Examining the learning and comprehension of English aspect categories by Yemeni EFL students

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Abstract

The current study endeavours to examine the learning and comprehension patterns of English aspect categories by Yemeni EFL students in the different levels of undergraduate program at the English department, faculty of arts at Sana'a University. The data of the study were collected from a total of 120 students covering the four levels of undergraduate program. From each level, a group of thirty students were considered. The data on aspectual categories were analysed by using statistical models like one-way analysis of variance ANOVA in SPSS 16.0 and Tukey Post Hoc test. The statistical analysis indicates that (1) there is significant differences in the correct uses of the various English aspect categories across the four levels and (2) errors were not equally distributed within all English aspect categories. (3) the use of Tukey Post Hoc test further suggests that performances at specific levels are significantly different from each other. Furthermore, present perfect tense has received the lowest correct answers across all levels, hence it is considered to be the most problematic among the other categories. The role of Arabic influences has been noticed to be negatively affecting the process of learning and comprehension of aspect categories in the initial years, especially in level one students. Some pedagogical implications have been given.

Keywords: learning; comprehension; aspect categories; English as a foreign language; Yemeni EFL students

1. Introduction

Tenses and Aspects are the grammatical categories of verbs. Tense and aspectual distinctions in most languages are expressed through verbal morphology. Languages vary with regard to the specifications of tenses and aspects. Comrie states that tense "locates situation in time, whereas aspect is concerned with the internal temporal constituency of the situation". Moreover, he defines aspect as "different ways of viewing the internal temporal constituency of a situation" (1976, p. 3). Aspect expresses whether the situation is complete, on-going, durative, iterative, habitual etc. Aspect characterizes perfective/ imperfective oppositions.

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Despite the fact that there is much emphasis on the teaching and learning of English in Yemen, the Yemeni learner's proficiency in English remains poor. Many studies have emerged that examined "errors" produced by Arab students who learn English as a foreign language (e.g., Selinker, 1972; Al-Khreshah, 2015; Murad and Khalil, 2015; Alkhudiry and Al-Ahdal, 2020). Arab students learning English produce errors in every aspect of the language such as tense and aspect, word order, negation, omission of verb "Be", subject-verb agreement and prepositions (See Scott and Tucker, 1974; Murad and Khalil, 2015; Al Shormani, 2012; Alkhudiry and Al-Ahdal, 2020). Precisely, many studies revealed that Arab students commit a lot of errors in producing English tense and aspect categories (Mattar, 2003; Mohammed, 2008; Al-Khreshah, 2010; Mudhsh, 2018). These studies on Arab students learning English as a foreign language attribute 'errors' to interference from the first language (L1) i.e. Arabic.

Despite the hard work of previous studies on Arab EFL errors, and tense and aspect, there is still a gap in the research on tense and aspect errors on Arab EFL learners in general and Yemeni EFL learners in particular. However, there are many studies that examined tense and aspect, but there is no a vast of studies that examine errors manly on aspect categories written by EFL Yemeni students yet. Therefore, this study tries to examine the learning and comprehension of aspect categories by Yemeni EFL students with hopes to be one of these first studies in this area.

1.1. Literature review

There has been a spurt of interest in learning English as a foreign language (EFL) in the Arab world. Therefore, many studies that are devoted to the problems and challenges faced by Arab students learning English as a foreign language. In the following paragraphs, the researchers have discussed some of the studies that are relevant to this study. Although, there exists abundant literature in this area, the researchers have focused more on the learning of English tense and aspect categories and Arab EFL studies as they have been bearing on this study.

Erickson (1965) compares the verbal morphology of Modern Standard Arabic (MSA) and English. He presents a comprehensive account of the tense and aspect systems of both MSA and English. He draws a distinction between the English tense system and the MSA aspect system. Erickson suggests that English has two tenses, the present and the past, and two aspects, the perfective and the neutral, whereas Arabic has two aspects, the perfective and the imperfective. Hadeli (1971) compared the verbal morphology of English and MSA. He identified the specific problems that the Arab college students face in the usage of English verbs, especially morphological marking of tense and aspect. He concludes that the errors that Arab learners produce are because of the differences between English and Arabic grammatical categories of verbs.

Mattar (2003) stats that Arab students lack the correspondence between Arabic and English. He adds further that there is some sort of avoidance due to the lack of correspondence between the two languages. Also in his another study, Mattar (2001) shows that Arab learners learning English as foreign language have a problem with English present perfect tense. They avoid using it, not due to the differences between the form it is structured in Arabic and English, but rather due to the lack of associating the proper form meaning of tense and aspect.

Alkhudiry and Al-Ahdal (2020) state that due to the interference of learners' mother tongue, Saudi EFL learners commit many errors in their English writings. These errors are mostly in verb usage, subject and verb correspondence, word order and other errors. They clearly state that errors of Saudi EFL learners are attributed to their mother tongue interference. Al-Shormani (2012) investigates the syntactic Errors' sources in English compositions in Yemeni EFL learners. A group of 50 Yemeni students in third level studying EFL were selected haphazardly. The students were asked to write argumentative compositions on some topics related to their ambitions and families. A wide-ranging of error taxonomy

based on Jame's (1998). In his study, errors were classified into five categories. Preposition errors score number one with the highest number among other syntactic errors. In addition, preposition errors were categorized into three main sub-categories: substitution relying on the errors recognized in the data, omission and addition. As much as Preposition is concerned, the study reveals that L2 effect is the highest source for the majority of frequently committed type of errors in substitution subcategory then addition then omission. As far as L1-transfer source of errors is concerned, addition got the main errors then substitution then omission.

Some of these studies that focused on Arab EFL learners' errors learning English as a foreign language attributed these errors to the difference between Arabic and English. In addition, the interference of Arabic plays a significant role in these studies. These studies support "Contrastive Analysis" (CA). Other studies conducted on Arab EFL learners attributed difficulties and errors committed by Arab EFL learners to some other sources like Al-Shormani's study (2012). Arab EFL learners learning English face a lot of difficulty in learning English. Tense and aspect errors are among these errors. This may be due to the fact that Arabic and English differ in their systems and structures with regard to tense and aspect. Therefore, this study is conducted to see the pattern of learning and comprehension in learning English aspect categories. This study limits itself in examining only the four aspect categories by Yemeni EFL students at Sana'a University.

1.2. Research questions

It has been claimed that most Arab EFL students who study English as a foreign language have difficulties and problems in the learning and comprehension of English aspect categories. As tense is concerned, students are familiar with the term tense, but they are not so with the term aspect. Moreover, the majority of students do not differentiate between tense and aspect. Therefore, this study endeavours to clear this problem and to examine the following questions: (1) What is the learning and comprehension patterns of English aspect categories by Yemeni EFL students? (2) What is the most difficult English aspect categories faced by Yemeni EFL students? (3) What is the role of mother tongue influences in the learning and comprehension of English aspect categories by Yemeni EFL students?

2. Method

2.1. Participants

The participants of this study were from the undergraduate EFL students at the English Department, faculty of arts at Sana'a University. Thirty students from each level of the undergraduate program were included in this study. Thus, the sample comprised of 120 students from the four levels of the undergraduate program as shown in Table 1.

Table 1. The distribution of the participants.

1st year	2nd year	3rd year	4th year	Total
30	30	30	30	120

Participants were selected on the basis of criteria listed below:

(1) The subject's first language is Arabic. (2) They belong to the age group of 18 to 25 years. (3) They have started learning English from class VII. (4) They did their schooling in public schools.

2.2. Data

The data of the study comprises of a questionnaire in the form of sentences and composition tasks. Generally in studies of assessment of competence of Foreign Languages, three types of tests are administered Morrow et al. (2005). Morrow et al. (2005) suggests that the test questions can be categorized into three types: (a) Objective questions (b) Subjective questions (e.g., essays, composition writing etc.) and (c) Semi-objective questions. The objective questions include the multiple choice questions. Multiple options are given and the subjects are supposed to select one option from given options. Other types of objective questions include true/false questions, yes/no questions, matching questions. The researchers have used the multiple choice questions in our study and composition writing tasks. The questionnaire was in the form of sentences representing various aspect categories. In this study, the researchers had prepared a list of eighteen sentences encompassing four categories of English aspects. These sentences were provided with multiple options (answers). These sentences were distributed to a total of one-hundred and twenty students representing the four levels of undergraduate students of the English Department, faculty of arts at Sana'a University. Thirty students from each level volunteered to participate in our study. Once the students finished the task of answering the multiple choice questions, their data were collected from them. In order to make them comfortable and feel at ease, the researchers had taken the help of English teachers who were well acquainted with them. Their own teachers distributed the set of questions to them and later collected answers from them. Once the data of the objective questions were elicited, composition writing tasks were also given. Various topics related to their everyday life were given to the students to write on them. In our discussion, the researchers have used the terminologies on aspect categories based on traditional grammars of English that are used for pedagogical purposes. The students of the English Department are taught English aspects based on traditional grammars of English. Hence, the researchers have decided to utilize these terms in the present study for the convenience and understanding of the students. In this study, the researchers have considered four categories of English aspects:

(i) Present Progressive (Continuous) Tense.

   Example: I <u>am cooking</u> food.

(ii) Simple Past Tense.

   Example: While I <u>was going</u> down the street, I saw a horrible accident.

(iii) Present Perfect Tense.

   Example: She <u>has just arrived.</u>

(iv) Past Perfect Tense.

   Example: The audience <u>had left</u> before the match finished.

2.3. Quantitative analysis

Once the data were collected from the students, a qualitative analysis of the data was done. The data showed a lot of errors across the four levels in the use of different English aspectual categories. Errors were not evenly distributed across the four levels. The researchers had observed that the performances of the students of different levels show a lot of variation in the learning and comprehension of English aspects. Hence, the researchers had undertaken a statistical analysis of the variable data by using the SPSS 16.0. SPSS is very commonly used to analyse variable data in social sciences and linguistics. The researchers have used the one-way analysis of variance ANOVA in SPSS to assess whether the differences in the learning and comprehension of the English aspects across the four levels are statistically significant or not. The function of one-way analysis of variance ANOVA is to compare the means between the 'groups' that are considered in the study and determine whether any of these means

are statistically significantly different from each other. The one-way ANOVA provides an overall result, but cannot point out which specific groups are statistically significantly different from each other. Therefore, the researchers have used Tukey Post Hoc test which through 'multiple comparisons' points out which specific group's means are significantly different from each other. This post hoc test compares the 'means of every treatment to the means of every other treatment' and thereby identifies the significant differences between these groups. The results of the quantitative analysis provided by these variable analysis programs are discussed in the following sections.

Present Progressive Tense

The data on present progressive tense that were elicited from students of four levels were categorized as (i) correct use of present progressive tense and (ii) incorrect use of present progressive tense.

Table 2. Correct Use of Present Progressive Tense.

Level	N	Correct Use of Present Progressive Tense				
		Minimum	Maximum	Std. Deviation	Mean	Percentage
Level 1	30	15	17	0.95	16.25	54.17
Level 2	30	20	24	1.89	21.25	70.83
Level 3	30	26	30	1.70	27.75	92.50
Level 4	30	28	30	1.15	29.00	96.67

Table 2 tracks the progress scale of the undergraduate student's learning of English progressive tense. In Table 2, we can see the rate of improvement in the learning of the English present progressive tense in the different levels. In level one, 54.1% students were able to choose the right option provided for present progressive tense. The percentage increased to 70.8% in level two. The improvement soars in level three and level four. In level three 92.5% students show the accurate use of English present progressive tense. The percentage of successful students rises to 96.6% in level four.

Table 3. Incorrect Use of Present progressive Tense.

Level	N	Incorrect Use of Present Progressive Tense				
		Minimum	Maximum	Std. Deviation	Mean	Percentage
Level 1	30	13	15	0.95	13.75	45.83
Level 2	30	06	10	1.89	8.75	29.17
Level 3	30	00	04	1.70	2.25	7.50
Level 4	30	00	02	1.15	1.00	3.33

The Table 3 demonstrates the incorrect choices that students make in each level. It helps us to assess the knowledge of 'English present progressive tense' they have been able to gain in every level. The percentage of students committing errors decreases from level 1 to level 4. The percentage of students who could not provide correct forms of present progressive tense dropped from 45.8% in level one to 3.3% in level four. The shrinking of errors suggest an improvement in the students in higher levels.
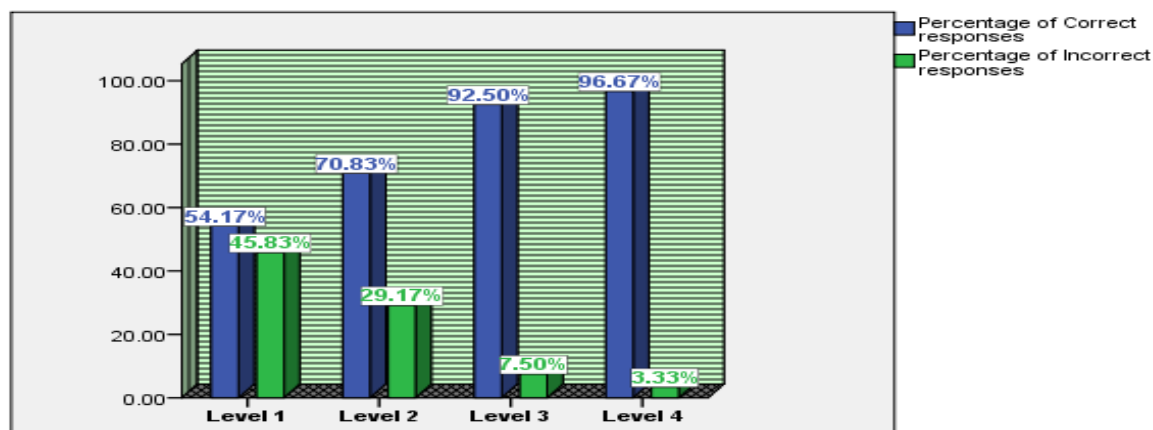
Figure 1. The comparison of the correct and incorrect use of present progressive tense of the data collected.

Past Progressive Tense

The data on past progressive tense that were elicited from students of four levels were categorized as (i) correct use of past progressive tense and (ii) incorrect use of past progressive tense.

Table 4. Correct Use of Past Progressive Tense.

Level	N	Correct Use of Past Progressive Tense				
		Minimum	Maximum	Std. Deviation	Mean	Percentage
Level 1	30	14	15	0.57	14.67	48.89
Level 2	30	19	20	0.57	19.67	65.56
Level 3	30	26	27	0.57	26.67	88.89
Level 4	30	28	29	0.57	28.67	95.56

The distribution of data that show the correct use of the past progressive tense across the four levels are summarized in Table 4. The percentage of students in level one that were successful in selecting the appropriate form of English past progressive tense is 48.9%. This rate is slightly less than what we have seen in the case of English present progressive tense in Table 2. In the second level, the percentage of successful candidates rose to 65.5%. The percentage of students who could answer correctly climbs up to 88.8%. In the highest level (fourth) the percentage of successful students goes up to 95.5%.

Table 5. Incorrect Use of Past Progressive Tense.

Level	N	Incorrect Use of Past Progressive Tense				
		Minimum	Maximum	Std. Deviation	Mean	Percentage
Level 1	30	15	16	0.57	15.33	51.11
Level 2	30	10	11	0.57	10.33	34.44
Level 3	30	03	04	0.57	3.33	11.11
Level 4	30	01	02	0.57	1.33	4.44

Now in Table 5, the distribution of the incorrect use of the past progressive tense across the four level is provided. As far as the use of English past progressive tense is concerned, maximum errors are produced by students of level one. A total of 51.1% students in level one display incorrect uses of English past progressive tense.The rate of incorrect use of English past progressive tense decreases in the higher levels. In level two, only 34.4% students provided the incorrect answers. The decreasing trend continued in level three and level four. Table 5 shows that in level three only 11.1% students selected the wrong option. Finally, in level four, only 4.4% had chosen the wrong answer.
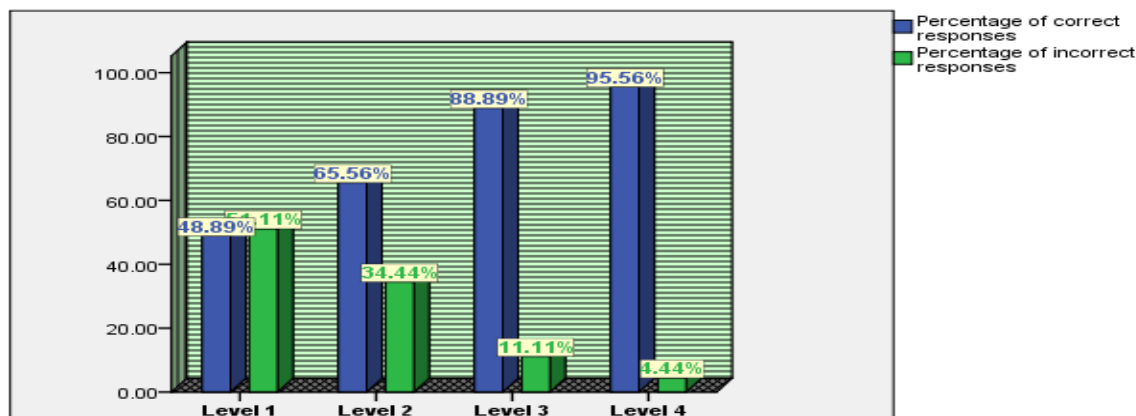

Figure 2. The comparison of the correct and incorrect use of past progressive tense of the data collected.

Present Perfect Tense

The data on present perfect tense that were elicited from students of four levels were categorized as (i) correct use of present perfect tense and (ii) incorrect use of present perfect tense.

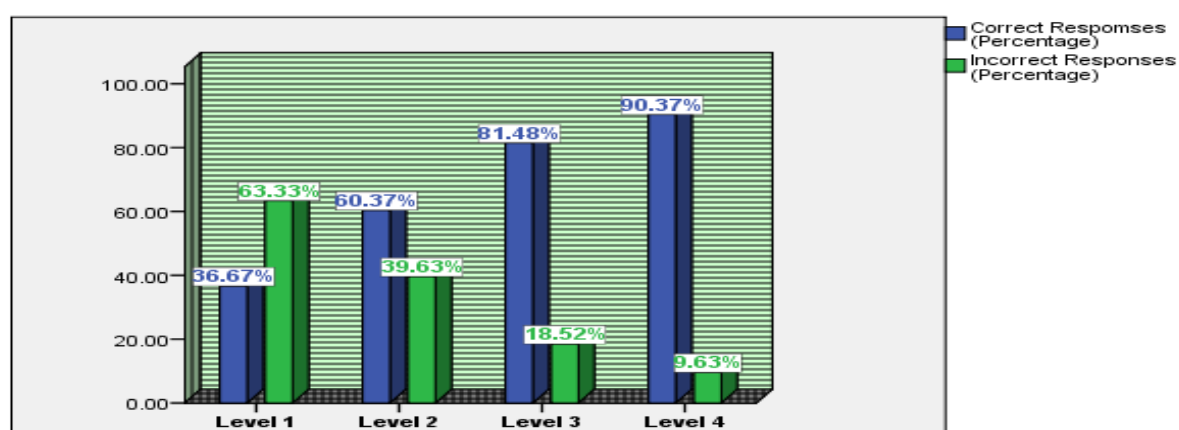**Table 6.** Correct Use of Present Perfect Tense.

Level	N	Correct Uses of Present Perfect Tense				
		Minimum	**Maximum**	**Std. Deviation**	**Mean**	**Percentage**
Level 1	30	9	12	1.11	11.00	36.67
Level 2	30	17	20	1.05	18.11	60.37
Level 3	30	23	26	1.01	24.44	81.48
Level 4	30	25	29	1.16	27.11	90.37

The distribution of the appropriate use of 'English present perfect tense' across the various levels is presented in Table 6. The percentage of level one students that were capable of chosing the right answer from the options given for English present perfect tense is 36.6%. The rate of students who provided correct options in level two almost doubled to 60.3%. In level three, the percentage of students who were successful in providing correct forms of present perfect tense swelled to 81.4%. The highest percentage (90.3%) of successful students are in level four. In table 6, we can see that the minimum value for correct uses of English present perfect tense is only 9 in level one. It however rises to 17 (close to double) in level two, 23 in level three and 25 at level four.

Table 7. Incorrect Use of Present Perfect Tense.

Level	N	Incorrect Use of Present Perfect Tense				
		Minimum	Maximum	Std. Deviation	Mean	Percentage
Level 1	30	18	21	1.11	19.00	63.33
Level 2	30	10	13	1.05	11.89	39.63
Level 3	30	04	07	1.01	5.56	18.52
Level 4	30	01	05	1.16	2.89	9.63

The distribution of the 'incorrect use of English present perfect tense' across the four levels is shown in Table 7. Like other English tense and aspectual categories, the highest number of incorrect use of English present perfect tenses is observed in level one. A total of 63.3% of level one students opted for the incorrect option given for 'English present perfect tense'. The rate of 'incorrect forms of English present perfect tense' in level two drops to almost half of level one. Only 39.6% students failed to select the right option. There is a steep fall in the uses of incorrect forms of English present perfect tense in level three. In level three, only 18.5% students show the uses of incorrect forms of English present perfect tense. A mere 9.6% students of level four opted for the wrong option. Thus table 7 reflects how the incorrect forms shrinks in the higher levels.

Figure 3. The comparison of the correct and incorrect use of present perfect tense of the data collected.

Past Perfect Tense

The data on past perfect tense that were elicited from students of four levels were categorized as (i) correct use of past perfect tense and (ii) incorrect use of past perfect tense.

Table 8. Correct Use of Past Perfect Tense.

Level	N	Correct Use of Past Perfect Tense				
		Minimum	Maximum	Std. Deviation	Mean	Percentage
Level 1	30	13	14	0.57	13.67	45.56
Level 2	30	19	20	0.57	19.67	65.56
Level 3	30	26	27	0.57	26.33	87.78

| Level 4 | 30 | 27 | 28 | 0.57 | 27.67 | 92.22 |

We have also considered English past perfect tense in our data. The distribution of the data on the correct use of English past perfect tense collected from the students of the four levels is presented in Table 8. In level one, a total of 45.5% students had chosen the correct options for 'English past perfect tense'. In level two, there is 20 percent increase in students who were successful in selecting the right option. Table 8 shows that 65.5% students of level two had selected the correct options provided for English past perfect tense. The improvement trend continues in level three as well. In level three, 87.7% students have shown the use of correct forms of English past perfect tense. Finally, at level four, a total of 92.2% students were successful in getting their answer correct.

Table 9. Incorrect Use of Past Perfect Tense.

Level	N	Incorrect Use of Past Perfect Tense				
		Minimum	**Maximum**	**Std. Deviation**	**Mean**	**Percentage**
Level 1	30	16	17	0.57	16.33	54.44
Level 2	30	10	11	0.57	10.33	34.44
Level 3	30	03	04	0.57	3.67	12.22
Level 4	30	27	28	0.57	2.33	7.78

Now, if we consider Table 9, which shows the distribution of data of incorrect uses of English past perfect tense across the four levels of students considered in our study. In level one, 54.4% students commit errors in the use of English past perfect tense. The percentage of incorrect use of English past perfect tense slips to 34.4 % in level two. There is further decline in the use of incorrect forms in level three 12.2%. In fact in level four, only 7.7% students had selected the incorrect forms for English past perfect tense. More than half of the total students of level one commit errors in choosing the right form of English past perfect tense. However, from level two onwards the rate of errors decreases and finally only 7.7% in level four displays errors in the use of English past perfect tense.
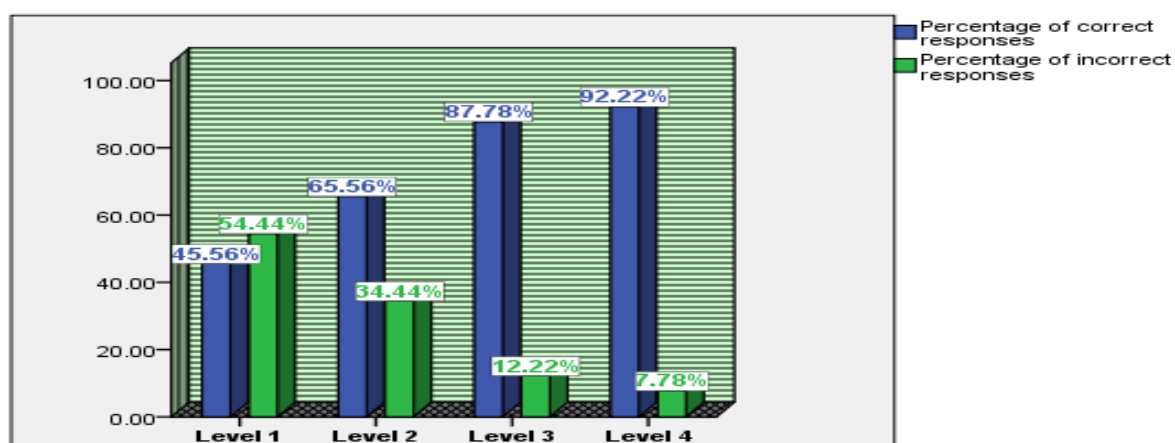

Figure 4. The comparison of the correct and incorrect use of past perfect tense of the data collected.

3. Discussion

The analysis of the data shows the progression pattern of the learning of the English aspectual system by the Yemeni EFL students in the different levels of undergraduate program at the English Department. The researchers have observed that the performances of the students at different levels show a lot of variation in the comprehension of English aspects. However, this finding is consistent with the findings by Housen (2002) with regard to the great deal of individual variation in tense and aspect forms. On the other side, there is a great deal of differences in the rate of errors committed by students at different levels. So, the researchers conducted statistical analysis using one-way analysis of variance ANOVA and Tukey Post Hoc test. Statistical analysis shows that the performances in each level differs from the other level. Thus, statistical analysis of the data using one-way analysis of variance ANOVA and Tukey Post Hoc test indicates that errors are not equally distributed within all English aspect categories.

With respect to the uses of the correct forms of English aspects, students of level one show the lowest performance for all categories of English aspects that the researchers have considered in the study. The maximum errors in the use of English aspects are committed by level one students. However, errors within all the English aspect categories are not equally distributed. The level one students get their maximum correct forms in the category of English present progressive category. About 54 % students of level one were able to select the correct options in English present progressive tense category. The second highest number of correct forms comes from data on past progressive tense. A total of 48.8% have been successful in providing the correct forms of past progressive tense. This is followed by past perfect tense (45.5%). The lowest achievement is seen in the category of present perfect tense. Only 36.6% students could attain success in the selection of the correct options for present perfect tense. This indicates that the maximum errors committed by level one students in the use of English aspect categories is in the present perfect tense. A similar finding is seen in the study by Mattar (2001) where he found that Arab EFL learners learning English as a foreign language commit many errors in the English present perfect tense. He continued saying that Arab EFL learners consider this tense as the most difficult among other tenses and hence they avoid speaking or writing in English present perfect tense. In addition to this, Mustafidah (2014) concluded in her research on present perfect tense errors that the most type of error committed by her respondents is in the present perfect tense with the percentage of 71.09%. She added that the students seemly did not fully comprehend present perfect tense in initial stages of their learning. Hence, they lack to differentiate this tense from others. Apart from revealing that the success rate is lowest in level one, the quantitative analysis also points out many other issues like the fact that English shows very fine stratification of tense and aspect marking. The progressive (continuous) tense is marked by adding '-*ing*' to the verb. In English, there is a separation of simple present tense from present progressive contexts. Arabic does not distinguish between present tense and progressive aspect. In Arabic, both of these categories are considered under the imperfective category. In the same way, English makes an overt distinction between past tense and past progressive tense, whereas in Arabic perfective is used for both past and past progressive contexts. The students of level one have not mastered properly the rules of English tense and aspect system. Hence, the students of level one perhaps resort to their Arabic conceptualization of temporality while marking English aspects. They draw from their first language, that is, Arabic. The learning of English begins in standard seven which is quite late. The students in the initial years use their knowledge of L1 (Arabic) while learning English (FL). But since both the systems (Arabic and English) are very different as far as tense and aspect system is concerned, the influences from Arabic affect the learning and comprehension of English aspects in the initial years, especially in level one. This finding goes in line with studies which suggested that the errors produced by the Arab learners of English are a result of the influence or "interference" or transfer from the L1 that is Arabic (See Hadeli, 1971; Al-Khresheh, 2015, Mudhsh, 2018; Alkhudiry and Al-Ahdal, 2020). Moreover, this finding seems to be

contradictory with the finding of Al-Shormani's (2012), who argues that L2 effect is the highest source for the majority of frequently committed errors by the Yemeni EFL learners.

In level two, the researchers have seen a lot of improvement in their performances. The percentage of students who could successfully select the correct choices for present progressive tense 70.83 % students provided the correct answers. It is to be noted that unlike the students of level one, level two students differ in their correct uses of English past progressive tense. In the past progressive category 65.5 % could attain success. There is almost 10 percent differences in the performances of level two students. This fact is an indication that level two students have understood to a large extent the differences between present progressive and past progressive in English.

By the time, the students reach level three, they had received sufficient training and exposure in English language. This is reflected in their performances in this study. They had moved quite ahead of level two. In level three, students show the correct uses (that is, 92.5 %) surge further up in the correct uses of present progressive tense. The students of level three reflect different patterns of marking present progressive tense. The level three students achieve 81.48 % success in selecting the correct options in the present perfect tense category. Also, in the past progressive category, 88.8% students attained success. The success rate of the level three students is high in all English aspect categories considered in our study. The performances of level four students with regard to the learning and comprehension of English aspect categories are very good. Almost in all the categories of aspects, more than 90 % students were able to provide the correct options.

The ANOVA test used in this study showed statistically significant differences in the uses of the various English aspect categories across the four levels. In addition, the Tukey Post Hoc test, through multiple comparisons enabled us to see which specific groups are significantly different from each other. Tukey Post Hoc test indicated a similar pattern of statistically significant differences across all four levels with regard to the uses of almost all English aspects. The relation between the different levels (groups) with regard to the correct uses of the English aspect categories, such as, present progressive, past progressive, present perfect tense and past perfect tense is discussed in the following:

(i)   The differences between level one and level two, three and level four are significant in present progressive, past progressive, present perfect tense and past perfect tense categories.

(ii) The differences between level two and level one, three and four are statistically significant in present progressive, past progressive, present perfect tense and past perfect tense categories.

(iii) Level three shows significant differences with level one and two in present progressive, past progressive, present perfect tense and past perfect tense categories.

(iv) The difference between level three and level four is significant only in present perfect tense uses. Otherwise, in all other categories we have seen that the difference between level three and four is not significant.

(v)   Level four indicates significant differences with level one and two in all aspect categories.

(vi) The difference between level four and level three is insignificant in all categories except present perfect.

4. Conclusions

It can be concluded that there is a lot of variation in the pattern of learning and comprehension of English aspect categories by Yemeni EFL students. There is a big deal of differences in the rate of errors committed by students at different levels. Errors committed by students were not equally distributed within all English aspect categories and there were significant differences in students' correct uses in

English aspect categories across the four levels. The statistical analysis shows that present perfect tense is the most problematic aspect for the students. This could be due to the fact that English and Arabic systems are very different as far as tense and aspect systems are concerned. The influences from Arabic affect the learning and comprehension of English aspects in the initial years, especially in level one students. This allows us to also conclude that the influences of students' mother tongue i.e. Arabic plays a negative role in the learning and comprehension of English aspect categories by Yemeni students. Arabic and English differ in the expression of temporality. Thus, the study recommends that syllabus makers and EFL teachers should take these differences, and Arabic influences in learning and teaching English aspect categories in concern. Finally, it is hoped that these findings will help in designing study materials and improvising teaching methodology that can improve the efficacy of teaching and learning of English aspect categories to Yemeni and Arab students learning English as a foreign language.

5. Ethics Committee Approval

The authors confirm that ethical approval was obtained from Aligarh Muslim University (Approval Date: 11/05/2020).

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Yemenli YDİ öğrencilerinin İngilizce boyut kategorilerini öğrenmesi ve anlamasını incelemek

Öz

Bu çalışma, Sana'a Üniversitesi Güzel Sanatlar Fakültesi İngilizce bölümünde lisans programının farklı seviyelerinde yer alan Yemenli YDİ öğrencilerinin İngilizce aspekt kategorilerinin öğrenme ve anlama modellerini incelemeye çalışmaktadır. Araştırmanın verileri lisans programının dört kademesini kapsayan toplam 120 öğrenciden toplanmıştır. Her seviyeden otuz öğrenciden oluşan bir grup değerlendirildi. Görünüş kategorilerine ilişkin veriler, SPSS 16.0'daki ANOVA varyansının tek yönlü analizi ve Tukey Post Hoc testi gibi istatistiksel modeller kullanılarak analiz edilmiştir. İstatistiksel analiz, (1) dört seviye boyunca çeşitli İngilizce aspekt kategorilerinin doğru kullanımlarında önemli farklılıklar olduğunu ve (2) hataların tüm İngilizce aspekt kategorileri içinde eşit olarak dağılmadığını göstermektedir. (3) Tukey Post Hoc testinin kullanılması ayrıca belirli seviyelerdeki performansların birbirinden önemli ölçüde farklı olduğunu göstermektedir. Dahası, şimdiki zaman tüm düzeylerde en düşük doğru yanıtları almıştır, bu nedenle diğer kategoriler arasında en sorunlu olduğu düşünülmektedir. Arap etkilerinin rolünün ilk yıllarda, özellikle birinci seviye öğrencilerde, görünüş kategorilerinin öğrenilmesi ve anlaşılması sürecini olumsuz etkilediği fark edilmiştir. Bazı pedagojik çıkarımlar verilmiştir.

Anahtar sözcükler: öğrenme; anlama; görünüş kategorileri; yabancı dil olarak İngilizce; Yemenli YDİ öğrencileri

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