 times.

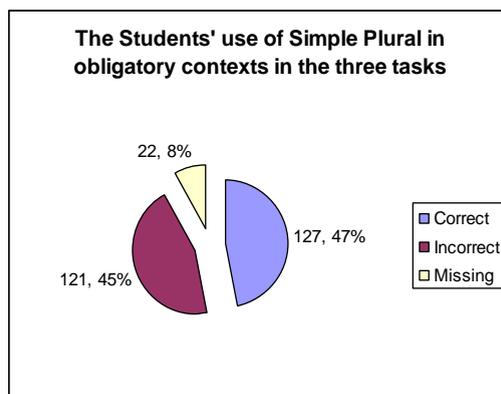


Figure 7

In this study there were total 270 occasions that required the simple plural and the correct form was provided 127 times (47%). 121 times (45%) they provided incorrect form and 22 times (8%) they failed to provide the plural. In these 121 incorrect occasions there were 9 errors where students provided –s form instead of irregular plural. They constructed by adding regular plural and they made generalization of the simple plural –s rule.

4.3.6. Auxiliary ‘be’

When the verb to be functions as a helping verb it is called Auxiliary verb. It can be contractible or uncontractible. Second language learners generally do not differentiate between the two types while acquiring them while native speakers acquire these two types at two different stages. Second language

learners acquire auxiliary verb earlier. This morpheme stands at number six out of eleven in Dulay and Burt's (1974) list.

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Auxiliary	40	46	4	44	41	5	38	39	13

Table 30: Occurrences of Auxiliary 'be' in obligatory contexts in the Three Tasks

In essay writing, there were 90 obligatory contexts where the auxiliary was required. The correct form was supplied 40 times. Since the progressive -ing and the auxiliary are counted separately, an auxiliary was counted as correct even if students used progressive where it should not be. An incorrect form was provided 46 times. 4 times students failed to supply auxiliary with progressive -ing. For example, He singing a song. In grammar exercise and translation activity there were 180 obligatory occasions, out of these 180 obligatory contexts, the students provided this morpheme correctly 82 times and it was supplied 80 times incorrectly. It was missing 18 times.. Influence of mother tongue was also observed in the use of auxiliary. For example, My father are going to market. 6 times they used such construction in these three tasks.

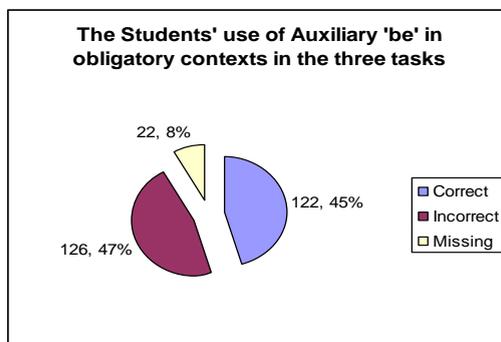


Figure8

Total obligatory contexts in all three tasks for this morpheme were 270; it was supplied correctly 122 times (45%) and 126 (47%) times incorrectly while students failed to supply it in 22

contexts (8%). This stands at number seven in EFL Textbooks while in this order it stands at number six.

4.3.7. Past Regular

The regular past tense is formed by adding the –ed marker to a verb. The spellings and pronunciation vary from verb to verb. For example

Spelling add---added, carry---carried

Pronunciation added / eidid /, talked / ta:lkt /

For this study, neither spelling nor pronunciation matters. Thus the morpheme was counted as correct in case such as in the following example, The baby cried.

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Past Regular	38	52	0	35	45	10	8	73	19

Table 30: Occurrences of Past Regular in obligatory contexts in the Three Tasks

In the writing task there were 90 obligatory occasions Past Regular, 38 times it was supplied correctly while 52 times it was provided incorrectly. In grammar exercise, there were 90 obligatory contexts and the students provided 35 times correct morpheme, 45 times they used it incorrectly and it was missing 10 times. In Translation activity, there were 90 obligatory contexts for this morpheme and students did not do well. They provided 8 times correct morpheme in obligatory contexts and 73 times this morpheme was supplied incorrectly. 19 times it was missing.

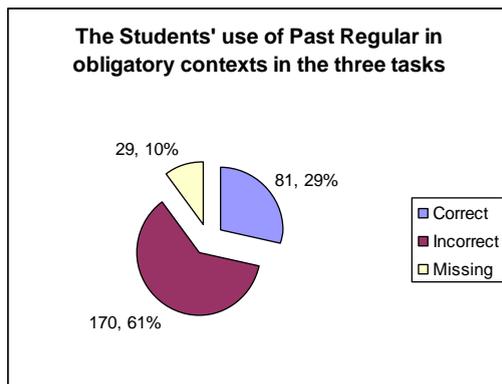


Figure9

There were total 270 instances of past tense in all the three tasks. The students supplied 81 times (29%) the correct form and 170 times (63%) incorrect morpheme. 29 times (10%) a past tense marker was missing. In first language acquisition, native speakers acquire the regular past after the irregular past but reverse was true for the second language learners according to the list of Dulay and Burt 1974). They counted irregular forms of the regular verbs, as in the following example, correct, while I have counted s morpheme incorrect when it appears where it should not be. Still the students in this study seem to master the regular past tense earlier than the irregular past and it stands at number seven. It correlates with the order of Dulay and Burt (1974) but it does not match with the sequence of presentation of grammatical morphemes in EFL Textbooks where it stands at number eleven.

4.3.8. Long Plural -es

Dulay and Burt (1974) found that second language learners of English learn regular plural -s and -es – at two different stages. According to Dulay and Burt's (1974) order of morpheme acquisition, long plural -es stands at number nine.

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Long Plural	28	48	14	21	68	1	21	54	15

Table 31: Occurrences of Long Plural in obligatory contexts in the Three Tasks

In essay writing, there were 90 obligatory occasions and the students supplied this morpheme correctly 28 times and 48 times incorrect morpheme was supplied. It was missing 14 times. In some cases, some students wrote ‘flies’, I counted it correct as spelling does not matter in this study. In grammar exercise and translation activity, there were 180 obligatory contexts where this morpheme was required. The students supplied 42 times correct morpheme and 122 times incorrect morpheme. It was missing 16 times.

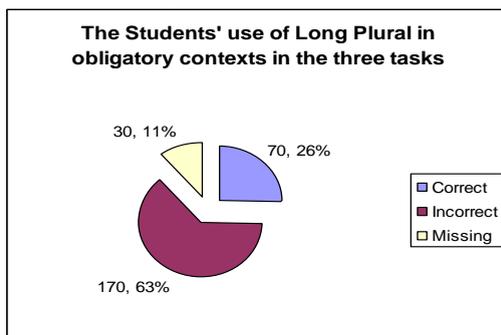


Figure 10

There were total 270 obligatory contexts for this morpheme, it was provided correctly 70 times (26%) and supplied incorrectly 170 times (63%). It was missing 30 times (11%)

4.3.9. Past Irregular

There are few verbs that do not form their past tense by adding –ed. These are called past irregular. Children often use these irregular verbs correctly as they hear from their environment, so they acquire these verbs rather early. At a later stage the

children start making mistakes when they generalize that past tense is formed by adding –ed with any verb and produce forms such as goed even if they used went earlier (Owens, 1994:156).

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Past Irreg.	31	53	6	24	62	4	12	71	7

Table 32: Occurrences of Past Irregular in obligatory contexts in the Three Tasks

In the essay writing, there, were 90 obligatory contexts for this morpheme, 31 times it was provided correctly while 53 times it was provided incorrectly and 6 times it was not supplied where it was obligatory. The grammar exercise included 90 occasions where past irregular was required.24 times this morpheme was supplied correctly in the contexts while 62 times incorrectly and 4 times it was missing. In translation activity, out of total 90 obligatory contexts, this morpheme was supplied 12 times correctly and 71 incorrectly. It was missing 7 times.

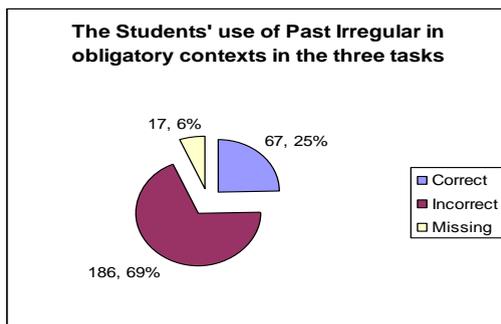


Figure 11

There were 270 obligatory contexts for irregular past in the three tasks.67 times(25%) the students supplied the correct morpheme in the obligatory contexts while 186 times(69%) they supplied incorrect forms and 17 times (6%) they did not supply at all.

4.3.10. Possessive -s

In this study out of eleven investigated morphemes, the

possessive stands at number ten.

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
Possessive	24	56	10	19	70	1	06	71	13

Table 33: Occurrences of Possessive s in obligatory contexts in the Three Tasks

In the writing task there were 90 obligatory occasions for possessive only 24 times it was supplied correctly while 56 times it was provided incorrectly. It was missing 10 times. In grammar exercise, there were 90 obligatory contexts for this morpheme and students comparatively did well. They provided 19 correct morphemes in obligatory contexts and 70 times this morpheme was supplied incorrectly. Only 1 time it was missing. In translation activity, there were 90 obligatory contexts and the students provided 06 times correct morpheme, 71 times they used it incorrectly and it was missing 13 times. Students used other construction (noun+of+noun) to show the possession instead of possessive s. For example, they used “shirt of Aslam” in place of Aslam’s Shirt. As my targeted morpheme was possessive s so I marked these instances ambiguous and counted them incorrect.

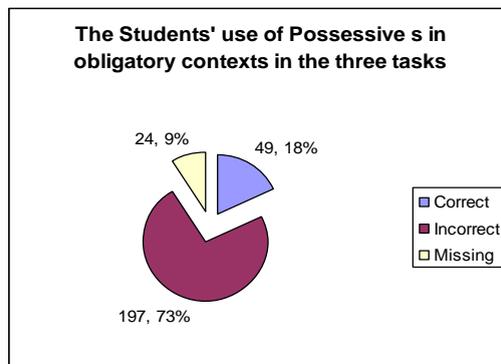


Figure 12

There were total 270 obligatory contexts for this morpheme, it was supplied 49 times (18%) correctly, 197 times (73%)

incorrectly and it was missing 24 times (9%).It is one of the earliest morphemes that has been introduced in EFL Textbooks but it stands at number ten in Pakistani young learners’ order of morpheme acquisition.

4.3.11. 3rd person present -s

When the subject of the verb is 3rd person singular or any singular noun, the verb that follows the subject always takes an –s in the present tense. For example, “She eats mangoes.” In second language learning it takes a long time and is one of the last morphemes that second language learners master (Owens 1994:158).

Morpheme	Task 1(90)			Task 2(90)			Task 3(90)		
	Correct	Incorrect	Missing	Correct	Incorrect	Missing	Correct	Incorrect	Missing
3 rd Person	21	64	5	17	73	0	05	66	19

Table 34: Occurrences of 3rd Person Present -s in obligatory contexts in the Three Tasks

In the essay writing, there, were 90 obligatory contexts for this morpheme, 21 times it was provided correctly while 64 times it was provided incorrectly and 5 times it was not supplied. In grammar exercise the students did well and out of total 90 obligatory contexts, this morpheme was supplied 17 times correctly and 73 incorrectly. The translation activity included 90 occasions where the third person –s was required.5 Times this morpheme was supplied correctly in the contexts while 66 times incorrectly and 19 times it was missing. In addition students provided ungrammatical constructions. They were counted as incorrect. For example, Does your father likes ice cream?

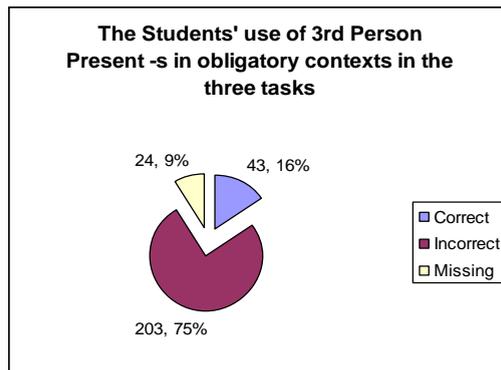


Figure 13

Overall there were 270 obligatory occasions for this morpheme in three tasks and students provided 43 times (16%) this morpheme correctly, 203 times (75%) incorrectly and 24 times (9%) it was missing. There was inconsistent use of 3rd person present in these tasks. Several students included or omitted the 3rd person marker –s within the same text. In most of the cases students used first form of the verb without –s or –es after the third person singular subject. It ranks at number eleven in this study and does not match with the sequence of presentation of grammatical morphemes in EFL Textbooks where it ranks at number six.

The following table compares Order of morpheme acquisition in primary level learners in this study with sequence of presentation of grammatical morphemes in English textbooks and L2 order of morpheme acquisition presented by Dulay and Burt (1974).

Sr#	Dulay and Burt (1974)	Sr#	EFL Textbooks (2008)	Sr#	Primary learners (2008)
1	Pronoun case	1	Articles	1	Copula
2	Articles	2	Short Plural -s	2	Articles
3	Copula 'be'	3	Copula 'be'	3	Pronoun case
4	Progressive -ing	4	Pronoun case	4	Progressive

5	Simple plural -s	5	Possessive -s	5	Simple Plural
6	Auxiliary 'be,	6	3 ^r person singular -s	6	Auxiliary 'be'
7	Past Regular	7	Auxiliary 'be'	7	Past Regular
8	Past Irregular	8	Progressive -ing	8	Long Plural
9	Long plural -es	9	Long plural -es	9	Past Irregular
10	Possessive -s	10	Past Regular	10	Possessive
11	3 ^r person singular -s	11	Past Irregular	11	3 rd person

Table 35: Acquisition Order Comparison between Dulay and Burt (1974) and this study

The table 35 above shows that the morpheme acquisition order in primary level learners in Pakistan is slightly different from Dulay and Burt's (1974) L2 order of morpheme acquisition. Four morphemes, copula, pronoun case, long plural and past irregular, show that the Pakistani young learners do not acquire morphemes in exactly the same order as presented in the previous studies.

Second language learners usually acquire copula 'be' rather early than the first language learners. In Dulay and Burt's (1974) order this morpheme stands at number three while in this study it stands at number one. In Dulay and Burt's (1974) order, Pronoun case stands at number one. In EFL Textbooks this stands at number three and in EFL Young learners order in this study it also stands at number three. Long plural ranks at number eight in both Dulay and Burt's (1974) order of morpheme acquisition and the sequence of presentation of grammatical morphemes in EFL Textbooks for primary level learners in Pakistan but in this obtained order from young learners it stands at number nine and does not correspond to both Dulay and Burt's (1974) order and sequence in EFL Textbooks. In this study the regular past ranks at number seven that well corresponds with the order in which second language learners generally acquire this grammatical morpheme but this morpheme order does not correspond with the sequence in which it has been presented in the EFL

Textbooks where it stands at number ten.

In some cases the difference in accuracy between some morphemes was not big enough. For example, the long plural was supplied correctly in 26% of the obligatory contexts while the correct score for auxiliary was 25%. With fewer occurrences for each morpheme, a difference of 1% is insignificant and one can not draw an exact conclusion. Moreover, different counting methods might also result in some differences, As Dulay and Burt (1974) marked correct morpheme as 1, incorrect as .5 and missing as 0 and Makino (1980) marked correct as 1 and incorrect and missing as 0. This study counted only correct supplied morphemes in obligatory context as correct and counted missing and incorrect as wrong. The other seven targeted morphemes(articles, progressive, auxiliary. simple plural, past regular, possessive and 3rd person present –s) showed the similar order as in the Dulay and Burt’s (1974) L2 order of morpheme acquisition. This concordance in two orders shows that L2 learners follow the natural order and it also supports the UG.

This comparison is explained in percentage in the following figure:

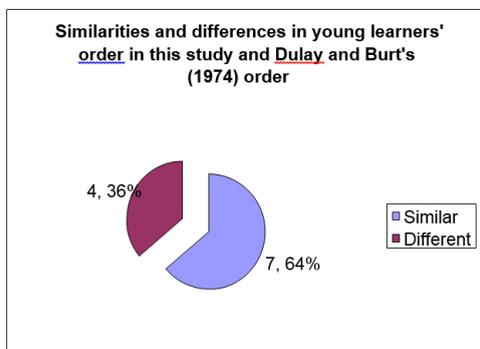


Figure 14

The pie chart (Figure14) shows that the order of 7 morphemes (64%) in young learners’ order in this study and Dulay and

Burt's order is same while order of 4 morphemes (36%) is different. The results show that the young learners in this study follow a natural order of morpheme acquisition.

The obtained order of morpheme acquisition in fifth grade students in EFL context where students have very limited exposure to target language and teachers and books are the only source shows that wrong input cannot change the order of morpheme acquisition but influences the natural order of language learning. As a result of this, students fail to master language items in time.

The order of acquisition of grammatical morphemes in primary level learners does not correlate with the sequence of presentation of grammatical morphemes in EFL Textbooks. Even not a single morpheme is at similar rank in the two orders. This suggests that presentation of grammatical morphemes in EFL Textbooks does not change the order of morpheme acquisition in young children. They follow a universal order of morpheme acquisition irrespective of their different L1s. This provides a strong support to UG that L2 learners follow the natural order of acquisition that is common to all L2 learners. The frequency of occurrences of these eleven targeted grammatical morphemes in EFL Textbooks also did not affect the order of morpheme acquisition in Primary level learners. For example, 3rd person singular appeared 271 times, possessive 6 times and short plural only 72 times in the textbooks but in the acquisition order by primary level learners these morphemes rank at number 11, 10 and 5 respectively. Table 40 above shows that there is no similarity between the sequence of presentation in EFL Textbooks and young learners' order of morpheme acquisition in this study.

This comparison is explained in percentage in the following figure

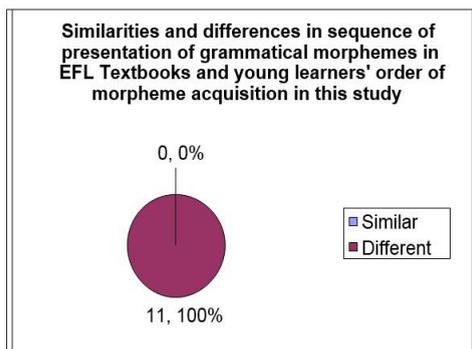


Figure 15

The pie chart (Figure15) shows that all the eleven targeted morphemes (100%) stand at different ranks in the sequence of presentation in EFL Textbooks and Primary level learners' order of morpheme acquisition in this study.

The overall results show that the students did not master even a single morpheme. No morpheme crossed the 90 percent accuracy level set as the minimal acquired level. The results show that the participants (grade fifth students) in this study, learnt English for five years but they could not master even a single morpheme.

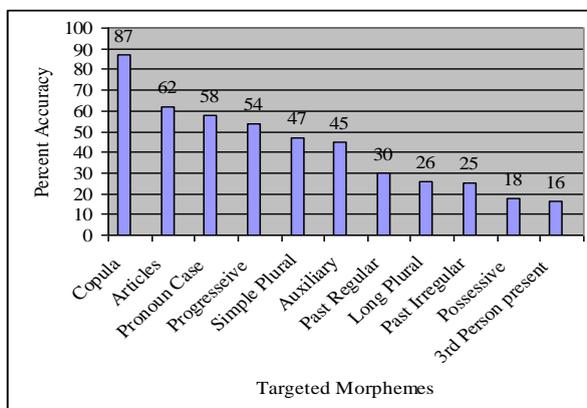


Figure: 16: Percent Accuracy of Targeted Morphemes in Obligatory Contexts in the three tasks by Primary level learners

The above figure (figure 17) shows that no morpheme crossed

the minimal acquired percent accuracy, that is, 90 %. Copula 'be' has got 87 percent accuracy level and stands first. It is nearly acquired morpheme. Out of the rest ten morphemes, three morphemes - articles, pronoun case and progressive - are above 50 percent accuracy while other seven are in the range of 16 – 50 percent. That is too low to be called acquired. In some cases the difference in accuracy between some morphemes was not big enough. For example, the long plural was supplied correctly in 26 % of the obligatory contexts while the correct score for past irregular was 25 %. This figure shows that accuracy percent of the targeted morphemes is very low.

5. Conclusion

This study differs from earlier studies of EFL/ESL learners' acquisition of grammatical morphemes. It is the first study that investigated the sequence of presentation of grammatical morphemes in English Textbooks for young learners and its relation with morpheme acquisition in young L2 learners. The study showed that the sequence of presentation of grammatical morphemes in English Textbooks was significantly different from L2 order of morpheme acquisition by Dulay and Burt (1974). This sequence of presentation of grammatical morphemes in EFL Textbooks was entirely different from the order of morpheme acquisition in young learners in this study. The order of morpheme acquisition in young learners in this study was in concordance with the L2 order of morpheme acquisition by Dulay and Burt (1974). This study concludes that the sequence of presentation of grammatical morphemes in EFL Textbooks does not affect the order of morpheme acquisition but it affects the rate of morpheme acquisition and makes it slower. This unnatural sequence in EFL textbooks hampers the cognitive acceleration of the learners. The study suggests that teachers should follow the natural order of teaching grammatical items in class as it will help cognitive

acceleration of learners and should also be given adequate professional training to make them conversant with the updated research in SLA.

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