

AN EXPLORATORY STUDY OF THE PROGRESSIVE ‘-ING’
IN A TURKISH ACADEMIC CONTEXT FROM AN ELF PERSPECTIVE

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Thesis Abstract

Çağla Nikbay, “An Exploratory Study of the Progressive ‘-ing’ in a Turkish Academic Context from an ELF Perspective”

In SLA literature every nonstandard use of L2 learners is counted as an ‘error’ causing distraction to communication. Explanations for these errors range from crosslinguistic influence between L1 and L2 to target language input in foreign language classrooms. But, such a monolingual orientation of SLA which takes standard language as the norm against which learners are measured does not comply with the multilingual reality of today’s communities. If the acquisition of English, which acts as a lingua franca (ELF), is in question, this view can be strongly confirmed. There are more nonnative English speakers than native speakers and English is used more between nonnatives, so a fresh outlook on how L2 speakers make use of English language in interaction is needed.

This research, as one of the ELF-based studies, investigated the progressive use by the L1 Turkish preservice teachers of English in an English-medium academic context. Individual and group speeches of seventy-three participants and their interactions in a speaking course were videorecorded. The analysis of this spoken data showed that in 88 % of all obligatory contexts the participants used the progressive, which suggests that they know the semantics of this construction and mostly use it accordingly. But, when all progressive uses were examined; there appeared, apart from 75 % standard uses, 25 % nonstandard contexts of the progressive in which it was extended to states, habits and points in time. Therefore, there was also a focus in this study on possible reasons of such a characteristic progressive use in L2 English.

Tez Özeti

Çağla Nikbay, “İngilizcenin ortak dil olması açısından, Türkiye’de bulunan akademik bir ortamdaki sürerlilik eki -ing’ nin kullanımını inceleyen bir çalışma”

İkinci dil edinimi literatüründe, yabancı dil öğrenen kişilerin o dilde yaptığı her norm dışı kullanım iletişimde bozulmaya sebep olan ‘hata’ olarak kabul edilir. Bu hataların açıklamaları, anadil ve ikinci dil arasındaki etkileşimden yabancı dil sınıflarındaki hedef dil verilerine kadar yayılmaktadır. Fakat öğrenen kişileri ölçmek üzere normları temel alan böyle tek yönlü ikinci dil edinimi yaklaşımı günümüz toplumlarının çok dilli gerçekliğine uymamaktadır. Eğer uluslararası ortak dil olarak hareket eden İngilizcenin edinimi söz konusuysa, bu görüş güçlü bir şekilde doğrulanabilir. İngilizceyi ikinci dil olarak konuşanlar anadili olarak konuşanlara göre daha fazladır ve bu dil daha çok ilk dili İngilizce olmayanlar arasında kullanılır, bundan dolayı bu konuşmacıların İngilizce dilini iletişimlerinde nasıl kullandıkları üzerine daha yeni bir bakış açısına ihtiyaç vardır.

Bu araştırma, İngilizcenin ortak dil olarak kullanılmasını temel alan çalışmalardan biri olarak anadili Türkçe olan İngilizce öğretmen adaylarının, İngilizcenin eğitim dili olduğu bir akademik ortamda sürerlilik eki kullanımlarını araştırmıştır. 73 katılımcının bireysel ve grup konuşmaları ile ders içindeki iletişimleri kaydedilmiştir. Konuşmaların analizi, zorunlu olarak kullanılması gereken yerlerin % 88’inde katılımcıların sürerlilik yapısını kullandığını göstermiştir ki bu onların yapıyı bildiklerini ve çoğunlukla buna göre davrandığını öne sürer. Tüm sürerlilik kullanımları incelendiğinde ise, % 75 norma uygun kullanımların yanında, bu yapının durum fiillerine, alışkanlıklara ve kısa zamanlı olaylara genişletildiği % 25 norm dışı kullanımlar görülmüştür. Bu yüzden, bu çalışmada İngilizcedeki sürerlilik yapısının norm dışı kullanımlarının sebeplerini de araştırmıştır.

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CHAPTER 1

INTRODUCTION

In an increasingly globalized society, a growing number of individuals who are equipped with new technologies communicate across national and cultural boundaries without being limited by time or space barriers. Thus, no one would argue against the need of a shared language for those ongoing communications. This is where we can mention the role of English which has become the contact language of the world. Today, it is the language of the Internet, science, business, technology, popular entertainment and sports (Graddol, 2006). Such a spread of English language is attributed to both British colonial imperialism (Phillipson, 1992) and the twentieth-century American superpower (Crystal, 2003). In fact, English dominance around the world is regarded as a unique phenomenon in terms of its geographical reach and depth (Kachru, 1982; Kachru & Nelson, 1992; Pennycook, 1994).

Currently, only one out of every four English users is a native speaker (NS) of the language and thus most of the interactions in English take place among nonnative speakers (NNS) (Crystal, 2003). In simple words, English is mostly used as a contact language between speakers who have different first languages (L1s); in other words, English acts as a *lingua franca* (ELF) (Firth, 1996). The increase in the number of NNS of English and the emergence of different varieties of English all over the world have resulted in the doubts about the existence of a standard language, thus the use of NS models as the norm against which the utterances of NNS should be judged (Seidlhofer, 2011). In ELF contexts, which are international and intercultural settings, it is more significant to enable mutual intelligibility by adjusting to an audience of NNS and appropriately using accommodation skills than adapting to NS

norms (Crystal, 2003; Jenkins, 2006a, 2006b; Kachru, 1996; McArthur, 2001; Rampton, 1990; Seidlhofer, 2000, 2005; Widdowson, 1994). For this reason, ELF-based studies investigate what ELF speakers actually do when they communicate with each other instead of emphasizing what they should do (Jenkins & Seidlhofer, 2003). Thereby, the terms ‘interlanguage’ or ‘language errors’ do not apply in ELF contexts; on the contrary, their non-standard uses are treated as divergent forms or features (Björkman, 2008).

Even though our knowledge of what is happening in a variety of ELF context is still small, the number of ELF projects searching for lingua franca usage of English in different domains is growing (Björkman, 2008). One of the domains which encourage researchers to study ELF is academia. English is increasingly becoming the language of instruction in higher education in many countries around the world, thus academic corpora, compiled in different NNS settings, provide researchers with several tendencies in ELF interactions. The ELFA (English as a Lingua Franca in Academic Settings) corpus work, led by Mauranen (2007), is the largest project on ELF usage in academic contexts and helps researchers to understand how L2 English functions in authentic academic discourses. For example, Ranta (2006) aimed to look into and analyze how ELF speakers, from fifty-one different L1s, use the progressive, a salient grammatical structure in English, in their speech by drawing on the ELFA corpus. As for comparison, MICASE was used since it consists of similar kind of spoken academic data from a native speaker context. She found that the L2 English speakers extended the use of ‘the progressive –ing construction’ to contexts, such as those of general truths or habitual activities, points in time and also with statives, where native speakers prefer the simple form. Similarly, Björkman (2008,

2010) examined the academic speeches of L2 English students with twenty diverse L1s at a university in Sweden. The results of Björkman's study (2008, 2010) complied with those of Ranta's (2006), that is to say she found similar extended uses of the progressive construction. Both researchers claimed that these uses did not cause any misunderstandings; on the contrary, the progressive form, with its attention-catching feature, was supposed to enable greater clarity in communication. Thus, Ranta (2006) claimed that L2 speakers made an innovative use of a resource available within the English language for their own purposes.

Statement of Problem

Globalization, Westernization movement and also close relations to the West and the presence of American popular culture via entertainment and advertising have all initiated English learning and teaching process in Turkey. Here, English language has been enthroned as the primary foreign language since 1980s (İnal & Özdemir, 2013) and also there has been a growth of English-medium instruction in all levels of education, especially in universities (Alptekin, 1992; Büyükkantarcıoğlu, 2004; Doğançay-Aktuna, 1998). Therefore, it will be a great limitation to skip exploring and analyzing the data of Turkish-English speakers if we want to contribute to the ELF literature. In order to investigate the use of the progressive –ing construction in an ELF context, Ranta (2006) and Björkman (2008, 2010) were based their studies generally on European university students. The aim of current study is to look at the syntactic use of the –ing form in a Turkish academic ELF context and to see whether L1 Turkish L2 English speakers used that form only in native-like ways or there existed any examples of 'non-native-like' use of that form.

Purpose of the Study

The present study aims to respond to three research questions. The first question is to find out if L1 Turkish L2 English speakers, who are also pre-service teachers of English, neglected to use the progressive construction in standard contexts in which native speakers prefer the progressive form. The second one is to see whether these Turkish-English speakers extended the –ing form to the non-standard contexts where the preference of native speakers is the simple form. If the answer to this question is “yes, they did”, then the study will also reveal to which contexts they extended this form. Finally, the study investigates with which verbs and with which lexical aspect types these speakers usually combined the progressive construction.

Significance of the Study

The progressive verb form in English has attracted attention of researchers for at least two reasons (Elsness, 1994). The first reason is that this construction, which consists of the auxiliary verb ‘to be’ followed by the ‘–ing’ form of the next verb, is one which does not have any obvious parallel in any of the languages that English is most closely related with. Moreover, in languages with the progressive, the construction gives a general meaning ‘something temporarily in progress’ (Leech, 1971; Quirk, Randolph, Greenbaum, Leech, & Svartvik, 1985); however in Standard English, this construction has acquired a number of other meanings such as near future plans, ongoing change or greater emotional emphasis (Svartvik & Sager, 1977). Therefore, from a contrastive point of view and for teaching English as a second or a foreign language, the study of such subsidiary functions of the English Progressive is very important. Related to that point, as Elsness (1994, p. 5) argued, it makes a great deal of difference whether one says “Mary speaks with an Irish

accent” rather than “Mary is speaking with an Irish accent”, and also it is a difference which foreign learners need to be taught. Thus, in SLA research a special focus is required to be given to the progressive with its form and functions.

The second reason is that the frequency of the progressive has been on the increase for a long time and this increase seems to be continuing persistently in present-day English (Aarts, Close, & Wallis, 2010; Björkman, 2008, 2010; Elsness, 1994; Hundt, 2004; Kranich, 2008; Ranta, 2006; Smith, 2005), which could be regarded as the most crucial motivation for a detailed research on the use of this verb form. Up to now, there are some empirical studies that have occurred in Europe to explore the use of the progressive in nonnative English (e.g. Ranta, 2006; Björkman, 2008, 2010), but to further that understanding it was helpful to study this form in a Turkish academic context, which provides a prominent setting to investigate L2 spoken English, and thus again be sure of the tendency of L2 speakers related to the use of the -ing construction in ELF communication.

Apart from considering these reasons regarding the need to study the progressive form in distinct nonnative settings, the other thing to pay attention is how to examine the uses of such a grammatical form. According to Aarts et al. (2010), the spoken data is the first instance to track the changes in the use of a specific grammatical construction. Thus, the present study was based on the participants’ speeches; in other words, their academic spoken data was analyzed to see how they used the –ing form.

Lastly, while the other studies, which looked at the use of the progressive –ing construction (e.g., Ranta, 2006; Björkman, 2008, 2010), examined L2 English lecturers and/or students at certain universities in Europe, the current study aims to

explore the use of the –ing form by the students in an English-medium university in Turkey, who were also prospective English teachers. Thus, this study will demonstrate how pre-service English teachers use one specific grammatical construction, that is to say the progressive, in their academic spoken interactions.

Research Questions

This study aims to answer the following three research questions:

1. Are there any standard contexts of the progressive construction in which the L1 Turkish speakers of English, who are also the pre-service teachers of English, neglect to use the progressive form?
2. Do the L1 Turkish speakers of English extend the use of progressive to non-standard contexts? If so, in which contexts do they extend this form?
3. What are the most common twenty verbs and the most common lexical aspect types (stative, activity, accomplishment or achievement) used in the progressive form in the speech of the L1 Turkish speakers of English?

To specify the obligatory contexts for the progressive construction and to differentiate between the standard and the non-standard contexts for this form, many English grammar books particularly that of Leech (1971), Close (1975), Comrie (1976), Svartvik and Sager (1977), Swan (1980), Celce-Murcia and Larsen Freeman (1983), Quirk, Randolph, Greenbaum, Leech, and Svartvik (1985), Biber, Johansson, Leech, Conrad, and Finegan (1999), Leech and Svartvik (2002) and Conrad and Biber (2009) are used. While the contexts, in which native speakers prefer to use the progressive construction, are referred as standard or obligatory, the rest contexts are accepted as non-standard or extended use for that construction. The first and the second research questions need to be explored according to this distinction. Also, to

systematically classify the verbs according to their lexical aspect types for the third research question, the books of Celce-Murcia and Larsen-Freeman (1983), Bardovi-Harlig (2000) and Leech and Svartvik (2002) are used as guides.

Conclusion

The next chapter of this study, chapter two, will cover the literature review and some of the examples from the ELF-based research. In chapter three, the methodological design of this study together with the research context, participants, data collection and data analysis procedures will be presented. In the following chapters, the results of the data obtained through the video-recordings and their analysis will be given and discussed compared to those of similar studies in the related literature in addition to the study's limitations and pedagogical implications.

CHAPTER 2

LITERATURE REVIEW

SLA Research: 'Native speaker' should be the target (?)

Second language acquisition research, which examines how second language learners acquire a target language, has accepted the acquisition of L2 competence as the ultimate goal (Gregg, 1993) for which the elusive concept of 'native speaker' (NS) acts as the 'norm' against whom learners have been measured (Braine, 1999; Canagarajah, 1999; Mahboob, Uhrig, Hartford, & Newman, 2004). Nevertheless, most L2 learners are generally unable to achieve native-like proficiency in their second language (L2) (Selinker, 1972) and when they fail to produce correct sentences and instead display language that is deviant from the target language forms, their use of L2 has been perceived as faulty and as a distraction to the communication (Ellis, 1994). For instance, in the book of Celce-Murcia and Larsen-Freeman (1983), which is one of the well-known English grammar textbooks used in English language teaching departments, there is a diagram which refers to register and dialect differences in English and their acceptability continuum (p. 7). According to this diagram, while both formal and informal registers are acceptable and are parts of Standard English, the nonstandard forms, i.e., characteristic of a dialect that is different from Standard English, and ungrammatical forms, are not acceptable to any native speaker of English. In other words, they equated every nonstandard forms produced by ESL/EFL learners with ungrammatical forms, thus they were shown as errors. What is more, in SLA research, causes for these erroneous uses are generally sought in three areas: interference from the learners' mother tongue(s), gaps in the learners' developing knowledge of the target language as a system (Gass & Selinker,

2001), or factors having to do with the input that learners have been subjected to either in the target language environment or in the foreign language classroom (Platt, Weber, & Ho, 1984; Römer, 2005).

As Firth and Wagner (1997) argued, this prevailing monolingual orientation of SLA in which conforming to the NS as the norm is seen to be the preferred condition for SLA to occur, fails to take into account the multilingual reality of communities. Especially in terms of the acquisition of English language which acts as a global lingua franca today, there are many more L2 speakers than native speakers and English is used more between L2 speakers than in native-nonnative speaker interactions. In this context, these L2 speakers are no longer permanent learners, but they become the users of English, and as Cook (1999) argued, “L2 users have to be looked at in their own right as genuine L2 users, not as imitation native speakers” (p. 195). Correspondingly, accepting NS normativity as the measure against which their performance should be judged is no longer legitimate in this international and intercultural social setting, where mutual intelligibility, code-switching and accommodation skills are important indicators of proficiency, while the ability to approximate a NS variety is not (Jenkins, 2006b; Kachru, 1996; McArthur, 2001; Rampton, 1990; Seidlhofer, 2000; Widdowson, 1994). In light of these assumptions, a shift in the research paradigm from condemning abuse of the language into seeing how the speakers actually make use of the language in interaction becomes not only justified but also necessary (Ranta, 2006).

According to Ranta (2006, p. 96), to find out salient and distinctive features of English used by L2 speakers in English as a lingua franca (ELF) settings could have at least two effects on the teaching of this world language. Firstly, although it is not

suggested to start teaching the discovered features, if English language teachers are aware of the features that are common among L2 English speakers from various different language backgrounds and that do not seem to interfere with intelligibility in communication, they could shift their focus on such features and reallocate the time spent on ‘cramming’ them. Secondly, such features could be taken into account in testing practices, especially in cases where the test aims to measure the examinee’s ability to function in international settings in English, so that test designers have empirically-based knowledge of what distracts the communication in English in international settings and what does not, instead of having to depend on NS intuition about it. Thus, features that are found to be commonly used in communication and understood in international use of English could, then, be accepted as normal use of the language even if they deviated from native-like use.

However, it is occasionally claimed that ELF is not linked to the notion as a variety either because a precise speech community for ELF is difficult to define, or because there are not enough linguistic features that are shared by all of its speakers (Ranta, 2006). Whether ELF can be called a variety or not entirely relies on how one defines a variety, but it should be noted that ELF research has never suggested that there is one monolithic ‘ELF variety’ spoken all over the world considering more or less changing communities in which ELF communication takes place (Jenkins, 2004, p. 65). Beyond all of these discussions, it is known that English is the most common lingua franca all over the world and the features of ELF communication are worth investigating. Though it is too early to say what forms the English language will take in the upcoming years, the current tendencies found in the use of English by

L2 speakers can be described to guide English teaching and testing and also to predict future developments for the language as a whole as well.

What is more, it is generally agreed that large groups of second language speakers can have an influence on even the first language speakers' way of using the language. For instance, McWhorter (2002) claimed that it happened to the English language during the Old English period when large groups of Scandinavians invaded the British Isles and adopted but also altered the language of their new home. As non-native speakers are in the majority of all English speakers in today's world, they can potentially also lead to language change. Therefore, it becomes crucial to pay attention to the tendencies in L2 speakers' use of the language.

To adapt to the paradigm shift in the SLA research and to explore one current tendency in lingua-franca use of English, this thesis aims to investigate one grammatical construction, which has a salient and a distinctive feature in L2 speaker's interactions. It is the 'nonnative-like', in other words 'extended', use of the progressive '-ing'. Before the details about these extended uses of the -ing construction by non-native speakers are given and the different corpus-based studies are examined on this issue, firstly the meaning of the progressive, its form and functions and also its use with appropriate verb classes in Standard English will be discussed in the upcoming section.

The Progressive Meaning

According to Comrie (1985b), tense is a grammatical category which locates the time of a situation relative to a deictic centre, that is to say some other established point on the time line. Taken the present moment, the situation of the utterance, as the deictic centre, there appears the most basic tenses cross-linguistically, namely present, past

and future: A situation described in the present tense is located temporarily as simultaneous with the moment of speaking (e.g., *Jessica is coming*); one described in the past as located prior to the moment of speaking (e.g., *Jessica came*, *Jessica was coming*); one described in the future as located subsequent to the moment of speaking (e.g., *Jessica will come*, *Jessica will be coming*). As seen in the example sentences, it is the form of the verb phrase which makes these temporal distinctions, thus expresses tense in language (Comrie, 1985a)

Another way for relating situations to the time line is aspect (Comrie, 1985a), and ‘progressive’ is often defined under this general linguistic concept (Elsness, 1994). Aspect discusses the internal temporal constituency of a situation, in other words, whether or not an event is ongoing or has reached the culminating point and indicates a single, complete whole (Comrie, 1976, 1985a; Chung & Timberlake, 1985; Smith, 1991). For instance, the difference between *John was reading* and *John read* is not one of tense, as in both cases we have past tense, but the difference is one of aspect. The first form of ‘read’ makes explicit reference to the internal temporal constituency of a situation without including its beginning and end. Also, there is no need for this aspect to imply any completion of the event. Verbal forms with this meaning is said to have ‘imperfective aspect’. Nevertheless, the other form of ‘read’ pays special attention to the totality of the situation without reference to its internal temporal constituency: the whole of the situation is presented as a single unanalyzable whole; with beginning, middle and end are rolled into one. Such verb forms have ‘perfective aspect’ (Comrie, 1985b). Similarly, as Elsness (1994, p. 6) exemplified, in “I crossed the street when I noticed her” the reference is to the whole action of crossing the street, hence is perfective; whereas the sentence “I was

crossing the street when I noticed her” refers an ongoing process and it does not imply any completion of the action of crossing the street: I might have turned back when I noticed her, to talk to her, or maybe in order to avoid having to talk to her, thus the reference is imperfective.

Perfective and imperfective aspect is covered under grammatical aspect and also known as viewpoint aspect, which provides different ways of viewing situations (Comrie, 1976; Leech, 1971; Smith, 1991). So, Smith (1991) compares grammatical aspect to a camera lens focused on a situation. The lens decides the presentation of a situation just as grammatical aspect does in a language. In describing an action such as washing the clothes a speaker may either say *Alice washed the clothes* or *Alice was washing the clothes*. In these two sentences, only the grammatical aspect has changed, not the event itself or the linguistic expression (wash the clothes) used to refer to it. Perfective aspect, as in the first sentence, views a situation with its endpoints whereas the imperfective aspect, as in the second sentence, views a situation typically as an interval excluding its endpoints.

When it comes to ‘the progressive’, it is a subdivision of imperfective aspect and it describes an ongoing situation without any explicit reference to its beginning or its end. Thus, it can be equated with continuousness, however as Comrie (1985b) warns, this continuousness should not be occasioned by another subdivision of imperfectivity, that is to say habituality which describes the successive occurrence of several instances of a situation. Then, one can conclude that progressive is something temporarily in progress which need not be complete (Leech, 1971; Quirk, Randolph, Greenbaum, Leech, & Svartvik, 1985).

The Form and Functions of the Progressive Aspect

The progressive refers to those verb constructions in which the *-ing* form of the verb is preceded by a form of the verb *to be*: *is studying, will be studying, has been studying, etc.*

The first and the most important function of the progressive aspect is to refer to temporary situations, activities and goings-on (Leech, 1987) as in these examples:

Where is Emma? She is making a cake.

What on earth is Frank doing there? He is trying to play the violin.

What is happening? The river is bursting its banks.

These examples are formed in Present Progressive, that is the temporary situation includes the present moment in its time-span which stretches for a limited period into the past and into the future. Leech (1987, p.19) mentions three separate aspects of meaning to distinguish the Present Progressive from the Simple Present:

1. The Progressive Form indicates *duration* (and is thus distinguished from the non-durative ‘instantaneous present’)
2. The Progressive Form indicates *limited duration* (and is thus distinguished from the ‘unrestricted present’)
3. The Progressive Form indicates that the *happening need not to be complete* (and is again thereby distinguished from the ‘instantaneous present’).

The durative element of the progressive meaning can be noticed in the contrast of *Here comes the train!* or *The house falls down!* with *The train is coming* or *The house is falling down*. While the first pair suggests a sudden movement, the second gives a more gradual meaning. In the progressive form, the event is no longer instantaneous; on the contrary, it stretches into past and into the future. This difference is very apparent in sports commentaries: As Leech (1987, p.19) exemplifies, radio commentators for fast-moving sports (football, tennis, boxing,

etc.) usually use the Simple Present (*Napier passes the ball to Attwater, who heads it straight into the goal...; Mrs. King serves...; Walker ducks...*) while those describing more leisurely sports (cricket, rowing, golf, etc.) tend to rely on the Present Progressive (*Morris is running up to bowl...; Oxford are rowing well...*).

The distinction between unlimited and limited duration can be noticed in the following sentences, in which the Simple Present, in its unrestrictive use, contrasts with the ‘temporary’ meaning of the Present Progressive:

I live in London (permanent residence). /*I am living in London* (temporary residence).

My laptop works perfectly (permanent state-‘my laptop is generally a reliable one’). /*My laptop is working perfectly* (temporary state).

Alice enjoys the seaside (‘She likes holidays by sea in general’). /*Alice is enjoying the seaside* (‘She is enjoying this particular holiday’).

Along with the ‘temporary’ meaning of the progressive, there is often a notion that the state is ‘actually going on now’. For instance, *Alice is enjoying the seaside* might be spoken when the subject of the sentence, Alice, is actually at the seaside, but this is not necessarily true of *Alice enjoys the seaside*. Moreover, sometimes the limited duration of the activity is evident from the adverbial which gives temporary meaning like *this week* as in the example of *John is walking to work this week*. If this sentence is not uttered by the speaker when John is on route to work, then the action is not happening at the moment of speaking. Even if uttered then, the focus is on the limited duration, i.e. only in the course of one week, that the walking method of getting to work is taking place (‘Present Progressive,’ n.d.).

Thus, as Leech (1987) states, the first and the second point show that “the Progressive stretches the time-span of an event verb, but it compresses the time span of a state verb” (p. 19). Furthermore, he stresses that this is a matter of psychological rather than real time issue: it is probable for the same incident to be described in either Simple or Progressive form depending on a speaker’s point of view.

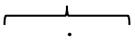
What is more, the action expressed by the Present Progressive is not necessarily complete and this is best illustrated by event verbs which signal a transition from one state to another (e.g., become, die, fall, stop). When instantaneous present is used, as in *The train stops!*, it indicates the train has arrived at the station. However, *The train is stopping* means that the train is slowing down towards a stop. This meaning difference is much clearer in the past tense:

The girl was drowning vs. *The girl drowned*.

“...but I jumped into the water and saved her” could be added to the first sentence, but not to the second, from which one can infer that the girl actually died. Similarly, the following sentences demonstrate a lack of certainty about completeness:

I was cooking dinner from 7 p.m. to 8 p.m. vs. *I cooked dinner from 7 p.m. to 8 p.m.*

The Simple Past form of the verb tells us that the speaker started to cook at 7 o’clock and finished at 8 o’clock. The progressive, however, does not specify either the time of beginning or the time of completing the activity: what is only known that cooking was in progress for that hour. Furthermore, while the Simple Past suggests that the speaker completed the activity at 8 o’clock, the Past Progressive did not imply completion in this sense (Leech, 1987).

The second function of the progressive aspect is to surround a particular event or moment by a temporal frame, which can be as diagrammed:  (Leech,

1987, p. 21). In other words, within the flow of time, there is some point of reference from which the temporary eventuality indicated by the verb can be seen as stretching into the past and into the future. With the Present Progressive, this reference point is normally identical with ‘now’, the moment of speaking, like in a sentence *Peter is working in his office*. Here, Peter’s work has duration and has a framing effect: it began before the moment of speaking and continues after it. But, in the other tenses in the progressive aspect, some other definite point of reference must be assumed: *This time last year I was staying at my grandparent’s house*. (The Past Progressive) *We will be flying to Tokyo at 9 a.m. tomorrow*. (The Future Progressive)

As it can be seen from these examples, this point is often made by a time adverbial.

As Leech (1987) argues, the temporal frame effect is not independent feature of the progressive form’s meaning; rather it relies on the notion of ‘duration’.

Whenever a point of time or an event has a contemporaneous relation with a happening of duration, it is quite natural for the durational happening to overlap the durationless point or event in both directions, that is a ‘temporal frame’ should be set up.

Susan was dancing when I saw her.

I am standing there, minding my own business when this policeman walks up to me.

Whenever I visit him, he is moving his lawn.

Mary will be doing her presentation when we go to the hall.

In all of these examples, the Progressive forms a temporal frame around an action denoted by a non-progressive form.

However, if two progressive verbs are used in a sentence, there will not be seen any framing effect. For instance, when two Past Progressive verbs are put next to one

another as in *While he was watching a football match, his wife was working hard in the kitchen*, nothing is known about the relation between their starting-points or finishing-points: whether the wife began working in the kitchen before her husband began watching the match or not is not certain from the sentence. All we assume here is that the two activities were at the same time or simultaneous (Leech, 1987).

Up to now, two basic functions of the progressive are mentioned, which are to refer to temporary situations, activities or goings-on and to surround a particular event or a moment by a temporal frame. These two functions are not only emerged out of the verbs used solely in the progressive aspect. But, they are also apparent and influential in contexts in which the form of the verb has a combination of the progressive and the perfective aspect. Even though such combinations as Present Perfect Progressive (*I have been living here*) has a range of meaning that is not entirely predictable from the meanings of its components, “all feature of meaning associated with the Progressive Aspect and the Perfect Aspect considered separately come into play in one way or another” (Leech, 1987, p. 49) to give its basic meaning. As Leech (1987, p. 52) explains, the Present Perfect Progressive combines elements ‘continuation up to the present’, ‘recent indefinite past’ and ‘resultative past’ found in the use of non-progressive Present Perfect; and additionally it connects these with the concept of ‘the temporariness’ and possible ‘non-completion’ associated with the Progressive Aspect and has its main use, that is ‘temporary situation leading up to the present moment’:

I have been writing a letter to my father.

It has been raining heavily.

She has been washing the dishes.

The Past Perfect Progressive and the Future Perfect Progressive are formed in similar ways with the Present Perfect Progressive constructions. Specifically, the Past Progressive is used to describe a situation in which an action or a habit was taking place over a period of time in the past prior to some other past event (Celce-Murcia & Larsen-Freeman, 1983):

We had been planning to go to Pennsylvania when so much of it got badly flooded.

She had been walking to school before his father bought her a bicycle.

As for the Future Perfect Progressive, it refers to a durative or a habitual action that is taking place in the present and that will continue into the future up until or through a specific future time (Celce-Murcia & Larsen-Freeman, 1983):

He will have been studying on his thesis for two years by the time he graduates.

They will have been living in London for 10 years on Christmas Eve.

Similarly, the progressive aspect is compatible with some modal verbs with ‘possibility’, ‘necessity’ and ‘predictability’ meanings and in such sentences the normal progressive meaning of temporariness is in connection with the basic meaning of the modal verb (Leech, 1987, p. 98):

He may be bluffing. (Possibility)

She can't be working at this hour! (Possibility)

I must be dreaming. (Possibility-Necessity)

Don't phone him yet-he will still be eating his breakfast. (Predictability)

It can be inferred from all of these examples that the progressive aspect still carries its main function in its combinations with the perfective aspect in distinct tenses and also with certain modal verbs. Apart from two basic functions of the

progressive aspect and their interactions with distinct tenses and other aspects and modals, the Progressive in English has a number of other specific uses.

Firstly, the English Progressive may refer to habits in existence over a limited period, in which the period in question is being generally specified by an adverbial expression (Celce-Murcia & Larsen-Freeman, 1983; Leech, 1987; Leech & Svartvik, 2002; Swan, 1980) as in those examples:

She is taking dancing lessons this summer.

In those days, we were getting up at 6 o'clock.

Mr. Brown is cycling to work until his car is repaired.

Also, the iterative element of the meaning can be made clear by adverbs of frequency (Comrie, 1985a; Leech, 1987):

The buses are arriving late practically every day this winter.

He is usually coming to work late this month.

For this habitual and iterative meaning, the important thing is the temporariness, which is stressed by the use of Present Progressive rather than Simple Present or Simple Past, in the uses of which there is an implication for the event to be permanent. For instance, *She is taking dancing lessons* suggests a relatively limited and shorter period than *She takes dancing lessons* or *She took dancing lessons when she was young*.

The second specific use of the English is to refer to the anticipated happenings in the future (Celce-Murcia & Larsen-Freeman, 1983; Comrie, 1985a; Leech, 1987; Leech & Svartvik, 2002; Swan, 1980):

I hear you are moving to Seattle.

We are going to a nursing home tomorrow.

Also happenings anticipated in the past may be expressed by the Past Tense:

We were going there the next day, so we did not send the parcel by post at that time.

It is understood from these sentences that an arrangement has been made before the time of speaking and it continues, extended from the initial time of making the arrangement to the future time of the arranged happening occurring.

Leech (1987) and Swan (1980) discuss another special idiomatic meaning of the English Progressive, in which the persistency and the continuity of the event are marked. It is used to talk about developing and changing situations with certain verbs like get, become, grow etc. and with expressions showing a process of change such as more and more and gradually:

Day by day, we are getting nearer to death.

The issues in the quantum mechanics are becoming more and more understandable as each day goes by.

The weather is getting better and better.

Turkey's railway system is gradually being improved.

Sometimes, the English Progressive adds greater emotive effects on habits with always, forever, continually and constantly (Celce-Murcia & Larsen-Freeman, 1983; Comrie, 1985a; Leech, 1987; Leech & Svartvik, 2002, Swan, 1980):

My father was forever getting into trouble with the law.

I am always forgetting people's names.

He was continually giving his wife expensive presents.

She is constantly buying far more vegetables than we can possibly eat.

Here, the function of the Progressive is colloquial hyperbole or exaggeration.

Further, their tone is often one of irritation or amused disparagement. For example,

anyone who used such a sentences as *He was continually giving his wife expensive presents* would tend to have a critical attitude towards this man although his habit of giving gifts might generally be considered admirable by other people. However, it is important to point out that this attitude will be made explicit by the whole context with the speaker's tone of voice and facial expression in this situation.

Lastly, the English Progressive is used in a more general way and it refers to something that may be going on at any time (Swan, 1980):

You look very lovely when you are smiling.

I hate being disturbed if I am studying.

Taking all these examples into account, Ranta (2006) argued that the Progressive in Standard English seems rather odd as opposed to many other languages that have it, since it has acquired a number of other meanings and functions besides the general meaning of 'action in progress which need not be complete' (Leech, 1971; Quirk, Randolph, Greenbaum, Leech, & Svartvik, 1985). Then, the question arises whether the English Progressive should be given some other definition, namely a general and an extended definition which covers both the basic progressive meaning and the various subsidiary meanings that the English Progressive has. For instance, Comrie (1985a) states one might connect the English Progressive with the contingent situation and this would subsume basic progressive meaning and can cover a temporary state and a temporary habitual situation; however considering several idiosyncrasies (such as near future plans, ongoing change or greater emotional emphasis) in the English Progressive, 'contingency' could not give an adequate characterization of its every function.

Classes of Verbs with the Progressive Aspect

In English, the appropriate distribution and interpretation of the progressive aspect is dependent on the selection of the verbs from coherent lexical aspectual categories.

Thus, firstly it should be mentioned what lexical aspect is and which lexical aspectual categories are compatible with the progressive.

Lexical aspect, also known as inherent aspect, is connected with inherent semantic properties of the linguistic expression used to refer to a situation, namely the verbs of the utterances. The lexical aspect of a predicate like ‘Jane run’ remains unchanged regardless of the grammatical aspect used. Whether the event is reported as *Jane run* viewed externally including endpoints, namely perfectly, or *John was running* viewed internally without endpoints, that is to say imperfectly, ‘run’ takes time; in other words, it refers to a durative activity (Bardovi-Harlig, 2000).

Vendler (1957, 1967) and Kenny (1963) divide the verbs into four different lexical aspects: states, activities, accomplishments and achievements. This classification is based on semantic features such as having an inherent end point or not [+/- telic], having duration or not [+/- durative] and requiring an input or energy for continuation or not [+/- dynamic], and each category has distinguishing characteristics. ‘States’ involve no dynamicity and persist over time without additional input of energy, e.g. know, see, seem [+durative, -dynamic, -telic]. Also, all phases of the situation are usually identical as in *John knows where she lives*; whichever point of time we choose to cut in on ongoing situation of John’s knowledge, we will find exactly the same situation. If something does not happen to change that state, then the state will continue, which applies to ‘knowing’ example. The other three types of lexical aspect are dynamic: firstly ‘activities’ have duration

with an even distribution of the different phases of the event over time with an input of energy and an arbitrary endpoint, e.g. sing, play, walk [+durative, +telic, +dynamic] and secondly ‘accomplishments’ also have duration in time with different phases for the process, but they differ from activities in being telic as they have an inherent terminal point, e.g. make a chair, paint a picture, build a house [+durative, +telic, +dynamic]. These two lexical aspects can be contrasted with the following examples: *Joe is singing and Joe is making a chair*. They refer to durative situations as both singing and making a chair are situations that last a certain amount of time. However, there is an important difference between these two types of situations with regard to their internal structure. In the first example: Joe can stop singing at any point, and it will still be true that he has sung even if he has not completed the song or songs he set out to sing. So, there is not a terminal point and the action can be protracted indefinitely or broken off at any point. In the second example, there comes eventually a point at which Joe completes the action of making a chair, the chair is ready, and at this point this event must of necessity come to an end, thus it has a terminal point when the event automatically terminates; moreover, until this point is reached, this situation described by *Joe is making a chair* cannot come to an end, but can only be broken off part way through. The last category of the lexical aspect is ‘achievements’ and they, like accomplishments, refer to situations which involve a change of state with an end-point but are reducible to a single point in time as the change is instantaneous, e.g. reach, find, notice [-durative, +dynamic, +telic]. For example, in the sentences like *Alice reached the point* and *John found the answer*, the situations are punctual, not durative and they have a specific end-point (Aksu-Koç, 1998; Comrie, 1985a).

The –ing of the progressive is one of imperfective aspectual marker in English (Bardovi-Harlig, 2000) and its basic semantic function is to indicate that an activity is in process, that is to say, has some duration and, thus is incomplete. However, when the progressive is combined with a verb, the lexical aspect of this verb also influences the meaning of it. With ‘activity’ and ‘accomplishment’ verbs, the progressive refers to a continuing, ongoing occurrence of a temporary state of affairs: *What are you doing? / It is still snowing. / I am writing a letter. / Mark was growing more and more impatient. / The helicopter is landing.* When it comes to ‘achievement’ verbs, they are so momentary that it is difficult to think of them as having duration. Consequently, the progressive form attributes duration to them, forces one to think of series of events rather than of a single event. While *she nodded*, with the perfective aspect refers to a single moment, *she was nodding*, with the progressive aspect, signals a repeated movement or iterative process (Celce-Murcia & Larsen-Freeman, 1983; Leech, 1987; Leech & Svartvik, 2002).

‘Statives’ cannot be used with the progressive at all, as the notion of ‘something temporarily in progress’ cannot always be applied to them. The verbs which normally do not take the progressive include the following classes of statives (Celce-Murcia & Larsen-Freeman, 1983; Leech, 1987; Leech & Svartvik, 2002):

1. Sensory Perception-e.g. see, hear, smell, taste, feel- when the perceiver is merely passively receptive and when an immediate or continuing perception is being expressed without any suggestion of hallucination:

I see a bird on the tree.

I could taste salt in my dish.

2. Mental Perception-e.g. know, believe, doubt, understand, remember, forget, imagine, etc.- when it belongs to the category ‘unrestrictive present’ and there is no expression of change over time:

I believe he is professional in this field.

Alice knows John always talks nonsense.

3. Emotion-e.g. want, desire, love, like, hate, dislike, etc. - when there is no added expression of change over time or of exceptionally strong feeling:

I love singing a song.

We desire an explanation.

4. Measurement-e.g. weigh, measure, equal, etc.

This stake weighs 2 kilograms.

The pond measures about 2 meters across.

5. Relationship-e.g. be, have, own, belong to, contain, depend on, fit, entail, cost, etc.

I am hungry.

Philip has a new car.

This company belongs to his family.

The verbs in these classes may be labeled ‘non-progressive’, but there are special cases in which these stative verbs have changed into dynamic verbs, that is to say when they refer to an active form of the behavior, they can go with the progressive aspect (Celce-Murcia & Larsen-Freeman, 1983; Leech, 1987; Leech & Svartvik, 2002). For instance, *smell*, *taste* and *feel* which are sensory perception verbs may also be used for ‘active perception’:

I am smelling the perfume.

I am tasting the soup.

I am feeling the ground with his food.

In each of these example sentences, the sensation does not simply happen to me, but I focus my attention on some object. Thus, they all answer the question “What are you doing?” However, the remaining two verbs of sensory perception, *see* and *hear*, are not used in such an active sense, as the separate verbs *look at* and *listen to* are available for this function:

*I am looking at/*am seeing a bus in the distance.*

*I am listening to/*am hearing what he is saying.*

In the same way, some of the verbs exemplified for measurement have also non-stative counterparts that are active in meaning:

The butcher is weighing the steak.

They are measuring the ship’s speed at the moment.

Cognitive verbs like *think*, *imagine*, *suppose*, *hope*, *etc.* are sometimes used as ‘mental activity’ verbs:

I am thinking about what you said. (i.e. I am considering or I am ruminating...)

Surely, you are imagining things. (i.e. You are entertaining yourself with illusions)

She is supposing, for the purposes of the argument, that his intentions are unknown.

(i.e. I am making the temporary assumption that...)

He is hoping to finish his training before the end of the year. (i.e. he is expecting...)

The stative verbs used to refer to relationship can combine with the progressive aspect where an activity meaning may be supplied. The verb ‘to be’ itself furnishes many examples. While it is impossible to say and make sense of **He is being tall* or **The trees are being green*, there is no difficulty with *She is being kind*, as we are able to understand ‘kindness’ here as a mode of outward behavior over which the

person has control, rather than an inherent trait of character. Thus, *She is being kind* means ‘She is acting kindly towards someone’, whereas *She is kind* means ‘She is constitutionally good-natured’. Similar meaning differences can be seen in:

She is awkward (i.e. ‘She is clumsy’) vs. *She is being awkward* (i.e. ‘She is being deliberately obstructive’)

He is fool (i.e. ‘He can’t help-being fool is his nature’) vs. *He is being fool* (i.e. ‘He is acting foolishly’)

Certain other verbs of relationship can take the progressive when accompanied by an expression like more and more or less:

You are resembling your father more and more as the years go by.

Good food is costing more since devaluation.

The income of student’s parents is mattering less in education nowadays.

According to Comrie (1985a), in English the general rule seems to be that while the verbs from the dynamic lexical aspects, including activities, accomplishments and achievements can always be used in the progressive, the lexically stative verbs only in non-stative meaning, that is to say when they refer to an active form of behavior, can appear in this aspect.

In their book, *Real Grammar: A Corpus-Based Approach to English*, Conrad and Biber (2009) aimed to reveal the grammatical patterns that are most common in speech or writing on the basis of authentic language examples, which were compiled on the Longman Corpus Network. In this corpus, many different verbs emerge to be commonly used with the progressive aspect, such as *buying, chatting, coming, dancing, eating, hoping, laughing, listening, looking, talking, studying, waiting, watching, wondering*, etc. Furthermore, the Longman Corpus Network demonstrates

the verbs which almost never occur in the progressive: *promise, believe, hear, know, like, see, want*, etc. All these corpus findings are compatible with the discussions on the lexical aspectual classes that can go with the progressive aspect that has been made so far. The examples show the progressive is generally used with the dynamic verbs while it rarely combines with the statives. Moreover, regarding the verbs which are frequently used in the progressive aspect, Conrad and Biber (2009, p. 4) stated “A verb usually has two characteristics if it is used in the progressive: the subject of the verb actively controls the action or state and the verb describes an action or state that happens over an extended period of time. If a verb does not have both of these characteristics, the progressive is rare.”

Considering the characteristic of the Progressive in English with its functions and its selective use in terms of lexical aspectual categories, it is necessary to give a special focus on the study of this form in SLA research, especially in ELF-based studies.

The Problematic Progressive in SLA Research

In SLA research, the correct use of the English Progressive has been frequently referred as one of the most difficult things to learn in the English language. For instance, in their publication, Swan and Smith (2001, p. 9) discussed “characteristic difficulties of learners of English” from different mother tongue backgrounds ranging from European languages to African and Asian languages and they point out that the progressive is problematic for almost all learner groups, who are usually extended its use to contexts where it traditionally does not belong such as stative verbs or habits.

There could be several explanations for this phenomenon. However, from the traditional view of SLA, the extended use of the progressive is accepted as an error and these erroneous uses are commonly sought in three areas. Firstly, this ‘difficulty’ is often attributed to the differences between English and the speaker’s mother tongue (as shown in articles in Swan & Smith, 2001). Thus, it has been argued that if the L2 speakers do not know how to use the structure properly, it is either because the progressive is missing from their mother tongue as a grammaticalized construction (for example the progressive is missing in German or Swedish) or because its use is different in English and the speaker’s L1 (for instance in Spanish the use of the progressive is often optional in contexts where it is obligatory in English). Secondly, reasons have tried to be found in the learners’ developing target language systems. Platt, Weber and Ho (1984, p. 73) mentioned the “extended use of *-ing*” also in so-called New Englishes and indicated that this is on account of learners’ overextending the rules of appropriate use within the system. Lastly, input or teaching related explanations have been offered. For example, Platt et al.’s (1984, p. 173) alternative explanation for the phenomenon was the possible “overteaching” of the *-ing* form at school while Römer (2005, p. 173), on the other hand, suggested that the reason may lie in “inadequate descriptions of language phenomena in teaching materials” which do not precisely match the real life authentic native speaker use of the progressive.

Following these arguments comes that question: are these explanations sufficient? In fact, all three seem to blame L2 English speakers’ for their extended use of the English Progressive and provide excuses for their misbehavior, but what is required, with the paradigm shift in SLA research, is to take into account the fact that

L2 speakers could be using the resources of the language for their own purposes.

Thus, this area should be open to and also answer such questions asked by Ranta (2006, p.98-99):

If something was perceived as particularly ‘odd’ in a foreign language (as the progressive in English in contrast to other languages), would it not rather be the case that such oddity was avoided or replaced with a simpler construction (in this case the simple form)? Or if it is the case that L2 users ‘extend the rules’, as it were, *why* do they do so? And finally: are L2 speakers really just trapped by the teaching they have received or the teaching materials they have used even in their daily spontaneous communicative situations, or could it be that they actually are making use of the resources of the language and being creative in their L2? (Ranta, 2006, p. 98-99)

What is particularly interesting in the literature on progressives and L2 English speakers is the fact that morpheme order studies in the 1970’s and 1980’s demonstrated the progressive -ing was the easiest verbal morpheme to be acquired by L2 learners, which means that it was appropriately attached to and used with verbs early on (Bailey, Madden, & Krashen, 1974; Dulay & Burt, 1973; Hakuta, 1976; Larsen & Freeman, 1975; Rosansky, 1976). Also, Giacalone Ramat (1997) stated that the progressive appears to be acquired earlier than that in other languages, which she attributed to it being “attention-catching for its frequency in [native speaker] discourse” in English (p. 281). Even though it is difficult to decide how much native speaker input each learner has been exposed to and what its consequences are for each learner’s use of the progressive (Ranta, 2006), it is true that saliency and frequency of this construction in input have attracted attention of L2 learners.

Considering the new outlook on the role of L2 speakers in SLA process and the fact regarding the earlier acquisition of the progressive by L2 learners, a new perspective on the ‘problematic’ progressive could be adopted: instead of saying L2 speakers do not know how to use the progressive, if they did not, they would

generally use it in ‘wrong’ context, detailed research should be done to see to which contexts the progressive is extended in non-native ways and whether there is actually something about this form that particularly attracts the L2 speakers of English.

Before analyzing the use of the progressive by L2 speakers, it is needed to refer to the usage and the frequency of this construction in NS context.

The Progressive in Native Speaker English

It is important to note that the progressive use has also been on the rise in NS English. Regarding the scale of the increase in this construction in Modern English, Jespersen (1931, as cited in Elsness, 1994) reported that he once asked one of his pupils to compare the use of the progressive in two versions of the Gospel according to St. Mark: the Authorized Version from the beginning of the 17th century and the Twentieth Century Version from the early part of our own century. It was found that there were totally twenty-nine progressive forms in the Authorized Version while in the Twentieth Century Version there were not less than 106, which means the frequency multiplied by almost four over that period of about 300 years. Moreover, Visser (1973) quoted Dennis (1940), who claimed that the frequency of the progressive may have multiplied ten to twenty times since around 1500.

Some important corpus-based studies went back to Old and Middle English and they attempted to show the relative frequency of the progressive use in English over the centuries. Firstly, for his doctoral dissertation, Elsness (1991) investigated the use of the perfect and the preterite, namely past tense, in combination with the progressive in earlier and contemporary English. His corpus revealed much about the development of the progressive forms: although the proportion of the progressive constructions remains low from Old English through Middle English till the

beginning of the Modern English period, in Modern English the frequency of the progressive increases very markedly, first from 1550-1600 to 1750-1800, and then there is a very distinct further increase up to present-day English. Also, his corpus showed that the increase has been even more marked in the American than in the British English. Consequently, Elsness (1994) suggested that early Modern English emerged as a potentially important period in the development of the progressive construction as it is known in present-day English. With the help of the completion of the Helsinki Corpus, which is a computerized corpus including texts from the earliest Old English period to the early Modern English (Kytö, 1991), the progressive construction could be examined in various combinations in addition to exclusively perfect and preterite forms. The corpus showed that there was a sharp and consistent increase in the use of the progressive verb forms, especially in Modern English Period. Furthermore, this relative frequency of the progressive in present-day English compared to earlier English was also supported by Hundt (2004) and Kranich (2008) who used ARCHER (A Representative Corpus of Historical English Registers) to track the use of this construction from 1650 to 1990.

All these findings show how the progressive has become more common in English over the centuries. But, even within a shorter time span, during the last few decades, different corpus-based studies have demonstrated an increase in its use. For instance, Aarts, Close and Wallis (2010) examined the use of the English Progressive in spoken English by referring to DCPSE (Diachronic Corpus of Present-Day Spoken English), which contains 400.000 words of 1960s spoken material from London-Lund Corpus (LLC) and 400.000 words of 1990s spoken material from the British Component of International Corpus of English (ICE-GB). Much of DCPSE is

examples from spontaneous data, which is important as changes in English, as Aarts et al. (2010) argued, spread in the first instance through spontaneous discourse. Their results are shown in Table 1.

Table 1. Changes in the Proportion of the Progressive ^aVPs in the LLC and ICE Components of DCPSE

(spoken)	progressive	not progressive	Total	χ^2 (prog)
LLC (1960-70s)	2,399	59,868	62,267	94,65
ICE-GB (1991/92)	3,152	52,743	55,895	105,44
Total	5,551	112,611	118,611	200,08s

Note: It is taken from Aarts, Close & Wallis (2010).

Note: ^aVPs = Verb Phrases.

The table demonstrates that in the LLC portion, out of a total of 62,267 verb phrases that could have been ‘progressivised’, 2,399 were progressive (3.85 %), while in the ICE-GB part, out of 52,743 verb phrases, 3,152 were progressive (5.64 %). Thus, they stated that speakers changed their behavior regarding the use of the progressive and increased its frequency between the two periods.

Another important study was conducted by Smith (2005) who compared the spoken content in the LLC and ICE-GB corpora with the written LOB and FLOB corpora. He found out that progressives were almost twice as frequent in spoken as in written English over the same period as shown in Table 2.

Table 2. Spoken and written language compared (Smith, 2005)

(spoken)	progressive	per million words
LLC (1960s-70s)	2,396	5,990
ICE-GB (1990s)	3,153	7,882
(written)		
LOB (1961)	2,932	2,916
FLOB (1990s)	3,202	3,176

Note: It is taken from Aarts, Close & Wallis (2010).

Two factors have been suggested by Smith (2005) as possible causes of the increase in the use of the progressive in recent times: (i) Contact- the progressive is more

common in American English than in British English (Biber, Douglas, Johansson, Leech, Conrad and Finegan, 1999, p. 462) and the growing contact between the two countries may have ascribed to the increased usage in British English, (ii) Increased functional load- Smith (2005, p. 2) suggested that “the progressive has evolved historically such as to convey a rather complex meaning, or set of meanings” and “probably as a result of the varied and developing nature of its meanings, the progressive has enjoyed a meteoric increase in frequency of use.”

Concerning the increased functional load, Nesselhauf (2007) examined the ‘progressive futurate’ (e.g., *I am meeting my friend after work*) and found that it tripled in usage between 1750 and 1990.

Furthermore, Wright (1994), Smith (2005) and Smitterberg (2005) suggested that ‘interpretive’, ‘explanatory’ or ‘modal’ progressive has caused an increase in the use of the progressive constructions in British English. For explaining these functions, the sentences “If John says that, he’s lying” and “When I said the ‘boss’, I was referring to you” were given by Aarts et al. (2010, p. 156). According to Wright (1995, p. 157), this use of the progressive “interprets the speaker’s attitude and perspective of the situation; and, in so doing, conveys his/ her epistemic stance at a particular moment in the context of utterance”. Related to that point, Smith (2005, p. 166) stated that “Interpretatives are often considered to signal a higher degree of pragmatic meaning and/or subjectivity on the part of the speaker than regular uses of the progressive.” Thus, Leech (2004, p. 22, as cited in Aarts et al., 2010) observed, if the progressive gives that interpretative function, the situation becomes “...as if we are seeing the speech act ‘from the inside’, not in a temporal sense, but in the sense of discovering its underlying interpretation.”

Another use of the progressive construction, which could contribute to its increased frequency, is exemplified with the sentences “I’m lovin’ it! (McDonald’s slogan)”, “I’m loving every moment with you” and “Who’re you wanting to seduce?” by Aarts et al. (2010, p. 157). Stative verbs like *love* and *want* sometimes occur in the progressive, however for many speakers the simple present is still the expected form. Thus, it would be true to say these utterances would have been less marked if they contained a verb in the Simple Present Tense.

Regarding the use of progressive with stative verbs, Mufwene (1984, p. 36) presented a ‘scale of stativity’, from punctual (‘least stative’) verbs to the ‘highest stative’ verbs as shown below:

High: e.g. *contain, know, belong to, consist of, need, concern, matter, owe*
Intermediate: e.g. *love, hate, depend, want, intend, wish*
Neutral: e.g. *enjoy, wait, stay, stand, lie, revolve, turn, work, run, read, write, call, claim, speak, say*
Punctual/low: e.g. *kick, reach, crack, die, break, hit, etc.*

By referring to this scale of stativity, Aarts et al. (2010) reported that the use of the progressive is spreading up to the top of the scale; currently this construction seemed to be found up to the intermediate stative verbs such as *love, wish* and *want*, but for the future there could be an increase in its use with the ‘highest stative’ verbs such as *know, need, etc.*, even an example of which was given from DCPSE by Aarts et al. (2010, p. 157): “We will compare a play written in the Restoration Period with something that happened in Elizabethan times and we assume that our students *are knowing* what we are talking about you see.”

It seems unchallenged that there is a growth in the use of the Progressive in Native English, but what is queried is the reason behind such an increase in this construction. There is an agreement among most of the researchers that an

explanation for this growth in native speaker use is a stylistic one. For instance, Potter (1975, p. 120) suggested that what speakers desire is to make what they say “more lively and vivid”, and Scheffer (1975, p. 110) thinks in addition to the fact that some of the functions of the progressive have developed recently, the increased use may be because of the “latitude to convey subtle shades of meaning” that the progressive presents to the speaker/writer. Similarly, Mair and Hundt (1995) considered the reason to be “a textlinguistic or stylistic one” and that it may be triggered by the affective-emotional use of the progressive (as in *Andrea's always losing her keys*), thus “in cases in which the simple form can be used alongside the progressive, the latter tends to be chosen with increasing frequency” (p. 118-119).

Such stylistic motivations, as Ranta (2006) argued, could also be referred as *impressive* motivations, which are associated with the impressive meaning that the speaker uses language in an innovative or unexpected way in order to be noticed (Haspelmath, 1999, as cited in Ranta, 2006). What is at issue, in other words, is the speaker’s desire to be socially successful and even admired (Ranta, 2006). If, then, ‘impressive’ use of language is behind the increased amount of progressives in native speaker English, is the same reason be also true for the L2 speakers’ extended use of this construction or are there other motivations that account for their use? In the rest of the paper, these questions will be referred and taken a closer look.

The Progressive in Non-native Speaker English

Most of the researchers (Ammon, 2006, 2007; Björkman, 2008; Jenkins, Cogo, & Dewey, 2011; Kolocsai, 2009; Mauranen, 2003, 2005, 2006, 2009; Metsa-Ketela, 2006; Ranta, 2006) who have been eager to study English in non-native settings generally choose academia that is one of the domains which usually adopts English

as the most common language for the purpose of international communication among students from different L1 backgrounds, thus providing an appropriate ELF context (Mauranen, 2006).

According to Mauranen (2006), the development of English in academic context has remarkably accelerated since the Second World War, after which English has noticeably become the most common lingua franca all around the world. Academic mobility and the existence of an academic lingua franca are both expected and they are not new phenomena; however, the present scale of mobility and the global rule of English, which has spread to even degree programmes in non-English-speaking countries, are unprecedented (Mauranen, 2009). The global demand for learning English for academic purposes has immediately been realized in the linguistic professions, so this worldwide demand has not only resulted in a large teaching business, but it has also been an initiator of a burgeoning research field in academic English (Mauranen, 2006). Most of the work that has been done in this field has been based on written discourse. Nevertheless, a great change has occurred since the MICASE corpus (www.hti.umich.edu/m/micase/) was begun to be compiled in 1997 at the University of Michigan, and papers, publications and presentations started to appear from this database. In a similar vein, another American corpus project, the T2K-SWAL in Northern Arizona began to collect both spoken and written university discourses, and in their wake, the BASE corpus was compiled in the UK in order to provide a British point of comparison (Mauranen, 2006). The existence of these corpora and the general accessibility of MICASE in particular have inspired a vast amount of research into the complexity of spoken academic English (Mauranen, 2006). Nonetheless, considering the fact that non-

native speakers outnumber native users, it would clearly be a limitation to try to understand what English actually is in the academic world by exclusively examining these above-mentioned three corpora of academic speaking, which are essentially based on native speakers (Mauranen, 2006).

Related to that point, Mauranen (2010) denoted that “to understand academic speaking, it is necessary to rid ourselves of the baggage of native speaker practices” (p. 15). The crux of this matter, as she emphasized, is that “academic research is international by nature, not in itself associated with the preferences of a culturally or nationally defined language community”, together with the fact that “universities are on a fast track to becoming globally intertwined, with increasing numbers of students and staff moving around from country to country.” It is thus non-natives’ lingua franca English rather than native academic English that characterizes the mainstream of academic English use (Jenkins, Cogo, & Dewey, 2011). This is where ELFA corpus (English as a Lingua Franca in Academic Settings) comes to stage and has enlightened non-native academic English use in both monologic speeches like lectures and presentations and also dialogic/polylogic speeches such as seminars, conference discussions and thesis defenses. The speakers in this corpus represent a wide range of data with approximately 650 speakers from fifty-one different first languages, including Finnish, German, Russian, Swedish, Dutch, Danish, French, Italian, Romanian, Spanish, Portuguese, Polish, Norwegian, Catalan, Somali, Turkish, Hebrew, etc., who were studying at the University of Tampere, the University of Helsinki, Tampere University of Technology and Helsinki University of Technology at the time of data collection. The ELFA corpus, with both recordings and transcriptions, completed in 2008 and it contains one million words of

transcribed spoken academic ELF. Thus, it has enabled several researchers to examine and demonstrate the way English operates in academic lingua franca settings, in its own right, without any comparison to some 'standard' academic English based on the way native English academics, who constitutes a tiny minority of global academia, choose to speak (Jenkins, Cogo, & Dewey, 2011).

One of the researchers, Ranta (2006), aimed to explore and analyze how ELF speakers use the progressive, a salient grammatical structure in English, in their speech by drawing on the ELFA corpus and as for comparisons; MICASE was used since it consists of similar kind of spoken academic data from a native speaker context. The data search in these two corpora yielded 1,247 instances of the progressive for ELFA (with 307,411 words altogether) and 12,990 for MICASE (with 1,707,510 words altogether). After normalizing the frequencies to a text length of 10,000 words, Ranta (2006) indicated that the progressive is used in ELFA approximately forty-one times / 10,000 words and in MICASE seventy-six times / 10,000 words, suggesting the number of the progressive use by L2 speakers would considerably be less than that of native speakers. Ranta (2006) tried to explain this dramatic discrepancy between two corpora by giving two data-related factors. Firstly, the data consists mainly of conversational material and debates, and it appeared that the native speakers tend to reflect on the conversation more frequently with immediate metatextual phrases such as *do you see what i'm saying?*, *so the question i'm asking you is*, or *that's what i'm talking about* than non-native speakers in ELFA (Ranta, 2006, p. 102). According to Ranta (2006), this use increases the number of progressives in MICASE considerably. Although the same function was also found in ELFA, it was a notably lesser degree. Secondly, Ranta (2006)

attributed the discrepancy to the events included in the two corpora. MICASE seems to contain more recordings of lab sessions and other events in natural sciences where demonstrations and hands-on pair or group work are prevalent, thus it is natural to come across the frequent use of the progressive while the on-going processes or immediate actions are being described or commented on, as in: “we're heating it up, okay it's getting warm, or look what we're doing- we're measuring fish, or so R-N-A polymerase, is doing its thing over here. The ribosome's following right after, okay?” (Ranta, 2006, p. 103) to see whether there are other, truly function-related reasons for the less frequent use of the progressive by L2 speakers, she looked into the transcriptions in a more detailed way.

First of all, Ranta (2006) searched for instances of the progressive forms in all tenses in both ELFA and MICASE, and then she tabulated the twenty most common verbs that appear in the progressive in both corpora (see Table 3 and 4). Studying the distribution of the different verbs in the progressive in each corpus, Ranta (2006) found out that the progressive use in MICASE was centered upon fewer verbs than in ELFA. While only twelve verbs in MICASE formed 50 % of all the progressives in the corpus, the distribution in ELFA was more with sixteen verbs accounting for half of the uses.

Table 3. The Rank Order. Number of Occurrences and Percentage of the 20 Most Frequent Progressive Verbs in ELFA

ELFA		
verbs	N	%
talking	65	5.2
doing	60	4.8
trying	60	4.8
going	59	4.7
thinking	44	3.5
being	43	3.4
looking	42	3.4
working	40	3.2
wondering	37	3.0
referring	37	3.0
making	29	2.3
speaking	27	2.2
walking	23	1.8
speaking	20	1.6
taking	20	1.6
writing	18	1.4
using	17	1.4
becoming	16	1.3
changing	16	1.3
discussing	16	1.3

Note: It is taken from Ranta (2006).

Table 4. The Rank Order. Number of Occurrences and Percentage of the 20 Most Frequent Progressive Verbs in MICASE

MICASE		
verbs	N	%
doing	945	7.2
saying	873	6.7
talking	842	6.5
going	763	5.9
trying	630	4.8
looking	587	4.5
getting	401	3.1
thinking	364	2.8
being	322	2.5
working	284	2.2
taking	263	2.0
using	244	1.9
coming	219	1.7
making	207	1.6
having	141	1.1
happening	137	1.1
asking	136	1.0
moving	125	1.0
wondering	116	0.9
reading	109	0.8

Note: It is taken from Ranta (2006).

After examining individual verbs, Ranta (2006) observed that although most of the common verbs in the form of progressive in each corpus are the same, there were some prominent differences in the frequencies of some verbs. Regarding that point, she exemplified the verb 'saying' which appeared to be more than twice as common in MICASE as in ELFA, and the verb 'doing' that is more frequent by a half in MICASE compared to ELFA. According to Ranta (2006), this appeared to be associated with the explanations for more frequent use of the progressive in MICASE that were given above. Moreover, corpus analyses revealed, as Ranta (2006) argued, in MICASE the use of the progressive was more clustered, meaning that there were more fixed phrases in which progressives were used in the L1 data than in the L2 data. Again, this finding demonstrated the use of the progressives in ELFA was more widely distributed and that the form was used more freely or in more diverse contexts.

For a more detailed study, Ranta (2006) classified all the progressives in ELFA (N=1,247) and a randomly selected sample of 1,247 progressives in MICASE with regard to their syntactic context by using traditional grammars as a point of reference (for example Quirk et. al. 1985 and Biber et.al, 1999). The majority of the cases in ELFA (87 %) and MICASE (98 %) fell into the typical categories of use for the progressive described in traditional grammars, including currently goings-on or temporal actions, repeated or continuous actions, denotations of processes, near future plans and so on. As shown by the percentages, although almost all of the progressives in MICASE were considered as typical, a notable number, 13 % (N = 160), of the ELFA progressives did not fit into the categories provided by traditional

grammars, which suggests why L2 speakers are accused of extending the use of the progressive in linguistic contexts where native English would require the simple form. In her study, Ranta (2006) found three types of non-traditional three linguistic contexts in which L2 speakers used the progressive form. One of these is with ‘stative verbs’: Ranta (2006, p. 107) showed that ELF speakers used progressive forms with some stative verbs instead of the corresponding simple form (the recorded event, the speaker’s academic status and the speaker’s mother tongue are indicated in parentheses):

“i mean er er properties and relation *are belonging* to the same erm ontological general area or cat- category” (Philosophy Seminar; Senior Faculty, Danish)

“hello my name is <NAME> i *am coming* from er romania where i am a PhD Student” (Racism in Finland Panel Discussion; Research Student, Romanian)

“age is a derived property and er is a property which *is depending* either on other properties or it is derived and computable” (Information Technology Thesis Defense; Senior Faculty, German)

“then i made a research and er asked er ten students er er why, *are* they *thinking* it’s too much work for two credit units” (Racism in Finland Panel Discussion; Undergraduate Student, Lithuanian)

Another context is that of ‘general validity or truth’, or ‘habitual activity’ that takes the progressive in ELFA (p.108):

“communication is su- so all-embracive a concept like air that we *are breathing*” (Information Society Seminar; Senior Faculty, Finnish)

“in principle every library is free, you the users *are paying* nothing for library service” (Russian Studies Lecture Discussion; Junior Faculty, Russian)

“i’m not sure if if radical is the is the is the right word, maybe i don’t know er b-women who *are* er *arguing* in every situation er with with all the gender stuff” (Women’s Studies Seminar; Graduate Student, German)

A third use of the progressive is reference to ‘points in time’ rather than continuous or repeated actions (p. 109):

“my topic is finland’s role in the united nations, just you might wonder i *was changing* my subject a bit” (Political Science Seminar Presentation; Undergraduate Student, German)

“that came as a result of the establishment of the university which is the agricultural university's forestry branch that *was being put up* there in late 70's” (History of Science Conference Presentation; Senior Faculty, Swedish)

“you mentioned the role of civil society and [...] that the civil society is somehow lacking in this process er in this political region building process er i *was* then just *starting* to think about whether whether the picture would be actually so that there is a lot of civil, like civil society movements [...] but they just don’t fit together with this political top-down type of region building” (International Relations Seminar; Research Student, Finnish)

When Ranta (2006) studied the macro-contexts of these three non-traditional ways of progressive use in ELFA, she observed that these non-native like uses are inclined to take place in monologues or in monologic sequences more often than in dialogues (59 % of all the cases). What she also emphasized was the fact that even though L2 speakers in the ELFA data are frequently found to self-correct their grammar in their utterances, but in case of the non-traditional progressives there was virtually no self-correction. According to Ranta (2006), this point seems to indicate that such extended use was not found distracting or anomalous by the speakers themselves and also by referring to her data she stated that she did not encounter any observable signs of these types of progressive use causing misunderstanding or miscommunication in interactions.

The results of Ranta’s study (2006) gave rise to a number of considerations. Firstly, the data demonstrated that the ‘extended’ use of progressive was not limited just one group of L2 learners who had the same linguistic background; on the contrary, such use appeared in the speech of L2 speakers who came from many typologically different mother tongues. As noted above, Platt et al. (1984) also

observed the similar use in their studies of several outer circle Englishes in Asia and Africa. Thus, it was difficult, as Ranta (2006) argued, this phenomenon could not be considered merely as a mother tongue-dependent feature or general interference from an individual L2 speaker's L1, and could not be explained by target language input or teaching related factors, as they are sure to differ in different parts of the world.

Secondly, it is also important to note that according to literature on the increased use of the progressive in native speaker speech, the reason is assumed to be the growing use of this form in contexts that 'allow' it, thus provide a stylistic variant for the simple form. However, Ranta (2006) stated that the stylistic explanation is not applicable for the extended use of the progressive in ELF, "as in ELF the construction seems to have spread to totally new areas where it is difficult to see what stylistic gains could be made with the use of the progressive (cf. e.g., in the case of general truths)" (p. 111).

Thirdly, by referring the vast majority of the L2 speakers' uses of the progressive which were standard-like, Ranta (2006) suggested that ELF speakers do know the semantics of the progressive and use it accordingly most of the time. However, as for a notable number (13 %) of the uses that was obviously 'non-progressive' uses of the progressive (i.e. states, general truths or habits and points in time), she preferred not to say that L2 speakers over-generalize the rules of where to apply a progressive (i.e. its semantic field), but to say that they have just assigned it a totally different extra function. Considering the fact that that the -ing morpheme is acquired early on in L2 English and taking the extended use of the progressive form in ELFA into account, Ranta (2006) argued that the source of the 'attractiveness' of this form resides in the grammatical form itself and that L2 speakers have realized its

'communicative' value in interaction. Regarding that point, she noted that adding the ending *-ing* gives the verb, which has traditionally been considered the most essential part of a sentence, more prominence and salience in the speaker's utterance, thus the verb stand out and draws the interlocutor's attention as a 'heavier' periphrastic structure. Therefore, she attributed the 'extended' use of the progressive in ELF to 'expressive' reasons rather than impressive as the speaker wants to "speak as clearly as possible so as to make himself/ herself understood by others" (Haspelmath, 1999, p. 1057). To support this argument, she particularly referred to 'monologic speech', in which the progressive was found to be used more often in ELFA, and she highlighted that for this speech type expressivity and clarity were of great importance.

Although the SLA literature considers the extended use of the progressive as a problem, there is no proof for that in ELFA. As Rants (2006) said, whatever the reason behind for this extended use of the progressive is, it does not lead to any obvious misunderstandings or communication breakdowns, and it does not seem to distract the speakers. Quite the reverse, she thought that the progressive is actually used for the very purpose of gaining explicitness and expressivity in L2 communication.

Another researcher, Björkman (2008) examined the use of spoken ELF by a total of sixty-three lecturers and the engineering students at a Swedish technical university where English is used as a medium of instruction. The data used for this study was comprised of lectures and students' group work, thus both monologic and dialogic speech events were compiled. The subjects came from twenty different first language backgrounds, including Spanish, German, Swedish, Arabic, Russian,

Persian/Farsi, Icelandic, French, Turkish, Italian, Chinese, Somali, Greek, Uzbek, Finnish, Catalan, English, Polish, Serbian and an Indian language. English in this setting is a vehicular language for these speakers. The analysis of the transcribed data revealed a number of non-standard uses in morphology and syntax, one of which was the ‘very frequent use of the verb-ing’, that is to say the progressive form as in the study of Ranta (2006). The speakers often made sentences to refer to scientific or technical phenomena which are always true or valid, and despite this, they used verb-ing instead of the Simple Present Tense, as Björkman (2008, p.112) exemplified:

“A Francis turbine *is using* the whole turbine equation.” (instead of uses)

“... the Francis turbine, which is the most famous turbine worldwide. It *is producing* more power than any other turbine type.” (instead of produces)

“Typically the energy of the sun *is emitting*...” (instead of emits)

“My idea is to explain how this board *is working*.” (instead of works)

This use is not in accordance with native speaker academic discourse, for which “the simple aspect is overwhelmingly the preferred option” (Biber, 2006, p. 63).

However, Björkman (2008) attributed to the use of the progressive form in such a context to the tendency of ELF speakers who generally focus on the function regardless of the form and want to safeguard clarity in their interactions with the speakers that come from various linguistic and cultural backgrounds. Apart from giving a possible explanation for the extended use of the progressive construction, she also highlighted her observation that this non-standard use did not cause any communication failure or communication breakdown.

In both of the studies, Ranta (2006) and Björkman (2008) did not blame the L2 English speakers for their non-standard use of the progressive structure; on the contrary, they demonstrated that the L2 speakers were making an innovative use of a

resource available within the English language for their own purposes. Specifically, they were shown to utilize an ‘attention-catching’ function of the progressive construction to be better understood in their communication.

In order to investigate the use of –ing construction in an academic ELF context, Ranta (2006) and Björkman (2008) examined the spoken data of the students who were studying at specific universities in Europe and these participants had very different L1 backgrounds, including Turkish; however, the number of Turkish-English speakers is very low when compared to the ones from other languages: 0.2 % of all tokens belongs to Turkish speakers in Ranta’s (2006) and only three speakers out of sixty-three come from Turkey in Björkman’s research (2008). Also, there has not been any research done on just Turkish speakers for this purpose. Consequently, it has not been possible to see their characteristic feature in terms of the progressive use in spoken English.

To contribute to the related literature, the aim of this research is to explore the syntactic use of the progressive construction in a Turkish academic ELF context and to see whether the L1 Turkish L2 English speakers use that form only in native-like ways or there exist any examples of ‘non-native-like’ use of that form. Before the details about how to explore the use of the English Progressive by Turkish speakers are given, the form and functions of the Turkish Progressive construction will be mentioned to provide a comparison between the two.

The Progressive in Turkish

Except for the imperative forms, all verbs in Turkish must contain one suffix to have tense, aspect or modality meaning. There are two imperfective aspect markers to give

the progressive aspect in present tense, with the meaning to express a temporary situation or goings-on, as Göksel and Kerslake (2011, p.181) point out:

- –(i)yor

Şu anda bir film seyrediyoruz. ‘We are watching a film at the moment.’

Ben gelmiyorum. ‘I am not coming.’

- –mekte:

Günden güne işsizlik artmaktadır. ‘Unemployment is increasing day by day.’

The imperfective aspect marker –mekte is mainly used in formal styles, namely in formal writing and announcements, generally with the third person (Göksel & Kerslake, 2011). Thus, the suffix –(i)yor is more commonly seen for the purpose of progressive meaning.

The suffixes –(i)yordu and –mekteydi refer to an ongoing event in the past (Göksel & Kerslake, 2011):

Kahvaltı ediyorlardı. ‘They were having breakfast.’

O sırada kar yağmıyordu. ‘It was not snowing at the time.’

Dairenin o cephesi çok az güneş görmekteydi. ‘That side of the flat saw very little sun.’

Another suffix –(i)yor olacak corresponds to ongoing event in future time (Göksel & Kerslake, 2011):

Siz bulduğunuz zaman ben İzmir’den dönüyor olacağım. ‘When you meet, I will be coming back from İzmir.’

Nevertheless, apart from giving the progressive meaning in different tenses like English –ing construction, –(i)yor in Turkish also refers to habitual events or state of affairs as in these examples (Göksel & Kerslake, 2011):

Genellikle saat 8'de akşam yemeğini yiyoruz. ‘We usually have dinner at eight.’

Her pazar sinemaya gitmiyorduk. ‘We did not go to the cinema every Sunday.’

Furthermore, it can combine with stative verbs as opposed to –ing form in English:

Sen anlıyorsun. ‘You see.’

Cevabı bilmiyordum. ‘I did not know the answer.’

Differences in the coverage of verb forms with Turkish –(i)yor and English –ing result in some difficulties as Swan and Smith (2001, p. 220) pointed out “students may use the present progressive inappropriately with stative verbs such as *know* and for habitual actions: * I am knowing her. / * I am seeing every day” and they added “the past progressive and the *used to* construction may be confused: *I was often going to the mountains when I was younger.”

There is a study by Çakır (2011) which focuses on the problems in teaching tenses to Turkish students at a state university in Turkey. The data were obtained from the written exam, which consisted of the questions requiring the grammatical knowledge of the participants. The analysis of the exam results revealed some confusing areas for a total of 330 students in using appropriate tense and aspect. One of these areas was the students’ use of the Present Progressive in contexts where the native speakers prefer the Present Simple. Çakır (2011, p. 125) exemplified such contexts as follows:

I am playing football every Sunday.

I am not working on Saturdays.

I am understanding you.

I am not liking this lesson.

The first two examples refer to habitual activities; however, they were uttered in the progressive aspect by Turkish speakers of English. Similarly, the verbs in the last two sentences denote states rather than acts and they are used in non-progressive

aspect by native speakers of English. But, again here they were used with the progressive form. According to Çakır (2011), these extended uses are most probably borne out of the crosslinguistic influence, that is to say due to the effect of the mother tongue, namely Turkish. As the participants can refer to the habitual situations with the progressive aspect and they can combine statives with the progressive, they may utter such sentences in English as they do in their mother tongue.

This brief information shows the similarities and the differences between the functions of the Turkish Progressive and that of the English Progressive. Thus, in this research if the L1 Turkish speakers of English use the progressive in non-native-like ways and extend the use of this construction to refer to habits or states as Swan and Smith (2001) argued and as the university-level Turkish-English students did in Çakır's study (2011), then the issue of crosslinguistic influence also need to be touched upon later in the discussion section.

Conclusion

The review of literature presented in this chapter depicts that the acquisition of L2 competence as the ultimate goal and the acceptance of 'native speaker' as the 'norm' against whom learners are measured do not comply with the multilingual reality of communities in today's world. Especially, if the acquisition of English, which acts as a global lingua franca today, is in question, this view can be much strongly confirmed. In fact, there are many more L2 speakers than native speakers and English is used more between non-natives than in native-nonnative speaker interactions. Therefore, there needs to be a fresh outlook on their English, in other words, how L2 speakers actually make use of English language in their international and intercultural communication should be given more importance than whether or

not their use approximate that of natives. One way to learn the use of L2 speakers in ELF settings is to discover salient and distinctive features in their use. According to two European-based studies done by Ranta (2006) and Björkman (2008), one of these features was found out to be ‘extended use of the progressive –ing form’. These studies demonstrated the L2 speakers extend the use of the progressive construction to contexts, such as those of general truths or habitual activities, points in time and also with statives, where native speakers prefer the simple form. Here, a similar exploratory study is aimed to be done with the L1 Turkish speakers of English to see whether they will show the same tendency about the use of progressive form as in the studies of Ranta (2006) and Björkman (2008).

CHAPTER 3

METHODS AND PROCEDURES

The purpose of this study is to explore the L1 Turkish-L2 English speaker's use of the progressive construction in a Turkish academic context and to examine their use from an ELF perspective. It aims to investigate the following questions:

1. Are there any obligatory contexts of the progressive construction in which the L1 Turkish speakers of English, who are also the pre-service teachers of English, neglect to use the progressive form?
2. Do the L1 Turkish speakers of English extend the use of progressive to non-standard contexts? If so, in which contexts do they extend this form?
3. What are the most common verbs and the most common lexical aspect types (stative, activity, accomplishment or achievement) used in the progressive form in the speech of the L1 Turkish speakers of English?

The answers of these questions show whether these L2 English speakers could use the progressive form in most of the obligatory contexts or they had difficulty in using this form according to its semantics. Furthermore, they demonstrate whether they used the progressive form only in native-like ways or they extended its use to as in the studies of Ranta (2006) and Björkman (2008). Also, they provide a comparison between the European and Turkish speakers of English in terms of their preference for individual verbs and lexical aspect types to use in progressive form.

Research Context and Participants

This study was conducted in a Turkish state university, namely Boğaziçi University, In order to collect students' spoken data, one of the speaking courses (FLED 102- Developing Communicative Competence in English), which is offered in Foreign

Language Education Department, was chosen. The purpose of this course is to raise student's skills in the use of spoken language in communication and their ability to produce and exploit it correctly in different types of both formal and informal presentations. For this aim, the course provides students with a mixture of class-based tasks and practical sessions and it requires students to successfully use English in front of groups in lesson-style presentations, individual speeches and informal activities. In 2012-2013 academic year, this course was given by an instructor who is a British native speaker. Also, there was one exchange student who is Spanish and does not know any Turkish. Therefore, FLED 102 in that semester enabled the researcher to observe not only a speaking course in which the students had to use English to meet the requirements of various speaking activities, but also an ELF situation where all of the participants needed to depend on their common language, in other words English, all the time to be able to communicate with each other and with their instructor. More importantly, it gave the chance to the instructor to observe the pre-service English teachers in terms of their use of spoken English, specifically of their progressive use in their speeches.

The students who were registered to FLED 102 course in the spring semester of 2012-2013 academic year were the participants of this study. The participants were seventy-three Turkish speakers of English who were the freshman students in the department of Foreign Language Education. Since this department is preferred by females rather more when compared to males, there were more women than men in this study. While sixty of the participants were female, the other thirteen students were males. Their age range was between nineteen and twenty- two.

Boğaziçi University is an English-medium university and every student enrolled in this university need to have an adequate proficiency level in English (which means scoring at least ‘60’, in other words ‘C’ as a letter grade, in the Boğaziçi University English Proficiency Test-BUEPT or having a certain score in TOEFL (TOEFL Paper-based 550 and TWE 4.5; TOEFL IBT 79 and TWE 22) or in IELTS (IELTS Academic 6.5 and Writing 6.5) to continue their academic life in their departments. Considering this requirement, these seventy-three students are the ones who are accepted as the advanced users of English. Table 5 presents the distribution of the proficiency levels of the participants according to their BUEPT results.

Table 5. The Distribution of English Proficiency Levels of the Students

BUEPT SCORE	^a N	^b %
C (60-69)	17	23
B (70-84)	50	69
A (85-100)	6	8

Note: ^aN= The number of participants in each level.

Note: ^b%= The percentage of the number of students in each level.

The mother tongue of all of these participants was Turkish and their language of education until university was Turkish as well. None of the participants had lived in an English-speaking country before and most of the students (77 %) were exposed to English at the age of ten when they were attending to fourth grade. While a small percentage of the rest of them (15 %) started to learn English at the age of six or seven, the others began to use English at the age of twelve in the secondary school. As English is the language of education in Boğaziçi University, all the participants use this language very often in lectures and sometimes in their social gatherings in campus, especially when they need to talk to an exchange student coming from a different country. Therefore, English has an important role in their academic life.

Data Collection

After taking students' consent (see Appendix A for Informed Consent Form) and learning their personal and linguistic information (see Appendix B for this form), the researcher informed the students about the general aim of the study, that is they were told to be video-recorded to examine their use of spoken English. From March 17 to May 21, the researcher visited the three sections of the speaking course, FLED 102, and did weekly observations in all of these sections. She video-recorded every presentation and speech of seventy-three advanced Turkish-English students and their interactions with their instructors and their exchange classmate in spontaneous speaking activities and lectures as well.

In this period of two months, two speech types were videorecorded: *monologic speech* and *dialogic/polylogic speech*. In monologues, every student in each section made two informative (three-minute length) and two persuasive (four and five-minute length) speeches and they informed and persuaded the listeners on or about a topic in certain time limits on stage by themselves. When it comes to the dialogic or polylogic speeches, two mini-lesson presentation topics, "Speaking to inform" and "Methods of persuasion" from the book *The Art of Public Speaking* by Lucas (2001), were covered in each section by two different groups, which were made up of three or four people. Moreover, all the students participated in the instructor's two lectures in which he gave information about 'Gestures and body language' and 'Rhetorical features of speech and rule of three' and they could state their own ideas or comments on topics. Lastly, they role-played in two informal fun-speaking activities in pairs or groups and they acted as a news reporter in 'Fled TV-News' activity and as an advertiser in 'Fled TV-Adverts' activity.

Through this data-collection process, the researcher was a non-participant observer, who watched and listened to the participants without taking any active role in the situation under scrutiny. Only the students in FLED 102 course and their instructor took part in this study and almost twenty five hour-length spoken data was collected.

Data Analysis

The first research question required the researcher to listen to all the video-recordings and specify the obligatory contexts of the progressive form in the whole data. Apart from transcribing the native-like uses, the researcher scanned these obligatory contexts in order to find whether there was any case of non-progressive uses as well. When she encountered any instances of non-progressive use that should rather be progressive, she wrote down the specific places of these cases and gave the proportion of the number of such cases to the number of all obligatory contexts. Thus, quantitative data analysis was used for this research question.

When it comes to the second research question, the researcher listened to and examined specifically all the uses of the progressive form of the verbs in L2 speakers' speech. When there were any cases where the progressive was considered to be non-standard, she transcribed these utterances and classified them according to their specific contexts (e.g. statives, general validity or general truths, permanent situations, habitual activities and points in time, etc.). After that, she gave the proportion of the number of such cases to that of native-like uses. As the question required categorizing non-standard uses and also finding the frequency and the percentages of these cases in order to compare those of native-like, standard uses both qualitative and quantitative data analysis were employed.

As it can be from the data analysis procedures of the first and second research question, this study made use of the transcriptions of FLED 102 videos. While transcribing the utterances, the researcher consulted the Transcription Guide that is published on the ELFA Corpus website (see Appendix C for example transcriptions). Out of twenty-five hour-length data, only study-related parts were transcribed and placed manually in excel sheets, thus a small-scale corpus with 15,574 words was formed in the end.

As for the third research question, the researcher searched for the twenty most common verbs that were used in progressive aspect and the most common lexical aspect type which was mostly preferred for the progressive use. To tabulate this information and to show their frequency and percentages in all progressive uses, quantitative data analysis was used.

At the time of data-collection period, the instructor had been giving speaking courses for six years in Turkey and he had his own observations and ideas about the use of spoken English, particularly of the progressive construction, by Turkish speakers of English in the academic context. Thus, the researcher requested him to interpret the data as an expert and have a discussion session together to have a deeper understanding of the data. Throughout this discussion period, he evaluated the research findings and brought a different perspective to the study with his points and comments about the issue under investigation.

Ethical Issues and Confidentiality

Before giving the results of this study, it is important to demonstrate that all the ethical issues and confidentiality were taken into consideration through this study and all the requirements were met before starting to do the research.

This research necessitated collecting the spoken data of the L1 Turkish pre-service teachers of English at one English-medium university, and analyzing their data to explore the progressive –ing usage. For this purpose, the researcher decided to observe a speaking course given by the Foreign Language Education Department, and so she took the oral consent of the instructor, to use all his speaking sections. For the sake of the ethical issues, it was also necessary to get the consent of the course students to video-record all their individual and group speeches and their interactions with the instructor during the class. Therefore, a consent form was given to these students to inform them about the research goals and procedures, such as how the researcher would do the video-recordings and for what purpose she would use them and how she would report the findings. This form also guaranteed that the researcher would not reveal their names without their permission. As the researcher would assign a number to all participants from one to seventy-three, their names would be kept separate from the spoken data collected from them so that the confidentiality could be maintained. Lastly, the students knew that by signing the consent form they were meant to state they would be voluntary for the research. After all seventy-three students accepted to take part in this research, the study was carried out.

Overview of Data Collection and Analysis Procedures

Table 6 summarizes the data collection and data analysis procedures in this study together with the specific research questions they deal with.

Table 6. Data Collection and Data Analysis Procedure of the Study

Research Questions	Data Collection	Data Analysis
1. Are there any obligatory contexts of progressive construction in which the L1 Turkish speakers of English, who are also the pre-service teachers of English, neglect to use the progressive form?	<p>- Video-recordings</p> <p>As a non-participant observer, the researcher:</p> <ul style="list-style-type: none"> • visited all three sections of FLED 102 course every week (3 days- 9 hours). • video-recorded <p>- the group presentations</p> <p>- individual speeches</p> <p>- the interactions among students and between students and their instructor in spontaneous speaking activities.</p>	1. Quantitative Data Analysis <ul style="list-style-type: none"> • The frequency of the instances in which the progressive was obligatory, but was neglected by the participants • The proportion of the number of contexts in which the progressive was needed, but was not used to the number of all obligatory contexts
2. Do the L1 Turkish speakers of English extend the use of progressive to non-standard contexts? If so, in which contexts do they extend this form?		2a. Quantitative Data Analysis <ul style="list-style-type: none"> • The number of the instances in which progressive was used in native-like way • The number of the instances in which the progressive use was considered to be non-standard • The proportion of the frequency of non-standard use to that of native-like, standard, use 2b. Qualitative Data Analysis <ul style="list-style-type: none"> • Categorization of non-standard uses according to their specific contexts (e.g. statives, general truths, habitual activities and points in time, etc.)
3. What are the most common verbs and the most common lexical aspect type (stative, activity, accomplishment or achievement) used in progressive form in the speech of the L1 Turkish speakers of English?		3. Quantitative Data Analysis <ul style="list-style-type: none"> • Searching for the twenty verbs that had more common use with progressive form • Tabulating these twenty verbs with their frequency and percentage in terms of their occurrence in progressive form • Showing the type of lexical aspect which was preferred mostly for progressive use by the participants with its frequency and percentage compared to those of other lexical aspects.

CHAPTER 4

RESULTS

This study was an attempt to explore the progressive –ing use in the academic speeches of the L1 Turkish preservice teachers of English who are studying at an English-medium state university in İstanbul. Seventy-three students at Foreign Language Education took part in this research. The researcher carried out this study in a speaking course, FLED 102, which is entitled “Developing Communicative Competence in English”. The course provided her with an ELF setting where the students had to use English both to meet the requirements of various speaking activities and to communicate with their native speaker instructor and their exchange friend who did not know any Turkish. After the researcher was given consent by the instructor and the students themselves to be observed, she videorecorded both individual and group speeches of these participants and their interactions for two months. When the data collection period ended, the related parts of the videorecordings were transcribed according to the study focus and next they were analyzed quantitatively and qualitatively with regard to the research questions.

The first research question investigates whether there were any obligatory contexts of the progressive construction in which the L1 Turkish speakers of English neglected to use this form. In the traditional grammar books, written by Leech (1971), Close (1975), Comrie (1976), Svartvik and Sager (1977), Swan (1980), Celce-Murcia and Larsen Freeman (1983), Quirk et al. (1985), Biber et al. (1999), Leech and Svartvik (2002) and Conrad and Biber (2009), there are some specified obligatory, namely standard, contexts of the progressive, such as on-going or temporal activities, denotations of processes, repeated or continuous actions or near

future plans, where the native speakers generally use the –ing form. When all of the twenty five hour-length data, compiled from FLED 102 course, was analyzed, it was found that there were a total of 596 obligatory contexts for the progressive –ing construction. In 522 cases, the L1 Turkish preservice teachers of English used the progressive form as the native speakers prefer. The items (1-36) are given as the examples for such native-like uses in the academic speeches of Turkish speakers of English in this study. They are categorized according to the typical classifications for the progressive functions, which are described in traditional grammars. A description of the speech event, the speech topic and the assigned number of the speaker are indicated in parenthesis at the end of each example, and in addition to this, extra information about the utterance is given in brackets when necessary.

The first three items are the spoken data examples for the most important function of the progressive construction which refer to an action in progress at a specific time:

(1) lets look at our university weather, in south campus it *is raining* cats and dogs (Fun speaking activity; Fled TV-News; Student 29)

(2) i *am cordially inviting* you to not not to laugh anymore and to be the ones who says so funny i died (Persuasive speech; Do not laugh anymore; Student 18)

(3) at last summer at last summer erm, er we *were working* in burch beach (Persuasive speech; Girls should do every housework for their boyfriends; Student 4)

While the first two examples were formed in Present Progressive, where the temporary situation includes the present moment in its time-span which stretches for a limited period into the past and into the future, the last item denotes a continuous past event with a past time reference. If the momentary events which are thought to have no duration are in question, the progressive form attributes duration to them and

forces one to think of series of events rather than of a single event as in the items (4-6):

(4) they *are firing* torches ['they' refers to 'the spectators of Galatasaray and Real Madrid'] (Fun speaking activity; Fled TV-News; Student 55)

(5) can you imagine. lots of falling rocks and lots of er melted ice *is falling* from the sky, suffocating you (Informative speech; Destruction of Pompeii; Student 63)

(6) they *were even being beaten* and, by, police officers in the tramway ['they' refers to 'the students in the tramway'] (Informative speech, The history of students' half fair charge in public transportation; Student 47)

The next three items are examples for the meaning 'temporary situation' which is not permanent, but just taking place these days or nowadays:

(7) liliths legend *is inspiring* (ət) many sources especially in the field of literature, today (Informative speech; Lilith, A figure in female demons of Jewish Mythology; Student 14)

(8) they they say er you you *are studying* at boğaziçi university and you will get er any job you apply for ['they' refers to 'outsiders'] (Informative speech; Tips for job interviews; Student 14)

(9) internet addiction is a canonical disorder and this is pretty common these days. you *might be* now *suffering* from it (Persuasive speech; We should use internet from 7 a.m. to 7 p.m.; Student 27)

The utterances in item (10) and (11) were used by the participants in this research to refer to temporary habits which are in existence over a limited period:

(10) we as human beings talk most of the time to (s) communicate with other people ... after coming to boğaziçi university this changed a bit. we *are talking* again but not in turkish in english (Persuasive speech; Let's sing to speak English; Student 2)

As this speaker was a freshman student when she was uttering this sentence, she was talking about a habit which has been taking place for about one year. Also, the iterative element of 'temporary habit' meaning can be made clear by adverbs of frequency as in item (11) with *sometimes*:

(11) *i am surprising* you outside sometimes doing some action of him
[‘him’ refers to ‘the instructor’] (Lecture; Rhetorical features of speech
and rule of three; Student 30)

Sometimes, the progressive adds greater emotive effects to habits as the items (12)

and (13) show:

(12) he *is* always *kidding* on american people in his every word [‘he’
refers to ‘the instructor’] (Lecture; Rhetorical features of speech and rule
of three; Student 66)

(13) he *is* always *lying* to you [‘he’ refers to ‘the instructor’] (Mini-lesson
presentation; Methods of persuasion; Student 55)

In both examples, the speakers had a critical attitude towards the man they were
talking about and they used the progressive to give an explicit emotional comment on
his habits.

Another function of the progressive construction is to denote a changing or
developing situation, that is to say a process, as exemplified in the items (14-16):

(14) *i am getting* americans (Lecture; Rhetorical features of speech and
rule of three; Student 30)

(15) thanks to its flamboyant color, lake lake hillier *is becoming* more
and more popular among tourists and er tourists and photographers
(Informative speech; Lake Hillier; Student 46)

(16) some people (d) accuse arabesque of being er to cause of suicide ...
the population of world *is getting* bigger and bigger. so er committing to
suicide make our life is easier (Persuasive speech; We, as Turkish
citizens, should listen to arabesque music; Student 38)

Here the persistency and the continuity of the events were marked by Turkish
speakers of English in this research.

Also, the participants of this study used the Present Progressive to refer to the
anticipated happenings in the future:

(17) now, we *are moving* on the speeches about processes (Mini-lesson
presentation; Speaking to inform; Student 24)

(18) as you all know, approximately two million students *are taking* university exam this weekend (Fun speaking activity; Fled TV- News; Student 57)

and to refer to a future event which will take place ‘as a matter of course’:

(19) if you are an interpreter, you will be prone to sore throats and foot problems since you *will be standing* up all the day and talking constantly because you are interpreting (Informative speech; The difference between being an interpreter and being a translator; Student 24)

(20) most of you have probably heard that ... if we eat with our hands we *will be putting* all the germs into our mouths (Persuasive speech; We should eat with our hands, Student 55)

The participants preferred to use the progressive form to set up a temporal frame, in other words a background action, around a momentarily or durationless event especially in when/while sentences:

(21) dannon brinkley experienced a near death while he *was talking* on the phone (Informative speech; Near death experience; Student 10)

(22) and er of once i *was going* to roof of the new hall, in elevator erm some er points below the floor numbers took my attention (Informative speech; Braille Alphabet; Student 4)

(23) in ankara, when he *was writing* his memories, he suffered from a strike and died in nineteen sixty nine ['he' refers to 'Vecihi Hürkuş'] (Informative speech, Vecihi Hürkuş, Student 26)

Moreover, English Progressive can be used in a more general way to refer to something that may be going on at any time as seen in the academic spoken data of Turkish preservice teachers of English:

(24) have you ever feel ashamed while you *are trying* to solve knots on your earphone (Fun speaking activity; Fled TV-Adverts; Student 45)

(25) swearing can give us a greater sense of er power and control. er for example when you you *are doing* your fled homeworks er i think you all swear er do I do. er and er I continue to (raj) er continue to write after swearing (Persuasive speech; Just relax and don't avoid swearing when you are very angry; Student 19)

(26) while we *are playing* Angry Birds @, er limbic system is activated and we take pleasure er from destroying something @, which is the

oldest er stimulation of human nature @ (Informative speech; Why are we addicted to Angry Birds; Student 71)

Finally, the participants combined the progressive aspect with the perfective aspect to denote either temporary situations which started in the past but are leading up to the present moment as in the items (27-28):

(27) *we have been observing* the study hall in the north campus for a month (Fun speaking activity; Fled TV-News; Student 18)

(28) instead of saying er showing the graphics or statistics, you can bring an unemployed person or you can tell a story of an (empöloji) unemployed person and what he or she *has been going* through (Mini-lesson presentation; Speaking to inform; Student 49)

or past actions in progress which got interrupted by another past action as exemplified in item (29) and (30):

(29) father christmas ... who *had been* the representation of christianity and *carrying* the cross on hillside became a father whose clothes are red and white the colors of coco-cola (Informative speech; The history of Coco-Cola; Student 43)

(30) you had to leave your town as well because you *had been working* in Chernobyl nuclear nuclear power plant ... (Informative speech; Ghost city Pripyat; Student 45)

When the distributions of different tenses in native-like uses of the progressive were compared, it was found that the present tense was the most common one (402 cases) which was followed by the past tense (sixty-seven cases), the present perfect (twenty-four cases), the future (eleven cases) and lastly the past perfect (five cases). Besides, there were some instances of the progressive in which the L1 Turkish preservice teachers of English combined it with several modal verbs (thirteen cases) as in the examples:

(31) i thought i *must be dreaming* and this is erm i *must be sleeping* and this is my dream now (Fun speaking activity; Fled TV-News; Student 31)

(32) if you are snoring, you *cannot be dreaming* at the same time (Informative Speech; Dreams, Student 33)

(33) maybe there is something else obviously er more important *should be doing* now (Informative speech; Procrastination; Student 34)

(34) if you are going to use [are using] technical terms, you *have to be speaking* to a group of specialists (Mini-lesson presentation; Speaking to inform; Student 49)

(35) our stomachs are not simply dyed by brushes. we color them by eating cochineals. you *may be saying* that i am not eating any insects (Persuasive speech; You shouldn't buy or consume foods containing cochineals; Student 2)

(36) internet addiction is a canonical disorder and this is pretty common these days. you *might be* now *suffering* from it (Persuasive speech; We should use internet from 7 a.m. to 7 p.m.; Student 27)

In terms of the use of auxiliaries, 501 native-like uses the progressives were preceded by an accurate auxiliary *be*, which was in agreement with the subject of the utterance, whereas in 21 of these instances Turkish speakers of English either forgot to use the auxiliary *be* or used an *inaccurate form* as the examples demonstrate:

(37) i think the first one er *putting* a barrier erm the audiences [referring to hand clasping of a speaker in the photo] (Lecture; Gestures and body language; Student 41)

(38) unfortunately, we don't have any picture that a people, a person *swimming* in the lake (Informative speech; Lake Hillier; Student 46)

(39) they *will* mentally *arguing* with you and asking questions raising objections and creating counter arguments ['they' refers to 'the audience who will oppose your ideas in one of your speeches in the future'] (Mini-lesson presentation; Methods of persuasion; Student 50)

In these examples, the speakers did not use an auxiliary form before the progressive.

In fact, they should have used 'is' in the first two utterances and 'be' in the last one before the verbs.

(40) the event took part on twenty sixth of april in the nineteen eighty six. the town (ed) was abandoned after a day. the people *was escaping* from an enemy. an enemy they could not see, they could not hear and they could not feel, but they had to fight from it (Informative speech; Ghost city Pripyat; Student 45)

(41) <INSTRUCTOR> why is eye contact important?
</INSTRUCTOR> it's because you see the people who *is not listening*
to you (Lecture, Gestures and body language, Student 39)

Here the students used auxiliaries before the progressives, but they were inappropriate due to their disagreement with the subject of the sentence. In both of the utterances, the subjects were in plural form, but the auxiliaries were singular. Thus, in the first item the speaker should have said 'were escaping' instead of "was escaping" and in the second item the speaker should have preferred 'the people who are not listening' rather than "the people who is not listening".

Up to now, it has been mentioned that the L1 Turkish preservice teachers of English used the progressive construction in 522 of all obligatory contexts and in 96 % of all these native-like uses the progressives were accurate in form and in agreement with the subject of the utterances.

However, there were also obligatory contexts in which these Turkish speakers of English neglected to use the -ing form. They were made up a total of seventy-four cases. In most of these cases, the participants preferred to use the Present Simple instead of the Present Progressive:

(42) if you made a choice between a hamburger and a plate of vegetable, then which one would you choose. be honest. if you think in the same with obama, then your brain functions normally (Informative speech; Harmful effects of fast food-Benefits of vegetables; Student 18)

(43) as you can see in the example, doctor talks about the languages, saying that it can burn stars, raise up (impa) emperors (Mini-lesson; Speaking to inform; Student 20)

(44) as i do right now for speeches and we have to we have to get prepared ['and' is unnecessary] (Persuasive speech; All Fled students should carry out arranged marriages; Student 63)

(45) imagine that you are walking through the road and someone who is beautiful or handsome is coming to you at the same time... you (n) realize [have realized] that the person looks at you as you do (Persuasive speech; Get rid of captivity of love and make your spirit free; Student 60)

(46) they draw the attention of public ['they' refers to 'famous fashion designers who have just come to İstanbul'] (Fun speaking activity; Fled TV-News; Student 38)

(47) er in usa er many groups er many groups try to make this thought possible and nate er started to study in this field er to reduce the er seventeen million waste in use (Informative speech; Edible packaging; Student 42)

(48) most of you live far away from your parents and erm they send you a lot of money [during university years] and they earn that so so hard (Persuasive speech; University students should work and earn their own money; Student 19)

(49) and today many nation fight with each other for the (s) for the sake of their languages. but the they will replace it with english. and all the fights will (mε) will won't make any sense (Persuasive speech; The use of English should be restricted to England and America; Student 43)

(50) they lose their humanistic functions gradually, while they are living in the hall [referring to Fled students] (Fun speaking activity; Fled TV-News; Student 2)

(51) in order to solve crowd-based problems, people should live in shift. for example half of the people should live in daytime while others live in at night @@ (Persuasive speech; People should live in shift; Student 55)

(52) while men prepare every details of this meeting [for marriage proposal], women is getting ready for this night and to look more beautiful and enjoy the night (Persuasive speech; Women should make marriage proposal to men; Student 43)

The participants talked about actions in progress at the time of speaking in the first four examples (42-45), temporary situations in the next four items (46-49) and a developing and changing condition in (50); and they referred to something, in a general way, that may be going on at any time in the items (51) and (52). All of them are the functions of the progressive (Biber et al., 1999, Celce-Murcia & Larsen Freeman, 1983; Close, 1975; Comrie, 1976; Conrad & Biber, 2009; Leech, 1971; Leech & Svartvik, 2002; Svartvik & Sager, 1977; Swan, 1980; Quirk et al., 1985), thus they constitute obligatory contexts for this construction. However, the

participants did not prefer the –ing form here; in other words, they neglected to use the progressive in its standard contexts.

Furthermore, the same L1 Turkish L2 English speakers used either the Past Simple or the Present Perfect instead of the Present Perfect Progressive in some utterances:

(53) actually since we heard about this, all meteorologists erm studied on this and er we have searched all sources to come up with an explanation [this refers to the situation of China which is in blue] (Fun speaking activity; Fled TV-News; Student 17)

(54) doctors have been try, have tried to find a proper (ka) er cure for this ['this' refers to 'Lipodistrophy'] (Informative speech; Lipodistrophy; Student 64)

(55) [showing an unfinished t-shirt]...one of my friends er sewed this. she didn't finish this but I think this seems good now ['this' refers to 'the t-shirt that is still being sewed'] (Persuasive speech; You should sew your own clothes; Student 52)

These examples are all temporary situations which started in the past and are leading up to the present moment, therefore they should have been used in the progressive aspect according to Standard English.

Similarly, one participant referred to an action which was in progress until it was interrupted by another past action by using the Past Perfect rather than the Past Perfect Progressive, which was the standard structure for such a context:

(56) what did happen. the place where you had worked had collapsed [should be 'collapsed'] (Informative speech; Ghost city Pripyat; Student 45)

Lastly, in a very few of neglected obligatory contexts, the L1 Turkish preservice teachers of English either dropped the '-ing' suffix from the main verb or added the past participle suffix 'ed' instead as the items (57-60) demonstrate:

(57) they are not used (ju) used gestures ['they' refers to 'the men whose hands are clasped in the photo'] (Lecture; Gestures and body language; Student 20)

(58) <SU 1> do you know what (ifs) [is] fled 102? </SU 1> *why are you ask (Lecture; Rhetorical features of speech and rule of three; Student 27)

(59) i am planned my speech also [at this very moment] (Informative speech; Some truths about eyes; Student 50)

(60) remember the king's speech, the movie that we watched for this class in the beginning of the (ji) of the year. *the king in the movie was stammer (Persuasive speech; Let's sing to speak English; Student 2)

The structures in item (57) and (59) are passives. Though they seem grammatical at first sense, they are not appropriate for these sentences actually, which should have been formed in active voice, thus needed ‘-ing’ suffix, not ‘ed’. When it comes to the other items (58) and (60), they are not grammatical as the asterisk in the beginning shows. The ‘-ing’ should have been added to the main verbs ‘ask’ and ‘stammer’ in order to turn the sentences into meaningful units. There were such six inaccurate and ungrammatical cases in the whole spoken data of Turkish speakers of English.

All in all, the quantitative analysis regarding to the first research question showed there were 596 obligatory contexts of the progressive construction in the academic spoken data of Turkish preservice teachers of English. 522 instances, 88 %, were made up of the native-like uses of the –ing form, but the rest seventy-four cases, 12 %, were the neglected standard contexts of the same form (see Figure 1).

All Obligatory Contexts of the Progressive

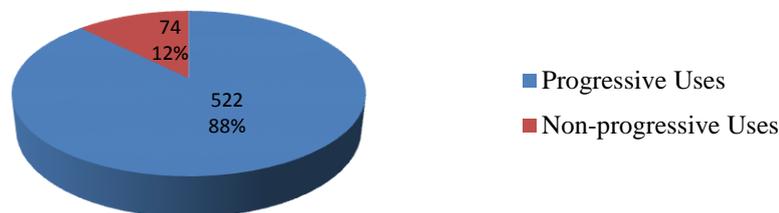


Fig. 1 The frequency and the percentage of progressive and non-progressive uses

In Table 7 the number of progressive and neglected progressive, namely non-progressive, uses in each standard function of the progressive construction are demonstrated one by one.

Table 7. The Numbers of Progressive and Non-progressive Uses in Each Standard Function of the Progressive Construction

Functions of the Progressive	The Number of Progressive Uses	The Number of Non-progressive Uses
An action in progress at a specific time	170	44
Temporary situations	55	20
Temporary habits	5	-
A changing situation/ a process	23	1
Iterative/Repetitive meaning with momentary verbs	6	-
Giving emotional comment with frequency adverbs	6	-
A general way of talking about something that may be going on at any time	170	4
Anticipated happenings in the future	24	-
A future event taking place 'as a matter of course'	10	-
Longer background actions especially in when/while sentences	25	-
An event which started in the past and is continuing up to the present moment	22	4
A past event which was in progress until another past event interrupted it	6	1
An event which will be in progress until a particular event or time in the future	^a -	-
	Total in number	522
	Total in percentage	88 %
		74
		12 %

Note: ^a-= There are no such cases.

The second research question explores whether the L1 Turkish speakers of English extended the use of the progressive to non-standard contexts and if they did so, to which contexts they extended this form. In the related literature, two researchers Ranta (2006) and Björkman (2008, 2010) found, in addition to many standard uses of the progressive construction, some non-traditional, namely non-standard linguistic contexts in which L2 speakers used the -ing form, including general truths or habitual activities, points in time and with statives, where native speakers prefer the simple form. Ranta and Björkman based their studies on L2 English speakers from different L1 backgrounds studying in Europe. As for the purpose of this study, it

aimed to explore if the L1 Turkish preservice teachers of English in an English-medium university had the same tendency or not.

The quantitative analysis of the academic spoken data of L1 Turkish L2 English speakers revealed a total of 693 progressive uses. The majority of these uses, 522 cases, were comprised of native-like, standard uses as exemplified through items (1-36) before. The rest of the uses, that is 171 cases, were non-standard or extended uses the progressive –ing form, which did not fit into the categories that are provided by traditional grammars.

When 171 cases of extended uses were analyzed qualitatively, it was found that there were four nontraditional linguistic contexts where the progressive was used in nonnative-like way and each extended use was classified under the suitable category. The first verb group which was combined with the progressive in this research, contrary to the descriptions in Standard English was *stative verbs*. According to Leech (1987, p. 8), statives are “undifferentiated and lacking in defined limits”, and also they involve no dynamicity and they persist over time. Thus, present statives are expressed with the Present Simple with its unrestrictive use while the ended states are referred by the Past Simple. However, the participants of this study used the progressive with different classes of the statives:

(61) now, we *are hearing* the situation (Fun speaking activity; Fled TV-News; Student 4)

(62) we *are just memorizing* the wars between them and others ['them' refers to 'our ancestors'] (Informative speech; Charities in Ottoman Empire; Student 55)

(63) they *are understanding* the world er not theirs er eyes but their hands by (ta) touching ['they' refers to 'blind people'] (Informative speech; Blindness; Student 32)

(64) while he was killing people, he *was thinking* that god comments him ['he' refers to 'Albert Fish'] (Informative speech; Albert Fish; Student 39)

(65) if you *are not believing* your idea how can you expect that others would believe it (Mini-lesson presentation; Methods of persuasion; Student 27)

(66) and mike *were knowing* him because it was their dog ['him' and 'it' refer to 'Tina, a dog'] (Mini-lesson presentation; Methods of persuasion; Student 55)

(67) they *are loving* that [this refers to 'beautiful girls/handsome boys' love marrying 'handsome boys/beautiful girls'] (Persuasive speech; Beautiful girls and ugly boys or handsome boys and ugly girls should marry; Student 41)

(68) i *am missing* my friend very much (Fun speaking activity; Fled TV-News; Student 58)

(69) i *am looking* so english (Lecture; Gestures ad body language; Student 55)

(70) ...economically speaking people think that get we getting married we *should be owning* your own money and economically independent (Persuasive speech; Lovers should be allowed to get married at university; Student 30)

The verbs in these examples denote perceiving (e.g. *hear* in item 61), an intellectual state (e.g. *memorize, understand, think, believe, know* in items 62-66), a state of emotion (e.g. *love, miss* in items 67-68) and a kind of relationship (e.g. *look [seem], own* in items 69-70). All of these classes of statives are generally labeled 'non-progressive' (Celce-Murcia & Larsen-Freeman, 1983; Leech, 1987; Leech & Svartvik, 2002). But, in this study L1 Turkish L2 English speakers preferred to combine fifteen stative verbs with the progressive aspect as shown in the items (61-70).

Here, it is also necessary to mention two special verbs 'live' and 'work'. There are some disagreements about the classification of these verbs as stative or dynamic.

Simon lived in London. He lived there all his life (a permanent state).

Linda was living with her aunts until she could find a new flat (a temporary state).

My father works as an engineer (a permanent state).

I think he is not working today (a temporary state).

As these example sentences demonstrate when they describe more temporary situations, they act like dynamic verbs and they are likely to be used in progressive. But, when they describe permanent or long-lasting states, they act like stative verbs and are used in a simple tense. So, these two verbs can be used in dual sense and it is required to examine the sentence structure and the context to determine if they are used to give a stative or dynamic meaning (Will, 2012). There were six progressive instances of ‘live’ and ‘work’ found in the spoken data of this research as in these examples:

(71) you had to leave your town as well because you *had been working* in chernobyl nuclear nuclear power plant and you were living in pripyat (Informative speech; Ghost city Pripyat; Student 45)

(72) she *was living* buckingham palace ['she' refers to 'Queen Elizabeth'] (Mini-lesson presentation; Speaking to inform; Student 58)

(73) a lot of people *working* cosmetic-producing business (Persuasive speech; Cosmetic products are not only beneficial but also essential to your health; Student 3)

In the items (71) and (72), ‘live’ denote staying or being alive in somewhere, in Pripyat in the first one and in Buckingham Palace in the second, during a whole life and the item (73) tells that many people work as a cosmetician in cosmetics sector. In other words, these verbs describe permanent situations. Therefore, they should have been used with simple tenses according to Standard English, but the participants of the present study preferred the progressive in a nonnative-like way. If we add the six instances of ‘live’ and ‘work’ to the other cases of progressivised stative verbs (the

items 61-70), it makes up a total of twenty-one nonstandard or extended use of the progressive in this verb group.

Secondly, the progressive in the academic spoken data of the L1 Turkish preservice teachers of English was used with verb groups that denote *general truth or validity* as seen from the items (74-83):

(74) our mind *is not inventing* faces, we see real images of real people, but we may not remember or know them (Informative speech; Dreams; Student 33)

(75) er but however, fortunately with the brain that *is functioning* normally, er these occurrences last very short ['these' refers to the symptoms of *jamais vu*] (Informative speech; *Jamais vu*; Student 31)

(76) years *are passing* and we do not realize (Persuasive speech; All Fled students should visit and help old people in nursery homes for 3 hours in a week; Student 21)

(77) there was [is] a food which *making* you cry. it was [is] onion (Informative speech; Watermelon in Turkey; Student 13)

(78) because we are not educated to er realize this fundamental process [transformational breathing], 90 (p3) more than 90 (p3rse) er percent of us *using* less than half of our capacity (Informative speech; Transformational breathing; Student 28)

(79) glossophobia *can be delimitating* especially in the context of art business or educational or, professional career (Informative speech; Glossophobia; Student 37)

(80) it *is surrounding* this neighbourhood ['it' refers to 'Yusuf Ziya Paşa Mansion'] (Informative speech; Haunted House; Student 39)

(81) speaking about process includes chronological order because you *are explaining* the step, you can just er talk about the outcomes and then go to the beginning of the speech, you have follow chronological order (Mini-lesson; Speaking to inform; Student 28)

(82) as i mean 'expressively' you should use moderate you should being moderately fast when you are speaking and you *must be using* a vivid and clear language (Mini-lesson; Methods of persuasion; Student 27)

(83) also some studies show that chewing gum *is er working* [for preventing tooth decay]. and erm while we chew gum we produce saliva. and er it cleans your teeth (Persuasive speech; Don't use toothbrush or toothpaste to avoid tooth decay; Student 16)

According to Leech (1987, p. 6), “the Simple Present is suitable for employment in the expression of ‘eternal truths’, and so is found in scientific, mathematical and other statements made ‘for all the time’.” Considering this description, the preference of the progressive while referring to general truths or valid situations in twenty instances by the participants of the present study constituted an extended use of this form.

Another use of the Present Simple is to refer to present *habits and regulations*, and as Leech (1987, p. 9) states “the habitual present represents a series of individual events which as a whole make up a state stretching back into the past and forward into the future.” However, in this research the participants combined the Present Progressive with several present habits and regulations:

(84) <INSTRUCTOR> so, you go around technically lots of people that are ugly? huh? What kind of habit is? </INSTRUCTOR> no, I *am choosing* all the types but (Lecture; Gestures and body language; Student 41)

(85) you *are spending* a lot of money to buy different things (Fun speaking activity; Fled TV- Adverts; Student 55)

(86) there is a guy at the top of the hill which rolls down the cheese and after second of the releasing all of the participants *running* down the hill just for the (tʃə) catch this cheese (Informative speech; The Cooper's Field Cheese Rolling Festival; Student 20)

(87) other characteristic of (popula) of them is they *are marching* exactly on exam time marching in protest ['they' refers to 'activist students'] (Informative speech; Boğaziçilian; Student 22)

(88) in these programs er people *are trying* to persuade each other to marry ['these programs' refers to 'Dest-i Izdivaç'] (Mini-lesson presentation; Methods of persuasion; Student 55)

(89) she *is* always *choosing* [being chosen] the most credible er woman on stage on tv. maybe it is because she always saying er my sisters let me sacrifice myself for you @@ ['she' refers to 'Seda Sayan'] (Mini-lesson presentation; Methods of persuasion; Student 55)

(90) when it comes to you er boys do you know that the shoes you *are buying* er such as reebok or nikey are just just made as er fashion accessories (Persuasive speech; You should walk bare foot; Student 49)

(91) the people from other countries (kan) countries er eating *are* already *eating* a (ðε) that ['that' refers to 'the meat of other animals other than cow, sheep, fish or chicken'] (Persuasive speech; We can eat other animals' meat besides cow, ship, fish or chicken, Student 15)

(92) they *are* not *asking* for you or others to stand up so they can sit [in a transportation vehicle] ['they' refers to 'elder people' and 'not' is wrongly used in this context] (Persuasive speech; To keep your seat in a transportation vehicle; Student 49)

(93) lots of women *are complaining* about their husbands. er they say they aren't show [shown] fair attitude and they have to do all cleaning cooking. and they need to take care of children as well (Persuasive speech; Women should marry their best friends; Student 1)

(94) er for example in some restaurants like kebab saloons mc donalds or burger king we *are eating* with our hands (Persuasive speech; We should eat with our hands; Student 55)

(95) some people may think that they like they shopping malls and they need them. but if you lack shopping malls do you think ah we will die. what *were* old people *doing* er in a hundred years ago. let's not go that far. let's say fifty years ago (Persuasive speech; All the shopping malls should be eradicated; Student 68)

(96) when we turn back from the our summer vacation, we *are* (f) *feeling* depressed (Persuasive speech; The summer vacation should be banned; Student 62)

(97)... they *are saying* that animals are alive and you shouldn't abuse (o) live things living things then the plants are alive too. we shouldn't abuse them too ['they' refers to 'vegans'] (Persuasive speech; No one should be vegan; Student 28)

Similarly, habitual, namely repeated, events in the past is referred by the Simple Past and this give the same meaning as 'used to' construction (Leech; 1987); an example of this is *In those days I enjoyed playing tennis (=I used to enjoy...)*. But, the participants of the present study used the Past Progressive to refer to some past habits as in the items (98-104):

(98) ... charities [in Ottoman] *were* not *showing off* and they *were* not *saying* that they were a member of Grey peace or some other names

['they' refers to 'people investing money to charities'] (Informative speech; Charities in Ottoman Empire; Student 55)

(99) it look like a blanket belted on the waist and it *was covering* your shoulders as well ['it' refers to 'kilt'] (Informative speech; Kilt; Student 55)

(100) because there were, there are muslims in the area of assyrian's live, it was not easy for them to produce wine. so, they *were not selling* [wine to] the muslims even they wanted (Informative speech; Assyrian Wine; Student 28)

(101) once upon a time, when the paper was so precious and expensive, er samurais *were giving* each other papers as a special gift (Informative speech; Crane in Origami; Student 18)

(102) richard carlie *was er selling* some provoker books (Informative speech; Book vending machines; Student 71)

(103) in ottomans, in order to prevent people from getting becoming becoming ill, there was a charity. this charity *was putting* ash on the spits and other things that can cause a disease (Informative speech; Charities in Ottoman Empire; Student 55)

(104) they're *were cutting* one of their breasts er to use more efficiently er weapons ['they' refers to 'Amazons'] (Informative speech; Amazons; Student 59)

The use of the Present Progressive and the Past Progressive for habits and regulations in present and in the past respectively by Turkish speakers of English accounted for the third extended use with a total of 116 instances.

Finally, apart from applying the progressive on stative verbs, general truths and habits and regulations, the L1 Turkish preservice teachers of English occasionally used the progressive in contexts where they referred to *points in time* demonstrated in the items (105-109):

(105) i think the other guy *is too sending* his hands at back ['guy' refers to the man in the video whose hands are clasped behind his back] (Lecture; Gestures and body language; Student 64)

(106) after focusing, on it, you just imagine in your mind that you *are leaving* your body, you are getting up and er now you are in your astral travel (Informative speech; Astral Travel/Projection; Student 56)

(107) and sometimes she *was choosing* me as her victim and she was talking to me ['she' refers to 'a high school friend of the speaker'] (Informative speech; Reading people's dreams; Student 21)

(108) at this semester break when I go [went] home my father always *opening* news (Persuasive speech; We should put a GPS device inside every person just after birth; Student 51)

(109) in iowa, you are er if you have a girlfriend (oj) or (bo) boyfriend, you can, be guilty because after erm five minutes of, kissing @@ in public er you *are breaking* the rules (Informative speech; Dump laws; Student 7)

There are momentary verbs, in other words achievement verbs, in each example like *leave, choose and break*, and in these contexts they do not denote an iterative or a continuous situation, thus there is no need to use the progressive aspect to attribute duration to them (Celce-Murcia & Larsen Freeman, 1983; Leech, 1987; Leech & Svartvik, 2002). Nevertheless, such fourteen verbs were used in the progressive aspect by some speakers in this study as if they were reporting a repetitive moment.

All in all, the quantitative analysis the data related to the second research question revealed that there were 693 progressive cases, 522 of which (75 %) made up of the standard uses and 171 of which (25 %) covered extended uses of the –ing form (see Figure 2):

All Progressive Uses

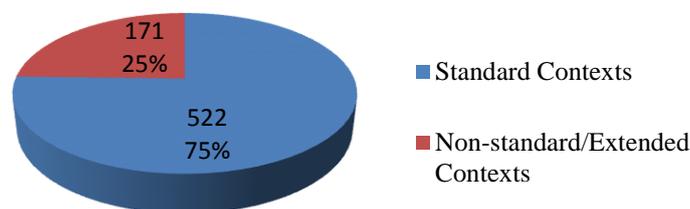


Fig.2 The frequency and the percentage of standard and extended progressive uses
When the extended uses were analyzed qualitatively, it was found out that there were four different non-traditional contexts for the progressive construction, including

statives, general truths or validity, habits and regulations and lastly points in time.

Both the frequency and the percentage of each of these four categories in all of the nonstandard progressive uses are summarized in detail in Table 8.

Table 8. The Number and Percentage of Each Extended Progressive Uses

Extended Uses of the Progressive	The Frequency	The Percentage
Statives	21	12.3
General truths or validity	20	11.7
Habits and regulations	116	67.8
Points in time	14	8.2
Total	171	100 %

As Table 8 shows, the number of progressive use in habits and regulations was much more than those of the other categories. It was followed by statives and general truths, which have approximately the same instances. Lastly, the number of contexts where points in time were denoted by the progressive is the least one. In Figure 3, the distribution of all four extended progressive uses is graphed.

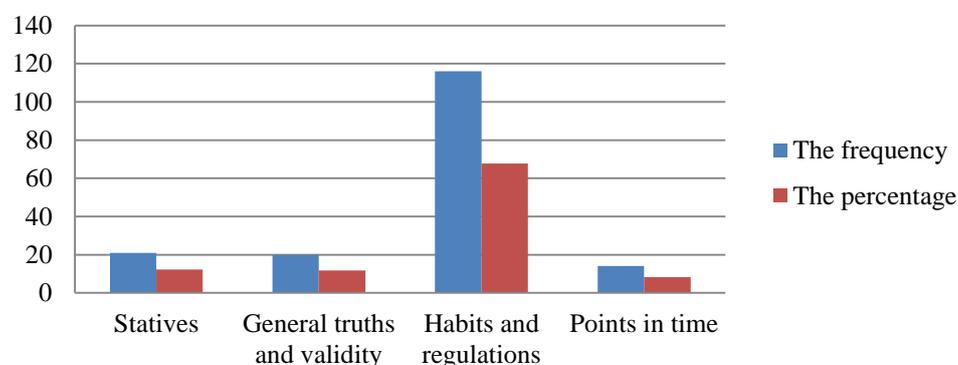


Fig. 3 The distribution of each extended progressive use in all nonstandard contexts

The third research questions asks to find out the most common verbs and lexical aspect types (stative, activity, accomplishment or achievement) used in the progressive form in the spoken data of the L1 Turkish speakers of English. This question required the researcher to compare the European and Turkish speakers of English in terms of their preference for individual verbs and lexical aspect types to

use in –ing construction. As Ranta (2006) gave the rank order of the twenty most frequent verbs occurring in the progressive both in non-native speaker and native speaker English, the present study offers a rank order of twenty most common verbs in the academic speeches of Turkish preservice teachers of English.

Table 9. The Number of Occurrences and Percentage of the Most Frequent Verbs in the Progressive in L1 Turkish-L2 English Speakers' Academic Speeches

Verbs	^a N	^b %
talking	44	7.7
saying	33	5.8
doing	26	4.5
trying	24	4.2
living	19	3.3
looking	15	2.6
getting	14	2.4
sleeping	14	2.4
listening	11	1.9
thinking	11	1.9
working	11	1.9
coming	10	1.7
walking	10	1.7
speaking	9	1.5
suggesting	9	1.5
waiting	9	1.5
dreaming	8	1.4
50% cut-off point		
-----	-----	-----
-	-	-
going	8	1.4
lying (tell lies)	8	1.4
having	7	1.2

Note: ^aN = Number of occurrences of each verb.

Note: ^b% = Percentage of each verb in all progressives occurring in the data.

There were a total of 566 progressive verb forms found in the spoken data of the present study. As it can be seen from the Table 9, seventeen verbs out of twenty most frequent progressive verbs accounted for 50 % of all the uses, which is nearly the same in ELFA where sixteen verbs constitute half of the progressives. Considering the fact that the use of progressive is concentrated on fewer verbs (twelve verbs in

MICASE) in native speaker English, it could be claimed that use of the –ing construction in L2 data is more widely distributed and the form is used more freely or in more diverse contexts.

If a closer look is taken at the individual verbs in ELFA corpus and in academic spoken data of Turkish preservice teachers of English, it can be seen that although the most common progressive verbs are the same, there are some striking differences in the frequencies of some of the verbs. For instance, *talking* and *saying* are more frequent by a half in L2 English data of Turkish speakers. But, the other verbs appear more in ELFA corpus. For example, *working*, *coming* and *thinking* are used as twice and *going* is found three times common in ELFA as in L2 English academic speeches of Turkish speakers. Besides, *doing*, *trying* and *looking* are combined with the progressive more by Ranta's participants compared to the participants of the present study. This discrepancy in the results can be attributed to the data-related factors. The ELFA includes academic events like lectures, seminars, thesis defences, conference discussions and presentations where English is used as a lingua franca between 650 speakers from fifty-one distinct first languages. Ranta (2006) based her own research on 0.3-million words from this corpus. However, this research depended on a small-scale corpus which consists of 15,574 words compiled from seventy-three students attending to a speaking course though a two-month period. So, it is not very intriguing to face much more frequent occurrence of the progressive form in ELFA.

Moreover, when the lexical aspectual types of each progressive verb in academic spoken data of Turkish preservice teachers of English were examined, it was discovered that the majority of the verbs which were progressivised in this study

(366 cases; 65 %) were activities, which were followed by accomplishments (148 cases; 26 %) and then achievements (thirty-six cases; 6 %). Also, there were some instances of stative verbs (sixteen cases; 3 %) combined with the progressive construction (see Figure 4).

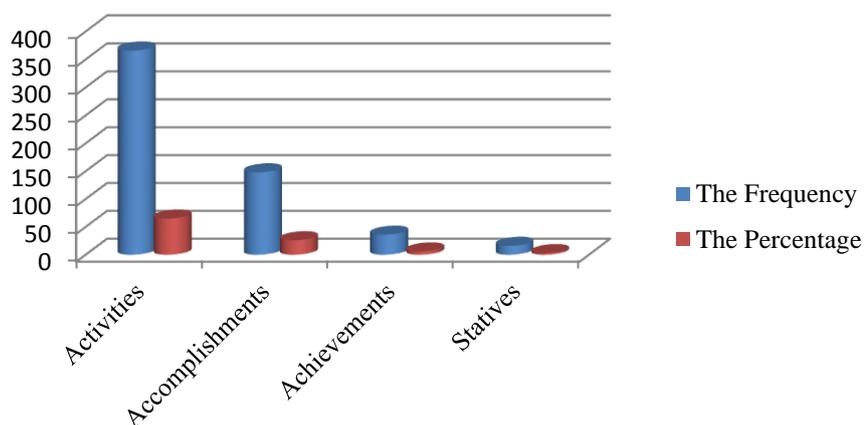


Fig. 4 The distribution of each lexical aspect type in all progressive uses

The basic semantic function of the –ing form is to indicate that an activity is in process, that is it has some duration (Bardovi-Harlig, 2000). So, the features of the verbs from the dynamic lexical aspects including activities, accomplishments and achievements are compatible with the progressive meaning and their combination denote a continuing occurrence of a temporary state of affairs or a repeated movement. But, statives cannot be used with the progressive at all, as the notion of ‘something temporarily in progress’ cannot always be applied to them. Supporting this, the participants of this research usually preferred to use this specific grammatical construction with the verbs from the dynamic lexical aspect types, particularly with activities and accomplishments, while they used only a few statives with the progressive form in their academic spoken data.

To sum up, this section presented the results of both quantitative and qualitative data analysis regarding the use of progressive –ing construction in academic speeches by seventy-three L1 Turkish preservice teachers of English. The findings revealed that in 88 % of all the obligatory contexts for the progressive these L2 English speakers used it, but the rest, namely 12 %, exemplified the neglected standard contexts of the same form, where they preferred non-progressive structures like the Present Simple, Past Simple or Present Perfect. Moreover, when all the progressive forms collected from FLED 102 course were explored, there appeared, in addition to many instances of native-like uses (75 %), some non-standard or extended contexts of the –ing construction (25 %). There were four different such extended contexts faced in this research, including statives, general truths or validity, habits and regulations and points in time, in which Standard English insists on simple forms. Finally, the individual verbs used in progressive by the participants of the presents study were given attention and it was found they were generally members of the dynamic lexical aspect types, particularly activities and accomplishments, while just a few ones were statives.

CHAPTER 5

DISCUSSION

The objective of this research is to explore the progressive use by the L1 Turkish preservice teachers of English in a Turkish academic context and to evaluate their use with regard to an ELF perspective. These L1 Turkish L2 English speakers were freshman students at Foreign Language Education Department in an English-medium university and they were taking a speaking course at the time of the study. Their spoken data were collected through videorecordings and it consisted of a variety of speaking activities, including group mini-lesson presentations, individual informative and persuasive speeches and spontaneous fun speaking activities. The related parts of these videorecordings were transcribed and analyzed quantitatively and/or qualitatively to find out the answers of the research questions regarding the progressive –ing form.

Related to the first research question, the quantitative data analysis was employed to answer in how many obligatory contexts of the progressive construction the L1 Turkish speakers of English used the –ing form in native-like way and in how many obligatory contexts they neglected to use this form. This question asks whether the participants of the present study know the semantics of ‘–ing’ morpheme, in other words, whether they have acquired this construction with its form and functions. Only if they are sufficient in terms of their knowledge on the progressive –ing form can the present research work out to explore and reveal the contexts in which the participants consciously use this specific grammatical construction. In acquisition literature, to measure if a learner has acquired a grammatical form, the term “obligatory context” is brought out. Firstly, Brown (1973) uses this term in his

morpheme order studies in First Language Acquisition and defines each obligatory context of a morpheme as “a kind of test item which the [subject] passes by supplying the required morpheme or fails by supplying none or one that is incorrect” (p. 255). Once a morpheme is present in 90 % or more of its obligatory occasions, it is considered “acquired”. His technique leads to similar studies in Second Language Acquisition research and they expect at least 90 % accuracy in all obligatory contexts to accept that the morpheme is acquired. Nevertheless, some researchers oppose this idea by noting acquisition needs to be measured differently between first language learners and second language learners. Even though most L1 learners can reach even 100 % accuracy, 90 % is not a realistic expectation for second language students, especially for adults. For instance, Gass and Selinker (2001, p. 58) states “one needs to consider not only the actual forms, but also the context in which the forms occur.” Their claim takes some importance away from 90 % accuracy, namely whether it is used correctly all the time or not, but it becomes more important for the learner to use it in their output. They believe that in order for a learner to use a grammatical item, they must have some idea of its form and use. On the other hand, if a morpheme is avoided, the learner is probably not comfortable using it, and it doesn't belong to them. Then, seeing a morpheme in more than half of the obligatory contexts, for instance in 60 %, might mean it is not avoided and it is confidently used in output (Gass & Selinker, 2001). In addition to this production-focused outlook brought to the acquisition field, several researchers like Echevarria and Prevost (2004) and Miller and Cuza (2013) start to take 85 %, not 90 %, as the acceptable level of accuracy in their contemporary studies.

The study results with regard to the first research question may be discussed taking all these arguments into consideration. There were a total of 596 obligatory contexts for the progressive. In 522 cases (88 %), the L1 Turkish preservice teachers of English used the –ing form as the native speakers prefer. However, in the rest seventy-four contexts (12 %), these L2 English speakers neglected to use the same form. As the frequencies indicate, the participants did not avoid uttering the form, suggesting they have some knowledge about the form and functions of the progressive. Besides, 88 % is above the acceptable level in most recent acquisition studies (85 %), and even very close to the optimal accuracy rate (90 %) desired and used in such traditional morpheme order studies as in Brown (1973). All this shows that the participants of this study know the semantics of the progressive form and use it accordingly most of the time.

The high proficiency of L1 Turkish L2 English speakers in the progressive use, especially in their speeches, brought out another point. According to Akbarov (2012), speech production is a highly complicated and extremely rapid process, so the process of conveying thoughts through articulated speech is very difficult. Also, the stress caused by speaking context with many listeners and a speaking task needed to be done in some time-limits can give rise to speech errors, thus some breakdowns can occur (Brown & Yule, 1983; Dell, 2008). Considering FLED 102 environment and different spoken tasks to be done like mini-lesson presentations, informative and persuasive speeches and spontaneous fun speaking activities, it could be very true to say that the participants in this study were generally very successful in their production in terms of the progressive construction.

As for the second research question, it necessitated to explore the syntactic use of the progressive construction in all cases and to see if Turkish speakers of English used that form only in native-like ways or there existed any examples of non-native-like use of that form. A total of 693 progressives were found in the academic spoken data which were compiled through the present study. The majority of these uses, 522 cases (75 %), were comprised of standard ones while the rest 171 cases (25 %) were non-standard uses of the –ing form, not fitting into the categories provided by traditional grammars, like in contexts referring to general validity and truths, habits and regulations, points in time and with statives. Before discussing the possible reasons why these L2 English speakers preferred to use the progressive in such extended contexts where native speakers usually use the simple form, it is necessary to remind the study of Ranta (2006) who found similar results. Her intention was to examine authentic spoken L2 English from a fresher and a more communicative perspective, namely that of English as a lingua franca. With the help of a spoken corpus consisting of authentic ELF speech in academic settings, the ELFA, she explored the use of the progressive –ing construction between speakers from diverse linguistic backgrounds. Another corpus, MICASE including academic speeches of native speakers was used as a reference point. While most cases in MICASE (98 %) fell into the traditional categories of use for the progressive like currently on-going or temporal situations, repeated or continuous actions, denotations of processes and near future plans, native-like uses in ELFA accounted for 87 % of all the progressives. Thus, the rest 13 % was made up of extended uses, which are the same ones encountered in this present study. Considering the nature of ELFA corpus providing nonnative speakers of English from fifty-one L1 backgrounds, Ranta

(2006) claimed that the extended use of the progressive construction in L2 English is not purely a mother tongue dependent feature or general interference from an individual L2 speaker's L1. She also added that it is not caused by target language input or teaching related factors as they surely differ in different parts of the world. Thus, she looked for other reasons behind the attractiveness of the progressive in spoken L2 English. Firstly, by referring to MICASE, she noted that in native speaker English the progressive form is generally used in traditional contexts and if they choose the progressive in cases where the progressive and the simple form are both allowed, they do so for stylistic reasons: to make what they say "more lively and vivid" (Potter, 1975, p. 120) and to convey "subtle changes of meaning" (Scheffer, 1975, p. 110). On the other hand, the stylistic explanation, as Ranta (2006) argued, is not applicable for the extended use of the progressive in ELFA as in ELF the construction has spread totally new areas that are not seen in MICASE, like points in time, "where it is difficult to see what stylistic gains could be made with the use of the progressive" (p. 111). Then, based on the finding that the -ing morpheme is acquired earlier in L2 English (Dulay & Burt, 1974), Ranta (2006) determined to look for the attractiveness of the progressive in the grammatical form itself. The verb is regarded as the most essential part of a sentence which carries the core information in an utterance and adding the auxiliary 'be' and the ending '-ing' to a verb makes it more prominent in the speaker's utterance. This is what one needs to draw interlocutors' attention easily and speak as clearly as possible in an ELF situation where mutual intelligibility is a high priority. After noticing L2 English speakers mostly extended the use of progressive in monologic sequences in which they must be much more clear and understandable when compared to group speeches, Ranta

(2006) thought L2 English speakers benefit from the saliency of the progressive -ing, that is they use its “the communicative value” (p. 112). Her claim is strengthened by the fact that the extended uses are almost never subject to any self-corrections in contrast to frequent self-repairs of other grammatical constructions in ELFA. In other words, these uses are not found distracting or anomalous by the speakers themselves. Thereby, Ranta (2006, p. 112) concluded that the *expressive* reason resides in the extended use of the progressive to statives, general truths, habits or points in time and the speakers seem to be functionally motivated to utilize this strategy for the sake of being expressive enough in their speeches.

In this present study, both monologic and dialogic/ polylogic speeches were videorecorded and analyzed. While two informative and two persuasive speeches were categorized as monologues, mini-lesson presentations and role-plays were classified as dialogues or polylogic speeches. According to the quantitative analysis regarding the distribution of the extended progressives in each of these speaking types, the nonstandard uses were seen more in monologic speeches (143 cases, 84 %) than in dialogic or polylogic ones (twenty-eight cases, 16 %) (see Figure 5):

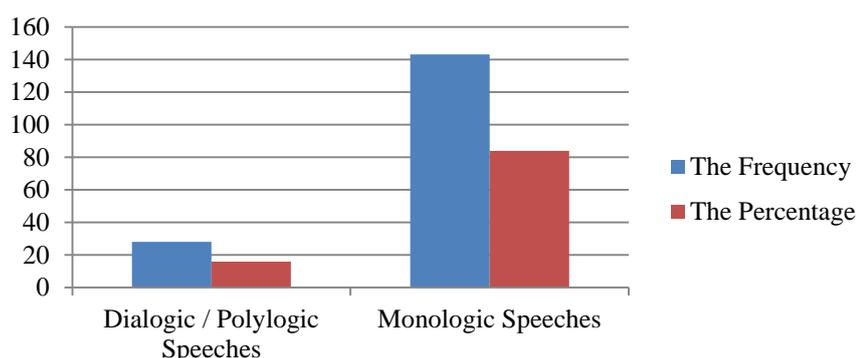


Fig. 5. The distribution of extended uses of the progressives in each speech type

In short, Turkish preservice teachers of English used the progressive structure in their utterances and even they extended this form to nonstandard contexts, especially to

individual speaking activities. In most extended cases, they used a full auxiliary *be* rather than a contracted one and did not make any kind of self-correction as shown in these utterances:

(110) [we thought] we would be experts after all the classes and exams. but er instead of doing this we *are memorizing* all the things and *forgetting* completely everything after the exam [during our university years] (Persuasive speech; Do not overvalue GPA in universities; Student 30)

(111) before (ej) er the speech, you should er consider er it if it is er if er your speech is easy to understand for a, for somebody who *is hearing* your speech for the first time (Mini-lesson presentation; Speaking to inform; Student 49)

Although the verbs ‘memorize’, ‘forget’ and ‘hear’ in item (110) and (111) are stative verbs which are non-progressive in nature, the speakers combined these verbs with the progressive aspect.

(112) er pesticides erm *are spreading* largely because er the pesticides er are carried on the wind and they leave their their residues on plants, on an everywhere (Informative speech; Pesticides; Student 41)

(113) you use something like er something like a grave er everyday...it is a really narrow box er in a very narrow tunnel and with the and it *is working* with the help of er thick er ropes ['it' refers to 'an elevator'] (Persuasive speech; Don't use unsecure elevators of Boğaziçi buildings for your life and health; Student 71)

The Student 41 was talking about the harmful effects of pesticides while uttering this sentence. Even though she expressed something which is true all the time, namely the spreading possibility of pesticides, she used the Present Progressive, for which native speakers prefer the Present Simple. This condition is the same for the Student 71 who was giving information about the working procedure of the elevators. It is a kind of general truth, thus needing to be expressed by the Present Simple according to Standard English rules.

(114) er sleepwalking er (t) there is a symbol, symbolic er behavior that sleepwalkers *are doing* that is what something like that [showing this

gesture] as you all know (Informative speech; Sleepwalking (Somnambulism); Student 57)

(115) he was a kind of (sa) sado-masochist that he *was* ah *stabbing* needles into his victims' and his own genitals and *cutting* them into parts and *eating* them ['he' refers to 'Albert Fish'] (Informative speech; Albert Fish; Student 39)

(116) i don't find any (sə) er meaning to celebrate our birthdays because it is we *are doing* this ah (d) demanding occasion every year (Persuasive speech; We should not celebrate birthdays; Student 69)

In these sentences, the Student 57 was referring to general habit of sleepwalkers in terms of their gestures and body language and Student 39 was informing the listeners about the killing habit of Albert Fish who was a serial killer, but they preferred the progressive in their utterances. As for the Student 69, while she was trying to persuade the interlocutors about not celebrating birthdays, she denoted this habit which is repeated every year by using Present Progressive. However, denoting habits is not a standard function of the progressive construction.

(117) here is another person who was a victim of his own laugh ... he was a [an] ice-cream truck driver. he *was sleeping* in the [at one] night and his wife (wə) wakes up [woke up] and realizing that her husband *was laughing* in at the middle of the night (Persuasive speech; Do not laugh anymore; Student 18)

(118) have you ever looked at people when you are in a bus? when you look at their face, you're *getting* upset automatic (Persuasive speech; We need to use drug, Student 38)

Both of the items (117) and (118) include momentary verbs like 'realize' and 'get upset automatically' and these verbs do not refer to iterative or continuous actions, so there is no need to combine them with the –ing form. But, here they were used in the progressive aspect as if they were repetitive events.

All these examples demonstrate that the L1 Turkish speakers of English had the same tendency as the L2 English speakers in Ranta's study (2006), thus the arguments made in Ranta (2006) seem to be valid for the present research. That is,

the L1 Turkish speakers of English might resort to a kind of grammatical strategy by highlighting the verb with the auxiliary *be* and the morpheme *-ing* so that the message could be received and understood easily by the listeners in the class. The same view was supported by the instructor of the participants. In a discussion session with the researcher, he stated that the students know the form and functions of the progressive but their struggle to express what they want to say sometimes leads to the extensions of the construction. He also mentioned the effect of being graded. Since the students are given scores according to how well they perform in their speaking activities, they pay attention to being clear and understandable. Their attempt to enable clarity and self-expression may result in using the salient structure of the progressive construction even in nontraditional contexts. It is not for sure that the participants in this study and in Ranta are aware of utilizing the saliency of the progressive structure in their interaction, but it is certain that there is something in its form that attracts most L2 English speakers all around the world (Ranta, 2006).

What has been claimed up to now is that the phenomenon that the progressive *-ing* form is extended to non-standard contexts in spoken L2 English is not a mother tongue dependent feature because similar use crops up in the speech of L2 speakers from many typologically different linguistic backgrounds (Björkman, 2008; Ranta, 2006; Platt et al., 1984). However, if this syntactic feature is seen to be compiled specifically in one of the nonstandard contexts, as observed in this present study, the impact of L1 on L2, that is to say the crosslinguistic influence between languages, should be touched upon. The L1 Turkish preservice teachers of English had much more extended uses of the progressive in habits (116 cases) than in the other contexts (fifty-five cases) in their academic speeches (see Table 8 and Figure 3 for details).

Thus, to find out whether there exists an effect Turkish on such a discrepancy regarding the progressive distribution in distinct non-traditional contexts, the progressive in Turkish should be discussed here.

In Turkish, the suffix ‘-(i)yor’ and its counterparts ‘(i)yordu’ and ‘(i)yor olacak’ express an ongoing activity at a specific time in present, past and future tense (Göksel & Kerslake, 2011) as in *Şu anda makalemi yazıyorum* ‘Now I am writing my article’, *O sırada yağmur yağmıyordu* ‘It was not raining at that time’ and *Yarın saat 9’da İzmir’e uçuyor olacaklar* ‘At 9 o’clock tomorrow they will be flying to İzmir’. Nevertheless, apart from giving this temporary meaning as English –ing does, -(i)yor in Turkish can also be used to refer to habitual events or state of affairs (Göksel & Kerslake, 2011):

Pazar günleri spor yapıyorum. ‘On Sundays I do sports.’

Küçükken bisiklet sürmüyorduk. ‘When we were younger, we did not ride a bike.’

By denoting this extra function added to Turkish suffix –(i)yor, thus the difference in the coverage of Turkish and English progressive, Swan and Smith (2001) claimed that L1 Turkish L2 English speakers can have some difficulties with regard to the progressive use and they may inappropriately use the Present Progressive for habitual events or confuse the Past Progressive and the ‘used to’ construction. This is exactly what the participants did in this present study.

(119) ...albert fish *was choosing* his victims from youngs (Informative speech; Albert Fish; Student 39)

(120) i told you that they *are chasing* a cheese, so what is the characteristics of this cheese [‘they’ refers to ‘the participants of the Cooper’s Field Cheese Rolling Festival’] (Informative speech; The Cooper’s Field Cheese Rolling Festival; Student 20)

(121) as you already know that every erm fourteen february er we *are celebrating* the valentine’s day (Informative speech; Valentine’s Day; Student 62)

(122) chewing gum er in singapore chewing gum *was causing* maintenance problems in apartments (Informative speech; Chewing gum ban in Singapore; Student 29)

(123) we *are* all of us *using* are using toilet papers (Persuasive speech; We shouldn't use toilet papers; Student 28)

The items (119-123) show that Turkish speakers of English were under the impact of their mother tongue while talking about habitual activities. In contrast to the descriptions in Standard English about using simple form, they preferred the progressive construction as they do in Turkish. Hence, it will not be wrong to claim in these contexts there exists an effect of their L1 Turkish on their L2 English.

The quantitative and qualitative analysis regarding the second research question demonstrate that Turkish preservice teachers of English behaved similarly to the other L2 English speakers participating in the studies of Platt et al. (1984), Ranta (2006) and Björkman (2008) in that they do not only use the progressive construction in standard contexts, but they also extend its use to non-standard ones. According to Ranta (2006), a common reason, that is to say the desire to be expressive, explains the extended use of progressives. In other words, to be understandable and clear in utterances, L2 English speakers benefit from the prominent structure of the progressive even in nontraditional contexts, as the L1 Turkish speakers of English might have done in the present research. In addition this, when a closer look is taken to the distribution of the progressive form in distinct non-standard contexts in this study, much more cases was found in habits, which can be explained only with the mother tongue effect, that is to say, the crosslinguistic influence of Turkish progressive on the use of English progressive.

Lastly, the third research question requires finding the most frequent individual verbs and lexical aspect types used in the progressive in the academic speeches of L1

Turkish L2 English speakers. The rank order demonstrates that seventeen verbs account for 50 % of all the progressives (see Table 9), thus suggesting that the distribution of the verbs with the ending –ing is extensive as it is in ELFA with sixteen verbs (see Table 3). When this number is compared to that of MICASE, which displays the progressive is concentrated on just 12 verbs (see Table 4), it is seen that the –ing form is preferred in more diverse ways in spoken L2 English. Such a quantitative analysis sheds light on the fact that while the use of the progressive by native speakers is more clustered around certain individual verbs and generally seen in standard contexts, more widely-used progressive by the nonnative speakers of English reflects itself also in contexts which are considered to be “deviant” from traditional ones, in other words it is sometimes extended to new areas (Ranta, 2006, p. 111).

When the verbs which are mostly used in the progressive in this present research and in ELFA (in Ranta, 2006) were examined, there found a lot of correspondences. For instance, verbs like *talking, saying, doing, trying, looking, thinking, working, coming, speaking* and *going* are encountered in both studies; however, the number of occurrences of each verb is different. As ELFA includes more words, it provides more progressive instances than the small-scale corpus of this research. Though, the findings signify that L2 English speakers from several L1 backgrounds have the same inclination in terms of their preference for the verbs to combine with the progressive. What is more, the same verbs are also seen in MICASE, which points out that L2 English speakers are not only coherent among themselves but their choices also match with those of native speakers.

When it comes to the lexical aspectual types, the data revealed that most verbs in the progressive are dynamic, particularly they are activities and accomplishments, yet only a few stative verbs are combined with this construction. According to Standard English, although the meaning of the progressive, ‘something temporarily in progress’ can be complemented with the dynamic verbs anytime, the statives which usually imply permanency are not always suitable for this use. Therefore, it could be concluded that the preference of the L1 Turkish preservice teachers of English was in accordance with the nature and the selectivity of the –ing form. Furthermore, their use supported the findings of the corpus-based study of Conrad and Biber (2009) who detected similar lexical aspectual choices in authentic speech.

The quantitative analysis concerning the third research question indicates that L2 spoken English provides a wider distribution of the progressive verbs when compared to L1 English. This discrepancy can be resulted from non-native speakers’ use of the –ing construction in more diverse contexts, which are comprised of a majority of standard cases and also some non-standard ones for the progressive. However, as soon as all the progressive uses are scanned, it can be immediately realized both L1 and L2 English speakers are inclined to combine the progressive aspect with similar verbs and with similar lexical aspectual types.

To sum up, all the data analysis and their results indicate that Turkish preservice teachers of English know the form and functions of English progressive and mostly act accordingly. Nevertheless, in their academic spoken data, apart from many standard uses of the progressive, there exist some extended uses of the same form. They used it with a few statives and in several contexts of general truths, habits and points in time. There are two reasons which can clarify such extended uses. The

first reason is that L1 Turkish L2 English speakers utilized the prominent structure of the –ing form in some nonstandard contexts to meet the need of being expressive, which seems to be common for many L2 English speakers. On the other hand, the second reason interests only the participants of the present study, that is the L1 Turkish speakers, in that they used the progressive while denoting habits in English as they do in their mother tongue. Thus, it could be claimed that there was a crosslinguistic influence between Turkish and English concerning the progressive use in this study. Finally, when the participants' choices for individual verbs and lexical aspectual types to combine with the progressive form were reviewed, it was appeared that they usually conformed to the selectivity rules of the –ing construction and they agreed with the other L2 English speakers and even native speakers in terms of their preferences for the verbs from dynamic lexical aspects.

In addition to exploring how and in which contexts the progressive form was used by Turkish speakers of English, the present research enables to evaluate the findings from an ELF perspective. ELF, as a global form of English, is used as a contact language among speakers from a variety of linguacultural backgrounds in any kind of international contexts. In such settings, it becomes a medium which is shaped by distinct national, regional, social and individual characteristics that its speakers bring to it and sometimes these speakers may set new norms although they do not match with natives' preferences as detected in this present research: the L1 preservice teachers of English extended the uses of the progressive construction to the nontraditional contexts like statives, general truths, habits and points in time. When this tendency is assessed from a traditional SLA outlook, it is regarded as an “abuse” of the language and accepted as a fault which is likely to cause distraction to

communication. However, ELF looks at the issue at hand differently and it has a fresher and more communicative perspective in that it is interested in finding the reason that lead non-native speakers to make such extensions. Similar studies on the use of the progressive like Platt et al. (1984), Ranta (2006) and Björkman (2008) argue that L2 English speakers know the semantics of the –ing construction. But, the saliency of this grammatical construction attracts them and they assign it a totally extra function to guarantee expressivity even in nonstandard contexts of the form itself. In other words, the speakers utilize a grammatical mean to safeguard clarity in their ELF communication (Ranta, 2006).

Also, it is unavoidable to see potential implications of such ELF-based studies on teaching and testing practices. As it can be guessed from the above discussions about the traditional SLA perspective, native speaker act as the norm against whom the learners are measured (Braine, 1999; Canagarajah, 1999; Mahboob, Uhrig, Hartford, & Newman, 2004) and if learners fail to produce correct sentences and instead display language that is deviant from the target language forms, these uses are accepted as errors which should be corrected (Ellis, 1994). However, from an ELF perspective, there is no point in “...doggedly persisting in referring to an item as ‘an error’ if the vast majority of the world’s L2 English speakers produce and understand it” (Jenkins, 2000, p. 160). In light of this paradigm shift, English language teachers could be more flexible while correcting students’ utterances which include the use of the progressive in any nonstandard context. Furthermore, as Ranta (2006) claimed, L2 English students can be given time to cram the discovered features in ELF in their language classes and especially they should focus on the ones which necessitate honing from the intelligibility point of view so that the

probability of their success in genuine ELF communication can be increased. Besides, acknowledging the features could influence testing practices, particularly where it is aimed to measure the examinee's ability to function in international settings in English. For instance, TOEIC (Test of English for International Communication) which is offered by ETS (Educational Testing Services) is a standardized test to assess communicative English ability in the international workplace. Thanks to the tendencies found in ELF, test administrators may be knowledgeable about what causes misunderstandings in English used in international settings and what does not instead of just relying on native speaker intuitions. Then, nonstandard forms which are used frequently and understood easily by NNS could be given second thought before being accepted as errors in exams like TOEIC.

In addition to the teaching and testing implications, the distinctive features of ELF interaction might be used to predict future developments for the English language. Since there is no reason to deny that the large groups of second or foreign language speakers may have an influence on the native speakers' way of using the language, the tendencies in ELF can lead to a potential language change in English in the future. In that case, if there is a change in L1 English speakers use of the progressive construction, for example if they start to extend its use to new contexts, we will know that this will be due to the impact of L2 English speakers who are currently using the progressive form also in nonstandard contexts.

All of these discussions made in this section are based on the results of the present study. This research did not only enable to find a similarity between L2 English speakers from different mother tongues regarding the use of the progressive, but also it provides a place to evaluate this similarity from an ELF perspective and

mention the implications of the findings both in teaching and testing practices and in predictions with regard to upcoming developments for English as a language.

CHAPTER 6

CONCLUSION

The purpose of this study was to explore the use of the progressive by seventy-three students and discuss the findings from an ELF perspective. The data was collected from a speaking course, FLED 102, given by Foreign Language Education at a state university in Turkey. The quantitative and qualitative analysis of the whole data showed that in 88 % of all the obligatory contexts for the progressive construction L2 English speakers used the form while just in 12 % they neglected to use it. This high percentage of standard uses suggests that Turkish speakers of English know the semantics of the progressive –ing and mostly act accordingly. But, when all the progressive forms used by the participants were investigated in detail, it was revealed, in addition to many instances of native-like uses (75 %), there were several non-standard occurrences of the same construction (25 %). They extended its use to four different non-traditional contexts including stative verbs, general truths, habits and regulations and points in time, where the rules of Standard English insist on simple forms. There could be two reasons to explain these extended uses. The first reason is common to many L2 English speakers and it is related to their struggle for being expressive by using the salient form of the progressive construction even in nonstandard contexts. On the other hand, the second reason concerns only the participants of the present study, that is the L1 Turkish speakers. They exemplified more extended usage while denoting habits and they used the –ing form to refer to habitual situations as they do in their Turkish. So, we can talk about a crosslinguistic influence of L1 Turkish on L2 English with regard to the progressive use. Finally, it was found that the individual verbs used in the progressive aspect by the participants

of the present study were generally members of the dynamic lexical aspect types, particularly activities and accomplishments, while just a few ones were statives. The first thing to be inferred from this finding is that the L2 English speakers conformed to the selectivity rules of the progressive, which can be complemented with verbs from the dynamic lexical aspects all the time but is not always suitable for statives due to its basic meaning ‘temporariness’. Secondly, the similarities between the individual verbs used in progressive found in this study and the ones in the other L2 English-based studies (e.g., Ranta, 2006) indicated that nonnative speakers of English agreed with each other in terms of their preference for the verbs to combine with the –ing construction in their speeches.

Pedagogical Implications

The findings in this research and in the other related studies in literature (e.g., Björkman, 2008; Ranta, 2006; Platt et al., 1984) point out that there were extended use of the –ing construction by the vast majority of L2 English speakers in several nonstandard contexts like statives, general truths, habits and points in time. Since such preferences are made by nonnative English speakers who are much more than native ones and such uses do not seem to cause any apparent misunderstandings, it is useless accepting the extensions as errors and repeatedly trying to correct it as Standard English rules dictate. On the contrary, it can be taken as a variant. In fact, if many L2 English speakers from various mother tongues use this periphrastic structure in similar nonstandard contexts without any self-corrections although they know its semantics, it means that they are motivated to do, most probably for the sake of expressivity, which is a common endeavor in ELF communication. Then, there should be taken a more tolerant approach towards such uses in teaching (Ersin,

Abaylı, & Bayyurt, 2012). For instance, inservice English teachers may be more flexible in correcting errors of their students regarding the extended uses of the progressive form and they can even exemplify, apart from the standard uses of the –ing construction, such extended uses which are encountered in authentic spoken and written English. By this way, these students do not hesitate using this form and benefit from its attention-catchingness in their own ELF interactions. Moreover, preservice English teachers should be informed about the discovered tendencies in ELF in their education (Illes, Akcan, & Feyer, 2013) and they ought to be focused especially on the ones which seem to be very significant for the intelligibility point of view so that they and their prospective students can become ready for genuine ELF conversations.

In addition to teaching practices, the discovered features of ELF can be utilized to direct the testing practices which aim to measure the examinee's ability to use English in international settings. By saying this, it is not meant we should get rid of all the native norms and depend just on the findings of ELF-based studies, however it emphasizes that test administrators should have empirically-based knowledge of what causes distractions and misunderstandings in English in international settings. So, the features which are used frequently and understood easily may be accepted as normal uses of the language, even if they deviated from the standard or native-like uses, in standardized exams in which communicative competence in English is tested.

These implications imply that although it is very early to base every pedagogical practice in English language totally on the discovered features of ELF,

we should allow findings of ELF-focused studies to guide us in English teaching and testing field.

Limitations

The present study explores how and in which contexts the progressive construction was used by Turkish speakers of English, and it enabled an evaluation of their uses from an ELF perspective. However, there are a few limitations of it.

Firstly, the research required the researcher to collect spoken L2 English data from a speaking course through videorecordings and she had to listen to all of the records and transcribed the related parts of them considering the research questions. Even though she got help from the course instructor, an English native speaker, when she had difficulty in perceiving or understanding the utterances of the participants, there may be some points which could be avoided or analyzed inaccurately. Therefore, the whole data should be second checked by another researcher in order to be sure of all the progressive contexts used in the study, thus of the reliability of the findings.

Secondly, the data was collected through a two-month period from one university, thus it could be a limitation for the generalizability of the findings. In order to confirm the study results, the same focus, that is the use of the progressive in spoken English by L1 Turkish speakers, should be replicated over an extensive period in more than one academic setting.

Suggestions for Further Research

A replication of the same study over a longer period with more participants from distinct universities may be suggested and this could give more sound insights into this essential field of research which examines the lingua franca function of English

and explores the distinctive features in ELF communications. Such a replication will not only lead to find more comprehensive results regarding the use of the progressive construction by Turkish speakers of English, but it also provides a place to investigate other lexico-grammatical structures such as dropping third person singular ‘-s’, omitting articles where they are obligatory or inserting them when they do not occur in native speaker English, confusing the relative pronouns ‘who’ and ‘which’, or failing to use correct forms in tag questions which are usually encountered in L2 English (Seidlhofer, 2004). Besides, contexts in which such tendencies are occurred could be gone through to see whether they cause any obstacles to communicative success or any misunderstandings.

What is more, the present research provides a small-scale corpus which includes twenty-five-hour length academic spoken data of seventy-three L1 Turkish speakers of English. If similar spoken corpora are formed in further studies in other Turkish contexts and they are brought together, there could be a wide-ranging reference point with more cases from which one can generalize the use of L2 English by L1 Turkish speakers.

All in all, considering the findings of this study, its implications on pedagogical practices and its suggestions for further study in the field, it would be fair to recommend ELF researchers to do more research about the lingua franca function of English. Hence, they might contribute not only to the understating of change in English but also to the improvement of English language teaching which could be more adapted to the real-life usages.

APPENDIX A

INFORMED CONSENT FORM

Title: *An Exploratory Study of the Progressive '-ing' in a Turkish Academic Context from an ELF Perspective*

Researcher(s) *Çağla Nikbay, Graduate Student at Boğaziçi University*

You are invited to take part in a research project entitled *An Exploratory Study of the Progressive '-ing' in a Turkish Academic Context from an ELF Perspective*.

This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. It also describes your right to withdraw from the study at any time. In order to decide whether you wish to participate in this research study, you should understand enough about its risks and benefits to be able to make an informed decision. This is the informed consent process. Take time to read this carefully and to understand the information given to you. Please contact the researcher, *Çağla Nikbay*, if you have any questions about the study or for more information not included here before you consent.

It is entirely up to you to decide whether to take part in this research. If you choose not to take part in this research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

Introduction

I am a graduate student in English Language Education Department at Boğaziçi University. As part of my Master thesis, I am conducting research under the supervision of Assoc. Prof. Sumru Akcan.

Purpose of My Study

For my master thesis, I am studying on the use spoken lingua franca English (ELF) by Turkish university students, who are also pre-service non-native speaking English teachers, in their own academic context.

Expectations from the Participants

I will visit one of the speaking courses, FLED 102, offered in Foreign Language Education Department and video-record the speeches in all three sections of this course. During the data collection process, I will be non-participant observer and listen to your presentations and individual speeches without taking an active part in the activities.

Length of Time

The data collection period will be almost 2.5 months.

Possible Benefits

Your participation in this study will provide a great amount of L2 spoken English data and the analysis of this data will reveal the tendencies in Lingua Franca English in Turkish academic context.

Possible Risks

There is a potential risk of being distressed by the fact that all of the speeches you are required to do for FLED 102 course will be video-recorded. As you are familiar with the video-recordings you had to do for FLED 101 course last term, you can surely get used to being video-recorded in this course in course of time.

Confidentiality and Storage of Data

a. Your privacy will be maintained. Each of you will be assigned a number by the researcher, thus your identities will be kept confidential.

b. Your data will be video-recorded and stored in the researchers' own computer. For the analysis, certain utterances from all of the recorded data will be transcribed with the assigned numbers of the speakers and used for the study.

Anonymity

I assure you that every reasonable effort will be made to protect your anonymity and that you will not be identified in any reports and publications without explicit permission.

Reporting of Results

The recorded data of your speeches will be used for my master thesis and the examples from your spoken data will be transcribed and placed in an excel sheet to produce a small-scale corpus without disclosing your identity.

Sharing of Results with Participants

I will provide a report for you after your participation in the project is complete and the analysis of your recorded data is done. You may obtain the result of the study by reaching my thesis from our university's library.

Questions

You are welcome to ask questions at any time during your participation in this research. If you would like more information about this study, please contact:

Çağla Nikbay (cagla.nikbay1@gmail.com)

Consent

Your signature on this form means that:

- You have read the information about the research.
- You have been able to ask questions about this study.
- You are satisfied with the answers to all your questions.

- You understand what the study is about and what you will be doing.

If you sign this form, you do not give up your legal rights and do not release the researchers from their professional responsibilities.

Your signature:

I have read and understood what this study is about and appreciate the risks and benefits. I have had adequate time to think about this and had the opportunity to ask questions and my questions have been answered.

I agree to participate in the research project understanding the risks and contributions of my participation, that my participation is voluntary, and that I may end my participation at any time.

I agree to be video-recorded during the course hours of FLED 102.

I agree to the use of my utterances but do not want my name to be identified in any publications resulting from this study.

A copy of this Informed Consent Form has been given to me for my records.

Signature of participant

Date

Researcher's Signature:

I explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understood what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

Signature of Principal Investigator

Date

APPENDIX B

PERSONAL AND LINGUISTIC INFORMATION FORM

Name:

Date:

I. PERSONAL INFORMATION

Last name, first name:

Telephone number:

E-mail address:

Sex: Female

Male

Date of Birth:

Place of Birth:

Country:

Occupation:

Highest Level of Schooling:

Secondary _____ High School _____ University _____

II. LINGUISTIC INFORMATION

Mother Tongue:

Language of Education

Primary School:

Secondary School:

High School:

University:

Age & Place of first exposure to English:

How often do you use English?

Where do you generally use English? Home ___ School ___

Work ___ Social

Have you lived in an English-speaking country before? ___ If so, how long did you stay there?

Country (1):

Age of arrival:

Length of stay:

Country (2):

Age of arrival:

Length of stay:

III. ENGLISH LANGUAGE PROFICIENCY

Have you ever taken any standardized English Proficiency Test (e.g., TOEFL,

BUEPT)? Your score:

How would you rate your linguistic ability in English in the following areas?

	Beginner	Intermediate	Advanced	Near-native
Reading				
Writing				
Speaking				
Listening				
Overall Competence				

IV. SECOND LANGUAGE(S): (besides English):

	Beginner	Intermediate	Advanced	Near-native
Reading				
Writing				
Speaking				
Listening				
Overall Competence				

APPENDIX C

TRANSCRIPTION EXAMPLES

OBLIGATORY CONTEXTS OF THE PROGRESSIVE	
Type of Speech	Obligatory Contexts
Lectures	they are not used (ju) used gestures.
Lectures	bill bill says truth i think.
Lectures	this he limits himself.
Lectures	<HALİL> do you know what (ifs) [is] fled 102. </HALİL> why are you ask.
Fun Speaking Act.	they sleep on the tables, they use their bags as pillows and their coats as blankets.
Fun Speaking Act.	what is more, they bring their relatives and friends to the study and to (ok) accommodate for some nights.
Fun Speaking Act.	and, now we are connected to yusuf for other news.
Fun Speaking Act.	he is have a rest in his room.
Fun Speaking Act.	they draw the attention of public.
Informative Sp.	what did happen. the place where you had worked had collapsed.
Informative Sp.	now, i ask you to think about this.
Informative Sp.	i am planned my speech also.
Informative Sp.	you say what.
Informative Sp.	what do you think about these ingredients.
Informative Sp.	doctors have been try, have tried to find a proper (ka) er cure for this.
Mini-Lesson Pr.	as you can see in the example, doctor talks about the languages, saying that it can burn stars, raise up (inpa) emperors.
Mini-Lesson Pr.	these are main features of an of an language he he talks about.
Mini-Lesson Pr.	now does it seem too simple. the audience now think that you are talking down on them as if you are grown up and they are children.
Mini-Lesson Pr.	you still want to learn more. what is more you ask.
Mini-Lesson Pr.	she er patiently explains it and enhances his her argument.
Mini-Lesson Pr.	er he attacks this person here.
Persuasive Sp.	i will say we can eat other animals' meat er besides cow, ship, fish or chicken.
Persuasive Sp.	most of you live far away from your parents and erm they send you a lot of money [during university years] and they earn that so so hard.
Persuasive Sp.	i would feel bad if i (s) er spent my money money in clubs and in parties.
Persuasive Sp.	english also cause other western languages to lose their importance.
Persuasive Sp.	let's break the rules and reject the system. everything in life waits for us.
Persuasive Sp.	you suffer from due to breaking up... if you had used drug while your friend leaving from you, it would not hurt so much.
Persuasive Sp.	the majority of this class now (hin8) [think] that they need to marry the best friend.
Persuasive Sp.	remember the king's speech, the movie that we watched for this class in the beginning of the (ji) of the year. the king in the movie was stammer.

STANDARD CONTEXTS OF THE PROGRESSIVE	
Type of Speech	Action in progress
Lectures	i guess he look like he blaming.
Lectures	he is just annoying.
Lectures	anthony was climbing the stairs.
Lectures	are you kidding with me.
Fun Speaking Act.	today, in istanbul it is pouring rain.
Fun Speaking Act.	mounho is taking precaution for other players by changing wifi password in their houses.
Fun Speaking Act.	now, we are connecting to lebibe for weather forecast.
Fun Speaking Act.	i was hoping today before.
Informative Sp.	hello all. i am just looking at all faces here.
Informative Sp.	you are sitting next to fazilet.
Informative Sp.	ilith's legend is inspiring (at) many sources especially in the field of literature, today.
Mini-Lesson Pr.	ah he is not using the pitch er correcty i think.
Mini-Lesson Pr.	i am saying elephants are pink and i am the showing you my evidence.
Persuasive Sp.	er almost everybody is living our dormitory er except for some people.
Type of Speech	Future Meaning with Present Progressive
Lectures	General way to talk about something that may be going on at any time
Fun Speaking Act.	ah, it shows that you are talking to the one you have eye contact with.
Fun Speaking Act.	hi rüveyda, i am talking about fashion news from france.
Fun Speaking Act.	now i am introducing this product to you.
Informative Sp.	if you are snoring, you can not be dreaming at the same time.
Mini-Lesson Pr.	step by step, plan. chickens are making an informative speech.
Mini-Lesson Pr.	if we are we are talking about the differences between two events, this contrast.
Mini-Lesson Pr.	i forgot what i am saying.
Persuasive Sp.	if you are starving at the midnight, you just order a pizza and cola.
Persuasive Sp.	how many of you prefer using umbrellas while it is raining. you shouldn't.

EXTENDED CONTEXTS OF THE PROGRESSIVE	
Type of Speech	General Truths
Lectures	Statives i am looking so english.
Fun Speaking Act.	besides, i am wishing good luck to fenerbahçe against lazio in advance.
Fun Speaking	i am missing my friend very much.
Fun Speaking	now, we are hearing the situation from ebru.
Informative Sp.	while he was killing people, he was thinking that god comments him.
Informative Sp.	it is surrounding this neighbourhood.
Informative Sp.	they are understanding the world er not theirs er eyes but their hands by (ta) touching.
Informative Sp.	we are just memorizing the wars between them and others.
Mini-Lesson Pr.	[an example for emotional appeal] rachel and mike were knowing him because it was their dog.
Mini-Lesson Pr.	if you are not believing your idea how can you expect that others would believe it.
Persuasive Sp.	we are living in a complex world.
Persuasive Sp.	time is passing.
Persuasive Sp.	years are passing very quickly and we don't realize.
Type of Speech	Points in Time
Lectures	Habits and Generalizations i think the other guy is too sending his hands at back.
Lectures	he is always kidding on american people in his every word.
Lectures	oh come on girls. you are just sleeping during the semester.
Fun Speaking Act.	you are spending a lot of money to buy different things.
Fun Speaking Act.	selahattin, you are breaking my heart.
Informative Sp.	the albert fish was choosing his victims from youngs as i said.
Informative Sp.	and the cheese is stored in a wooden box, it is not just rolling itself.
Informative Sp.	and sometimes she was choosing me as her victim and she was talking to me.
Informative Sp.	richard cartie was er selling some provoker books.
Mini-Lesson Pr.	he is always lying to you.
Persuasive Sp.	we are all of us using are using toilet papers.
Persuasive Sp.	a lot of people working cosmetic producing business.
Persuasive Sp.	at this semester break when i go [went] home my father always opening news.

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