2023-08-01

Double Tense Marking in L1 Spanish Speakers/L2 English Learners

Vianney Zuniga
University of Texas at El Paso

DOUBLE TENSE MARKING IN L1 SPANISH SPEAKERS/L2 ENGLISH LEARNERS

VIANNEY ZUNIGA

Master's program in Linguistics

APPROVED:

Sabrina Mossman, Ph.D., Chair

Nick Sobin, Ph.D.

Heather Click-Cuellar, Ph.D.

Stephen L. Crites, Jr., Ph.D.
Dean of the Graduate School

DOUBLE TENSE MARKING IN L1 SPANISH SPEAKERS/L2 ENGLISH LEARNERS

By

Vianney Zuniga B.A.

THESIS

Presented to the faculty of the Graduate School of

The University of Texas at El Paso

In Partial fulfillment

of the requirements

for the degree of

MASTER OF ARTS

Department of Language and Linguistics

The University of Texas at El Paso

August 2023

ACKNOWLEDGMENTS

Words cannot describe my gratitude to my professor and chair of my committee for her valuable patience and feedback throughout this year as a thesis student. I couldn't have completed this research without the help of my committee members who supported and guided me through this process of writing a thesis.

I am also grateful to those participants who were patient enough to participate in both the pretest and the posttest sessions. I couldn't have gathered enough data without their patience and time invested in my project. Thanks also goes to the professors who gave me their point of view in this project and helped me determine how to continue with the procedure and method sections.

Lastly, I would like to thank my family, especially my parents and brothers. Their belief in me and everyday motivation kept me inspired to finish this thesis and conclude a year-long project with difficulties and rewards.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

The acquisition of negation and interrogatives has been an area of interest among many researchers. As early as 1966, Klima and Bellugi identified three stages of acquisition in children's speech, and Bloom (1991) also recognized similar stages to those described by Klima and Bellugi. The concluding stage identified by all these researcher states that once a child has acquired an analyzed version of *do*-support in negation and interrogatives, this represents complete acquisition of the constructions requiring *do*-support. In other words, according to the researchers, children produce grammatical utterances after going through these stages of acquisition. However, the current study will demonstrate that this is not the case.

Stages of acquisition have also been an area of interest not only of children's speech or first language learners (L1), but also in learners of English as a second language (L2). Cancino et al. (1978) examined acquisition in L2 English learners to determine if the stages proposed by Klima and Bellugi were the same for L2 learners as for the acquisition of English as a first language. The researchers concluded that once learners acquired *do* in the different forms marked for past tense (*did*) and third person singular present (*does*) when producing a negation or interrogative, they had reached the final stage. However, English has the property that once the auxiliary is marked in the past tense (*did*) or third person singular present (*does*), then the main verb in the utterance must remain in base form creating a sentence like: *Mary didn't **like** Stephen King's book. Do* is an auxiliary verb that does not exist in most languages, including romance languages like Spanish. Therefore, the acquisition of this auxiliary verb proves to be difficult for those who learn English as a second language. According to Cancino et al. (1978), once a person becomes proficient enough to insert *do* marked in the past tense or present third person singular, this

entails complete acquisition of negation and interrogative. Yet, there is some evidence that even after reaching the *do*-support stage, learners still produce negative or interrogative structures.

(1) Susana didn't ***ate*** *cauliflower.*

(2) When did Jaime ***presented*** *his research paper?*

This study will deal with the question of whether second language learners who have acquired the fourth stage of negation and interrogative produce what is called Double Tense Marking (DTM), a phenomenon proposed by Al-Makatrah et al. (2017). DTM means producing a sentence like (1) and (2), and it is often treated as an error (Eisouh, 2011; Bautista,1987; Candry, 2013). The study will also look at the possibility of reducing instances of DTM in *wh*-questions and negation marked for the past tense by providing instruction plus feedback to the learners.

BACKGROUND

For the purpose of this research, I will assume the minimalist syntax approach as described by Adger (2003). In a sentence, the tense element T, an independent functional head, is separate from the main verb, and it imparts its tense value to the verbal element immediately below it. Thus, both T and v each bear a tense value. The verb undergoes movement to little v, as in figure 1.

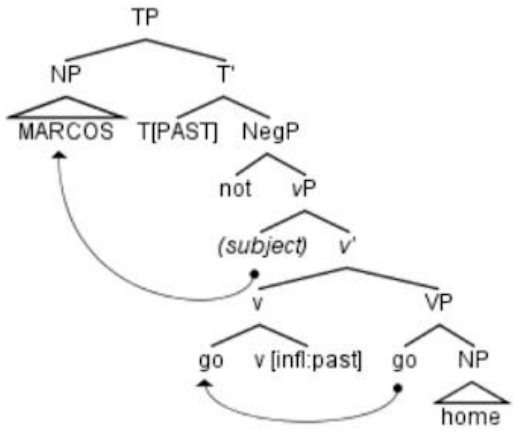


Figure 1. Syntactic tree: Marcos [] not go home.

Auxiliary verbs raise to T due to the tense valuation from T being strong. This results in only one position for tense pronunciation, T. However, tense valued from T onto a main verb (V/*v*) is a weak valuation, and this does not result in raising to T. The result here is that in constructions with no auxiliary verbs, tense appears in two places in a structure. Since tense is normally only pronounced once in a sentence, this presents the question of where tense should be pronounced, can be seen in example (3).

(3) Laura [$_{TP}$ T_{past} [$_{vP}$ v_{past}/eat mangos]]. (Laura ate mangos.)

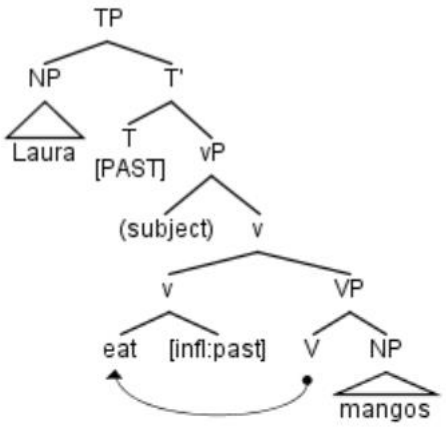


Figure 2. Syntactic tree for a simple past declarative.

To address this question, Adger (2003) proposes what he calls the Pronounce Tense Rule (PTR) in (4).

(4) **Pronounce Tense Rule (PTR)**: In a chain (T[tense], v[uInfl:tense]), pronounce the tense feature on v only if v is the head of T's sister (p.155).

PTR is a phonological spell–out rule where the pronunciation of the tense only applies to v if v is the head of T's sister. In (3), v is the head of T's sister, so PTR selects v/V as the position where tense is pronounced (e.g. '*Laura ate mangos*').

Next consider the negative sentence in (5) and figure 3.

(5) Carolina [$_{TP}$ T_{past} [$_{NegP}$ not [$_{vP}$ v_{past}/read horror novels]]]

(Carolina did not read horror novels)

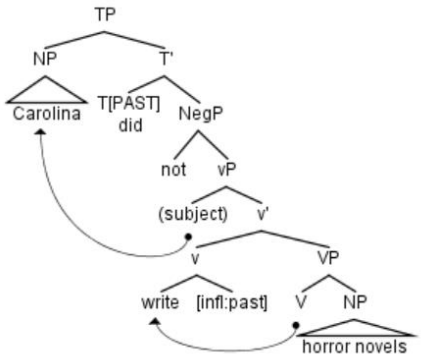


Figure 3. Example (5) plotted in a syntactic tree.

Here too, the tense feature is marked in two places (T and *v*). T's sister is NegP, so following PTR, v is not the head of T's sister, and tense is pronounced on T. Since T is not a "word," *Do* Support is triggered, producing '*did*' (e.g., '*Carolina did not write horror novels*').

Following Adger's PTR proposal, *do*-support is also predicted in interrogatives. T bears a clause–type feature [*u*C–T:]. When interrogative C bearing [Q] values [*u*C–T:] on T, the valuation is strong triggering T to C movement. (Valuation of [*u*C–T:] on T by declarative C is a weak valuation, and no raising to C takes place.)

Consider sentence (6) and its structure.

(6) Does Mickey open a present?

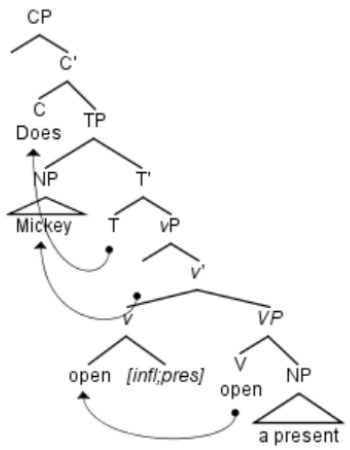


Figure 4. Syntactic tree presenting T to C movement.

Once T–to–C movement occurs, T no longer has *v*P headed by v as its sister. Again, following PTR, T is selected as the position where tense is pronounces, and *Do*-support applies

In object and adverbial WHQs (e.g. '*What did she see?*' or '*Where did they perform?*'), the story is the same as in YNQs: T has raised to C, so v is no longer the head of T's sister, and PTR will select T (with *DO* Support) as the position of tense pronunciation.

2.2 L1 Stages of acquisition

2.2.1 Negation

Extended and detailed research has been conducted in the development of a negation system in the acquisition of a first language. In the earliest of these studies, Klima & Bellugi (1966) conducted a longitudinal study in which three children's speech (Sarah, Eve and Adam) was analyzed. The three families were independent of each other, and the researchers recorded two hours of speech every two weeks for a period of approximately three years. The initial age of the children were 18 months old, 26 months old and 27 months old. The authors identified three different stages in which a child expresses negation based on an affirmative sentence. (p 186).

In the first stage, children negate an affirmative sentence by adding a *no* or *not* preceding the nucleus of the sentence. In the second stage, the existence of both auxiliaries *don't* and *can't* start to appear in the grammar of children. In the third stage, children produce an analyzed version of *don't* for tense (*didn't*) as well as incorporating other auxiliaries and modals.

Table 1. Stages of negation described by Klima and Bellugi (1966)

Stages of negation	Characteristics	Examples
Stage 1	*No+ Verb*	*No the sun shining* *No play that* *No sit there*
Stage 2	Subject-Negation-Verb. Appearance of *don't* and *can't*	*I don't want it* *I can't catch you* *You can't dance*
Stage 3	Analyzed *do*-support, modals and copula appear.	*I didn't see something* *Donna won't let go* *It's not cold*

In a more recent study, expanding upon the model proposed by Bellugi (1967), Bloom (1991) identified three semantic categories in the sequence of negation: non-existence, rejection, and denial. In this longitudinal study, the researcher Bloom (1991) observed the children's speech until they reached the age of 6.

This study showed similarities to Klima & Bellugi's stages of negation; however, a difference was seen in the two initial stages. In the initial stage children expressed negation by adding a simple *no* at the beginning of the sentence as can be seen in (7).

(7) No. No more. No more noise

In this initial stage Bloom (1991) noted that children would produce *no* as a single word utterance mostly to express rejection and denial. The use of *no* was the element that the three children would use frequently (Bloom, 1991). Children create sentences which contain a subject and object for the most part. The first stage was different since children added the negating element between subject and verb. On some occasions, children added *don't* as well as in (8) (See Lightbown and Spada 2006).

(8) *Daddy no comb hair.*

The stages observed by Bloom (1991) look very similar to the ones reported by Klima and Bellugi (1966) except that Bloom found that some children continued producing *no* in the second stage while Klima and Bellugi emphasized that in the second stage children incorporated *don't* and *can't* unanalyzed for the most part.

2.2.2 Stages of Interrogatives

Similar to the stages identified for negation in utterances, stages of development in interrogatives have also been an area of interest to many linguists. As previously mentioned, Klima and Bellugi (1966) not only identified stages of negation, but also identified three stages of interrogatives in children's speech (See Table 2).

This first stage is accompanied by a "yes/no nucleus" where the only indication that a question is being asked is a rising intonation. In the second stage, learners start to develop the use of different elements including the use of pronouns, articles, modifiers, and some inflections (plurals). There is yet no subject-verb inversion in this stage. Nevertheless, children are becoming more aware of different elements such as the use of *don't* or *can't.* In the third stage, the auxiliary *do* appears; however, this auxiliary is not marked for tense, person or number. This means that children start to incorporate this auxiliary even if it is not in an analyzed form.

Table 2. Stages of interrogatives described by Klima and Bellugi (1966)

Stages	Description	Examples
Stage 1	Rising intonation	*I ride train?* *Where Mamma boot?* *Where horse going?*
Stage 2	Incorporation of don't and can't with rising intonation	*This can't write a flower?* *Why don't you smiling?* *You want eat?*
Stage 3	Do-support. Subject Auxiliary Inversion.	*Does the kitty stand up?* *Can I have a piece of paper?* *Is Mommy talking to Robin's grandmother?*

Klima and Bellugi (1966) also found a distinction in which not only were the inversions applied in this context, but there was also evidence of the acquisition of *wh*-phrases.

In this stage children are also presenting the use of *wh*-questions in which they use the *wh*-phrase without any use of auxiliary or modal verbs. In the second stage, *wh*-words (especially the wh-phrase *what*) are fronted in an utterance as it is observed in stage one. However, children have not yet incorporated the use of auxiliaries in the interrogative utterances, and therefore children have not yet acquired an adult question structure. In the third stage, children are aware of inversion in yes/no questions, but they are not yet able to produce this inversion in a *wh*-question.

Table 3. Stages of interrogatives with a wh-phrase described by Klima and Bellugi (1966)

Stages	Description	Examples
Stage 1	No indication of tense and number	*Where milk go?* *Where kitty?*
Stage 2	Wh-questions without auxiliaries	*Why not he eat?* *What me think?*
Stage 3	Wh-question with the appearance of *do* (helping verb)	*What I did yesterday?* *What did he doed?*

While there is a developmental sequence described by these authors, it only reaches the point of inversion. However, another study conducted by Lightbown and Spada (2006) found six developmental stages for the acquisition of interrogatives.

In the initial stage, children begin to produce a question by a simple two- or three-word sentence with rising intonation. In the second stage, children start to produce more complex

sentences. In this stage, children are not aware of the Subject- Verb inversion element and they rely on the use of rising intonation to ask a question. In the third stage, children become aware of the word order difference in interrogatives. In the fourth stage, children will start incorporating auxiliaries in the interrogatives. In the fifth stage, children will start to produce adult forms of *wh*-questions and yes/no questions, but embedded questions are difficult to produce. Lightbown and Spada (2006) identified stage six as the last stage, since there is complete acquisition of all forms of question types including negative and embedded questions.

Table 4. Stages of interrogatives described by Lightbown and Spada (2006)

Stages	Description	Examples
Stage 1	Rising intonation	*Cookie?* *Mummy Books?*
Stage 2	Longer sentences, rising intonation	*You like this?* *I have some?*
Stage 3	Fronting-without acquiring question word order	*Can I go?* *Are you happy?*
Stage 4	Subject auxiliary inversion	*Are you going to play with me?*
Stage 5	Adult form- No negation	*Why did you do that?* *Why the teddy bear can't go outside*
Stage 6	Acquisition of embedded and negating questions	*Why does he run?* *Where did mommy go?*

2.3 L2 Stages of acquisition

The observation of stages of acquisition for both negation and interrogatives has been an area of interest not only in the process of first language acquisition, but it has also been an area of interest in second language acquisition as well.

2.3.1 Negation

Cancino, Rosansky & Schumann (1978) created a study in which they looked at the acquisition of English negatives and interrogatives by six native Spanish speakers. (Hatch 1978, pg. 208). The participants for this study varied in ages and exposure to English as their second language. All of them spoke Spanish at home and had different motivations to learn English. Cancino et al. (1978) found that similar to first language English acquirers, there is also a developmental sequence of negating devices used by second language learners of English (see Table 6). For the second stage, the participants begin to create utterances using an unanalyzed *don't V* with no distinction for tense or person (*doesn't*, *didn't*). In the third stage, participants start to incorporate auxiliaries especially *can't*. The final stage was called analyzed *don't V*. Participants were able to differentiate between *don't*, *doesn't*, *didn't*, *did not* and *does not*.

Table 5. Stages of negation Cancino et. al. (1978)

Stages of negation	Characteristics	Examples
Stage 1	no V construction.	*I no can see* *Today I no do that* *I no understand*
Stage 2	Unanalyzed don't V.	*He don't like that*

		that don't say nothing *don't have any monies*
Stage 3	Aux-neg.	*You can't tell her* *He can't see* *But we couldn't do anything*
Stage 4	Analyzed don't V.	*It doesn't spin* *she didn't believe me* *my father didn't let me* *He doesn't laugh like us*.

2.3.2 Interrogatives

In addition to negation, Cancino et al. (1978) also looked at stages of acquisition of interrogatives by second language learners. In the first stage, learners do not understand the difference between *wh*-questions and embedded *wh*-questions. Immediately after the production of these interrogative utterances, learners may start to invert simple *wh*-questions and sometimes they don't. Afterwards learners start to invert even in *wh*-embedded questions. In the second stage, learners know the differences between simple and embedded wh-questions.

Table 6. Stages of acquisition for interrogatives according to Cancino et. al 1978

Stages	Explanation	Examples
Stage 1	Learners may invert or not invert in simple or embedded wh-questions	Inverted- *Where you get that?* Not inverted- *How can you say it?*

		Embedded questions- *I know where are you going*
Stage 2	Leaners distinguish between simple wh-question and embedded clauses	Simple wh-question- Where do you live? Embedded question- I know what he had.

Cancino et al. (1978) found only two stages of development of yes/no questions, which start with no subject-auxiliary inversion (mostly raising intonation questions).

2.4 Double Tense Marking

As noted above, there are different views as to the number for stages of negation. Yet, most of the studies agree that the last stage of negation is the complete acquisition of *do*-support whether it is a third person singular *does*, or marked in the past tense *did* (Bloom 1991, Cancino et al. 1978, Klima and Bellugi 1966, Stauble 1984). However, there are several cases in which even if the second language learner has reached the fourth stage of negation, they may still produce negating and interrogative utterances like (9) and (10).

(9) Mauricio didn't took the bus to school.

(10) Why did we brought dinner to the house?

Al-Makatrah et al. (2017) defined this phenomenon as *Double-Tense Marking* which was observed in a study conducted in an English as a Foreign Language (EFL) environment. DTM refers to learners inflecting the main verb even though the auxiliary is marked in the past tense. Example (20) shows that although the auxiliary verb *do* is inflected in the past tense as *did*, the

learner pronounces the second verb *take* in the past tense inflection as *took* instead of leaving the second verb in base form.

Limited studies have focused on DTM. Eisouh (2011) conducted a cross-sectional study in which the researcher measured errors in negation elements made by University of Jordan's students. The results showed that there was no specific evidence of the I and II stages of negation described by Klima and Bellugi (1966), but the researchers found that learners can use the auxiliary *do* in past tense inflection by inserting it in a negating past tense or third person singular inflection. Most of the errors produced by learners included:

(11) Double marking (e.g., *she did not saw her friend*)

(12) Alternating do-transformations (e.g., *He didn't runs*)

Double marking instances were reported with a 64% of the utterances on lower-level English classes in this study. Alternating do-transformations were reported with a 48% and 47% of the utterances.

In a study conducted on ESL learners whose native language was Belgian or Dutch, Candry (2013) treats DTM as "hypercorrection in the use of the past tense forms." (pg. 66). According to the authors, during the first years of school, the learners do not receive English instruction. Candry makes a comparison between first, second and third grade students, where first year students have not received any English instruction yet. In a picture description game called *"Guess who"* the researcher found errors like (13) and (14).

(13) *Did you stole it?*

(14) *Did you killed the neighbor?*

The researcher was also able to look at a minimum possibility of transfer from L1 to L2. She identified that in interrogatives that have a VSO pattern (which is very similar to Dutch structures when producing an interrogative) learners were creating patterns similar to their native language e.g. *Have he a beard?.* However, learners were producing interrogatives like *Do he have a car?* This shows that there is not necessarily a transfer since they are not transferring a structure from their native language. *Do*-support structure can create confusion when producing an interrogative especially marked for tense. The structure of question inversion was followed with an unanalyzed use of *do*-support. The results showed that there was some improvement in the group that received instruction of do-support. However, it cannot be said that there was full acquisition of do-support, but there is an improvement in how it is utilized in negation and do-fronting.

Although there is extensive research on the stages of development for both negation and interrogatives, the existence of DTM in L1 Spanish L2 English should be documented and accounted for in the developmental sequence.

2.5 Form Focused Instruction

Form Focused Instruction (FFI) is "any pedagogical effort which is used to draw the learner's attention to language form either implicitly or explicitly" (Spada, 1997 pg. 73). Spada refers to it by different elements that can include direct instruction of a form as direct teaching of language or reaction to learner's errors (pg.73). According to the researcher, Focus on Form Instruction is mostly useful when it is combined with some sort of corrective feedback in general. Supporting this claim, White et al. (1991) conducted a study in which the results indicated that instruction contributed to syntactic accuracy and the groups that received implicit instruction on question formation outperformed the uninstructed group significantly. Focus on

Form instruction can be beneficial in exercises that have question formation as a target especially with auxiliaries *be*, *do* and *have.*

FFI allows for different strategies that can contribute to the idea of teaching certain forms in second language acquisition; input enhancement and input flooding are two of them. Input flooding refers to making elements in the input more noticeable or salient expecting the learners to gain some internal knowledge and salience of the form provided to them (see Godfroid, 2015). In this case, input enhancement has the strategy of adding specific forms several times in the text of the target form being analyzed. Godfroid (2015) conducted research in which the researcher measured if input flooding can facilitate the development of implicit and explicit knowledge. The study also looked at L2 German learners and whether they had differences in sensitivity or knowledge to certain German verbs depending on the verb type. The input flooding in this exercise worked effectively in the use of implicit knowledge by itself, but there was difficulty for the participants to transfer from explicit to implicit knowledge in the oral production task.

2.6 Corrective Feedback

Feedback is referred to as "the response to a person's performance of a task which carries information that can be used for improvement" (Hyland, 2013 pg.171). Feedback is a medium for increasing a person's awareness of a target form that usually helps for self-repair of an utterance.

The effectiveness of providing some sort of negative evidence or corrective feedback to learners has been tested by numerous studies. Recasts refers to the reformulation of a learner's utterance without the error being produced by the learner (Lyster and Ranta, 1997, pg.44).

*(15) Teacher: When Cinderella **entered the ballroom** at the palace, the prince set eyes on Cinderella. Walking over to her, he bowed deeply and **asked** her to dance.*

While both recasts and prompts are two common types of corrective feedback found in second language classrooms, there is some evidence that recasts in a classroom might not be as effective as prompts.

Lyster (2004) conducted a study in which he compared FFI with recasts, FFI with prompts and FFI without any type of feedback. There were four instructors involved in this study with each of them having two groups. Three treatment groups received FFI with prompts while the comparison group did not receive feedback in the classroom. Out of the treatment group one received recasts only. The results showed that in the written production task, the metalinguistic group significantly outperformed the control group in this study suggesting that Focus on Form instruction was effective at improving students' ability to correctly assign grammatical genders. The researcher also found that the groups that received recasts and no feedback had similar results, which demonstrates that the most effective of all groups were the ones that received prompts.

Despite this evidence that recasts may not always be beneficial when instructing a morphosyntactic explanation, in a more recent study, Saito and Lyster (2011) measured the effectiveness of recasts in an EFL classroom with L1 Japanese speakers. Not only did the results indicate that FFI does help in the development of the English /ɹ/, but there was also a noticeable difference in the FFI+CF group, and this can be due to the negative evidence that is provided when feedback is provided to get to the correct pronunciation. Although the FFI+no feedback group improved as well in the pronunciation of the segment, the group that received instruction

and feedback outperformed the other two groups significantly which indicates that FFI is also a great tool for phonological forms.

Lyster and Ranta (1997) identified different types of feedback forms that are called prompts as well as recasts in a study conducted in a classroom setting. Recasts may not have a noticeable saliency; however, when compared to prompts, recasts do not disrupt a speaker when orally producing an utterance and thus it may contribute to the flow of the conversation. Because of this, it is one of the most common types of feedback given by instructors. Explicit correction on the other hand may disrupt the flow of the conversation as the example below.

(16*) Learner: On May*

Teacher: Not on May, In May. We say, "It will start in May."

Lyster and Ranta (1997) identified different ways in which the teacher provides feedback to their students which are called prompts. The different types of prompts identified by the researchers are metalinguistic clues, repetition, clarification requests and elicitation (pg. 44). Metalinguistic clues refer to when the teacher provides comments, questions or information related to how well-formed a student utterance is. Giving the direct correct form on how to produce an utterance does not count as metalinguistic clue (Lyster, 2004).

(17) Learner: Sandy didn't drank tea last night with Jared.

Teacher: Do we keep the main verb in the past once the auxiliary is marked in past tense?

The most common type of feedback used by instructors of an ESL classroom is recasts even though the effectiveness has been found wanting in numerous studies. Since most teachers

use recasts, and because recasts have been shown to be less salient than other types of feedback, the present study will look at the effectiveness of FFI combined with other two types of feedback which may not be as common as recasts.

As noted by Al-Makatrah et al.(2017) “teachers need to be aware of the marked features to provide the required follow up to enhance the learners’ understanding in the use of problematic structures” (pg. 155). The insertion of do-support marked for tense or person in both questions and negative sentences indicate that learners have reached what was identified by Cancino et al. (1978) as the fourth or last stage of acquisition of negation. Second language learners know the rule used for *do*-support in both question and negation; however, there is evidence suggesting that learners continue to produce ungrammatical structures after reaching the do-support stage due to DTM. If so, this suggests that there is a stage beyond the do-support stage and that learners may not move beyond to the final stage for both questions and interrogatives. It also may be the case that learners may be shepherded into this final stage if focus on form instruction plus corrective feedback is provided to those who still produce DTM.

RESEARCH QUESTIONS

The present study will answer the following research questions:

RQ1: Do proficient L2 English speakers who have reached the "final" stage of acquisition of negation and interrogatives produce DTM in negation or interrogative sentences, suggesting an additional stage of acquisition?

RQ2: Are learners aware of this phenomenon?

RQ3: Can PTR account for the structures produced by learners at the do-support stage?

RQ4: Can instruction combined with corrective feedback help reduce or eliminate double-tense marking in L1 Spanish learners of English?

METHOD

4.1 Participants

Participants initially included forty Romance (Spanish and Portuguese)-English bilingual students from the University of Texas at El Paso. Thirty participants were part of the experimental group and an additional 5 were part of the control group who completed the pre- and posttest but did not receive the treatment. Of the thirty-five in the experimental group, thirty completed the post-test. The other 5 were eliminated from the instructional portion of the study because either they did not meet the criteria, or they did not wish to continue. Two participants were excluded from the instructional portion of the study because they had acquired the use of *do*-support in both negation and interrogative utterances and did not produce DTM. Data from three participants was deleted because they had not reached stage IV of negation during the oral production tasks (Cancino et. al. 1978). The two participants who were L1 Portuguese did not meet the criteria for this study and they did not participate in the posttest.

Table 7. Results from language background questionnaire.

	Participants (n=40)
Native Language	English= 7% Spanish= 89% Portuguese= 4%
Years of previous instruction	Five years= 5% More than 10 years= 95%
Self-declared percentage of English spoken in a day	Speaks 40%= 80% Speaks 60%= 10%

	Speaks 80%= 10%
Self-assessment of English skills	Better at speaking than writing English=14.63% Better at writing than speaking English= 31.71% Equally good at speaking and writing English= 53.66%
Where did they learn English	School= 33.33% English lessons= 23.33% Talking to peers=21.67% Other (music, video games, etc.) = 21.67%

4.2 Measurement (pre-test and post-test)

The target form investigated in this study was DTM in negation and *wh*-questions. As noted by previous researchers, DTM can appear in negation, wh-questions, and do-fronting. (Al-Makatrah, 2017; Eisouh, 2011; and Candry 2013). For both the experimental and the control group, the pre-test and post-test contained an oral production task and a grammaticality judgment task.

For the oral production task, the exercise was inspired by Eisouh (2011) in which participants were presented with a sentence in the past tense (e.g., Erick walked to the park) and their task was to make the sentence negative (Appendix A). In the second part of the oral production task participants were also presented with a sentence in the past tense (e.g., Hal smelled the blue tulips) as well as a wh-word, and they were instructed to create a question out of the past tense

sentence (Appendix B). For the grammaticality judgment task, participants read several sentences and their task was to write down on a piece a paper with a “yes” or “Y” if they thought the sentence was written correctly or a “no” or “N” was not written correctly (Appendix C).

A total of 32 items were used for the oral production task. Sixteen sentences were used for the negation and 16 sentences were used for the interrogative. During the pre-test, 8 regular verbs and 8 irregular verbs were used for the negation exercise. Due to a miscalculation, for the interrogatives the distribution of regular and irregular verbs was not balanced, and 7 regular verbs and 9 regular verbs were used for the pre-test. This imbalance does not appear to have affected the outcome of the study as will be demonstrated subsequently. For the post-test, the same number of items were used for the oral production task, and 8 regular verbs and 8 irregular verbs were used for both negation and interrogative exercises. For the grammaticality judgment task, a total of 48 items were presented to the participants. Twelve items were correct sentences using *do*-support inflected in the past tense. (e.g., *When did we decorate a gingerbread house?*) Twelve items were sentences that contained DTM (e.g., *Mary Shelly did not wrote The Raven*). An additional 24 items were utilized as distractors. Different items were created for the post-test session; however, the same number of items were used for both tests. The oral production, grammaticality judgment task as well as the treatment session was delivered through Microsoft power point.

4.3 Treatment

Instructional materials: Participants in the experimental group were provided with a short story created by the researcher called ‘Aurora Borealis’ (Appendix D). The passage was 150 words and it contained multiple instances of DTM. The first slide contained instructions for identifying the mistakes in the story. Participants wrote down on a piece of paper any mistakes

they identified in the short story they read. Afterwards participants received explicit instruction during which they were told what DTM is and how this phenomenon works.

Feedback materials: After participants were instructed on how the phenomenon works, participants were provided with either or both of the following types of explicit corrective feedback for the mistakes they made on the oral production task.

(18) Metalinguistic explanation: e.g., You said "Cassandra didn't saw her dog" when the correct way of producing a sentence without DTM would be "Cassandra didn't see her dog." Remember that once the auxiliary verb is inflected in the past tense "did" the main verb remains in base form.

(19) Explicit Correction: e.g., You said "When did John selected a student employee?" which is incorrect, "When did John select a student employee?" is the correct form.

Participants were also presented with the second part of the story Aurora Borealis, and two forms of the same verb were provided, one with DTM and the other without. (e.g., *Jimmy didn't post/posted on social media*.) Participants were instructed to choose between the two verbs. If participants made a mistake, explicit feedback was given to them in that instance, and they would have to write down the correct form (Appendix E).

Follow up survey: After participants received instruction plus corrective feedback, participants were emailed a link to the Question Pro website in which they were given a 2-minute reflection survey reflecting on DTM. The survey contained six questions about their previous awareness of DTM, previous instruction on DTM and their belief in the helpfulness of the session in reducing DTM. Learner's awareness of the phenomenon and their own production can be related to the effectiveness of instruction. Some learners who initially did not know the

existence of DTM may have improved based on the instruction provided to them to understand what the phenomenon is.

4.4 Procedure

Participants in the control and experimental groups met with the researcher twice. All participants were emailed a link to a two-minute language background questionnaire two days in advance (Appendix G). The day of the first session they completed the oral production task first. Participants' responses were recorded with a microphone. After this, they completed a grammaticality judgment task delivered through Microsoft PowerPoint. A paper and pen were provided by the researcher, and the paper was numbered from 1-48. After these two exercises on the same day, the participants in the experimental group were given a treatment session. The treatment session consisted of tasks that had the combination of instruction plus corrective feedback. After completing the treatment session, participants in the experimental group completed the 2-minute reflection survey.

For both the experimental and control group, the post-test session was delivered between 9 to 14 days after the pre-test session. Only those who met the criteria (used DTM and had reached the fourth stage of negation Cancino et al. (1978)) were contacted to participate in the post-test session. For the grammatical judgment task and the oral production task, the same procedure as the one given to the participants during the pretest was delivered for the two groups.

ANALYSIS

The Oral Production Task yielded 2,960 responses that were transcribed and coded for accuracy and DTM. The scores of accurate past tense constructions were calculated for each student, and the scores and ratios of accurate responses were aggregated for both the pre-test and the post-test. When coding for accuracy, if a student produced the target form (e.g do-support marked in the past tense for question or negation without DTM), the response received a score of one point. If a student's response was ungrammatical either with or without DTM it received a score of zero. The second coding recorded double-tense marked constructions which received a score of one point while all other responses received a score of zero. Inferential statistics were carried out to compare participants' responses on the pre-test and post-test.

RESULTS

6.1 Initial production of DTM

Of the 30 participants in the experimental group who participated in the pre-test session, a total of 30 people produced DTM in negation and interrogatives which consisted of 87% of the participants who participated. The distribution of production of DTM across the two types of structures is presented in Table 8. According to the results, 65% of the total utterances contained some form of DTM in the production of utterances in the past tense. This shows that participants produce DTM in both negative and interrogative constructions.

Table 8. Total number of instances DTM was produced.

Double Tense Marking (n=30)	Total	Percentage
Negation	307	48%
Interrogatives	514	80%
Total	821	65%

6.2 Reflection survey

Figure 5-7 shows the results of the short Likert scale questionnaire measuring their awareness. On these figures, the x-axis represents the participant's responses with 1 being "strongly disagree" and 5 being "strongly agree". The question shown in Figure 5 asked if participants knew the rule of not changing the second verb once the auxiliary *do* was inflected in the past tense. Thirty-seven percent of the participants responded with a four indicating that they were aware of the existence of *did* and that the verb had to stay in base form. However, twenty

three percent of the participants responded with a three or neutral meaning that they were neither sure or unsure about the phenomenon.

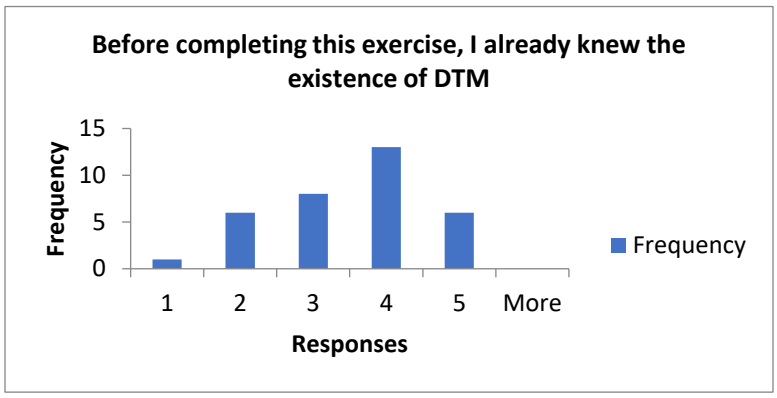


Figure 5. Responses of question 1 reflection survey

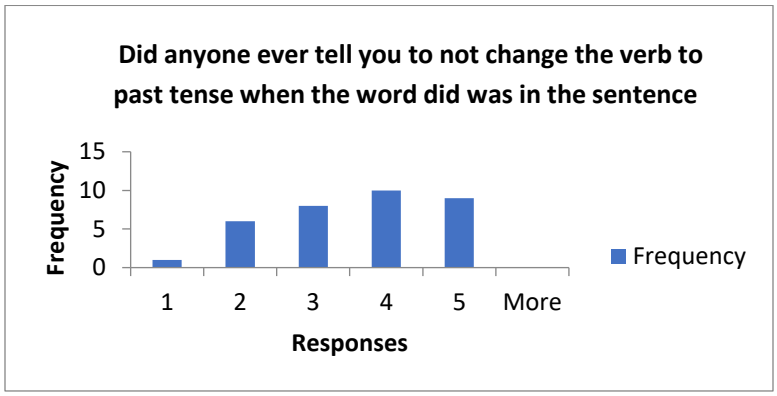


Figure 6. Responses of question 3 reflection survey

Participants were also asked if anyone ever told them to not change the verb to past tense when the word *did* was in the sentence. Figure 7 shows that twenty nine percent of participants responded mostly with a four or the somewhat agree indicating that before the session they had previously been told about the use of the auxiliary *do*. However, twenty three percent of participants responded with a two or somewhat disagree suggesting that they had not received previous instruction in the use of auxiliary *do* inflect in the past tense.

Participants were also asked if after this session participants were going to pay close attention to the presence of DTM in their surroundings (Figure 7). Forty nine percent of the participants responded with a five indicating that they will pay close attention to this phenomenon in their surroundings. Thirty-four percent of the participants responded with a four indicating that they somewhat agreed with this.

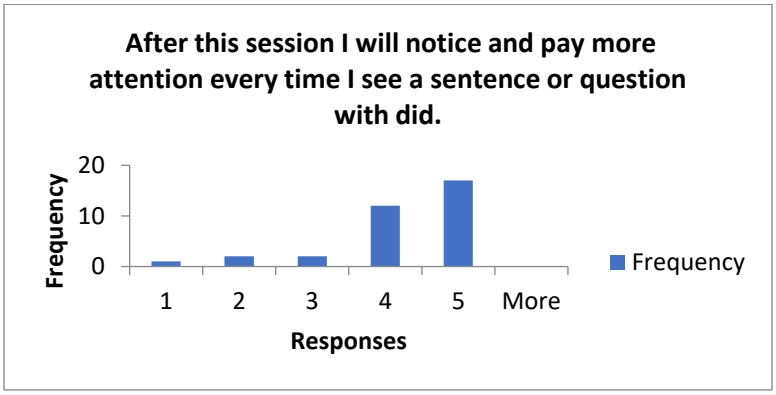


Figure 7. Responses for question #4 of the survey

6.3 Oral Production Task

The participants' production of past tense constructions overall improved by 27% after treatment (instruction + feedback) (see Table 9).

Table 9 *Overall Pretest and Posttest scores*

Participants (n = 30)	N	*M*	*SD*
Pretest	336	11.2	5.1
Posttest	635	21.2	6.2
Difference	299	10	7.08

Paired *t*-tests were used to compare the difference in percentage of accurate responses on the Oral Production Task for past tense negation and interrogatives between the pretest and posttest. The results of the two-tailed paired-samples *t*-tests showed a significant main effect of

instruction plus feedback on accuracy in producing grammatically correct past tense constructions in English, $t(29) = 8.42$, $p < .000$. The effect size is large (Cohen's $d = 1.4$).

There was a significant effect of instruction plus feedback on both negative $t(29)=-5.43$, $p <.000$, and interrogative $t(29) = 6.43$ $p<.000$, constructions, and this effect was the same regardless of the type of construction or the type of verb. Applying a Bonferroni correction to the alpha level .05 to control for the two tests sets the alpha level at $p < .025$., which is met by both conditions.

6.4 GJT

On the GJT task, participants' ability to discriminate between grammatical and double-tense marked past tense constructions improved by 19% after treatment. Paired *t*-tests were used to compare the difference in percentage of accurate responses on the GJT for past tense negation and interrogatives between the pretest and posttest. The results of the two-tailed paired-samples *t*-tests showed a significant main effect of instruction plus feedback on accuracy in recognizing the ungrammaticality of double-tense marked constructions in English, $t(29) = 4.6$, $p < .000$ (Table 10). The effect size is large (Cohen's $d = 1.4$).

Table 10 *Overall Pretest and Posttest scores*

Participants (n = 30)	N	*M*	*SD*
Pretest	14.73	.64	.18
Posttest	19.17	.84	.12
Difference	4.43	.19	.22

6.4.1 Negation

Paired *t*-tests were used to compare the difference in percentage of accurate responses on the GJT for past tense negation between the pretest and posttest. The results of the two-tailed paired-samples *t*-tests showed a significant main effect of instruction plus feedback on accuracy in recognizing the ungrammaticality of double-tense marked constructions in English, $t (29) = -$

4.45, $p < .000$ (Table 10). The effect size is medium, (Cohen's $d = .42$). Applying a Bonferroni correction to the alpha level .05 to control for the two tests sets the alpha level at $p < .025$, which is met by both conditions.

Table 11 Negation Pretest and Posttest Scores

Participants (n = 30)	N	*M*	*SD*
Pretest	7.34	0.63	0.21
Posttest	9.86	0.86	0.15
Difference	2.52	0.22	0.28

6.4.2 Interrogatives

Paired *t*-tests were used to compare the difference in percentage of accurate responses on the GJT for past tense interrogatives between the pretest and posttest. The results of the two-tailed paired-samples *t*-tests showed a significant main effect of instruction plus feedback on accuracy in recognizing the ungrammaticality of double-tense marked constructions in English, t (29), = -3.47, $p < .000$ (Table 12). The effect size is medium (Cohen's $d = .57$).

Table 12 Interrogatives pretest and posttest

Participants (n = 30)	n	*M*	*SD*
Pretest	7.43	.66	.17
Posttest	9.31	.81	.15
Difference	1.88	.15	.24

Additional paired *t*-tests were used to determine whether the effectiveness of instruction + feedback differed across the two types of constructions with regular vs. irregular verbs. A Bonferroni correction was applied to the alpha level .05 to control for the four tests, setting the alpha level at $p < .125$. There was a significant effect of instruction + feedback on past tense judgments for both types of constructions—negative and interrogatives, regardless of the type of verb, regular or irregular.

The control group did not have significant improvement before or after the oral production or GJT results. This indicates that the improvement seen in the experimental group was not a result of task effect.

Overall, the results show that the experimental group improved from pretest to posttest in both the oral production and on the GJT due to the treatment of FFI + CF. In other words, explicit corrective feedback plus instruction helped reduce the number of instances in which DTM was being produced, and it helped increase recognition of DTM in both negation and interrogative utterances.

DISCUSSION

In this study, four research questions were investigated.

RQ1: Do proficient L2 English speakers who have reached the "final" stage of acquisition of negation and interrogatives produce double-tense marking in negation or interrogative sentences, suggesting an additional stage of acquisition?

In the present study, double-tense marked constructions were produced by most of the L2 English speakers. Many researchers may consider the existence of DTM structures among L2 English learners as a recognized phenomenon due to all the anecdotal evidence for it, yet empirical documentation of the phenomenon was virtually non-existent in the literature. Furthermore, to the best of my knowledge, little to no documentation has provided a reason as to why learners produce DTM in their speech, other than Candry's (2013) assumption of it being a case of hypercorrection. Above all, there has been neglect in the research documenting the stages of acquisition in which there is no mention of DTM.

Researchers like Bautista (1987) have referred to DTM as an "error" produced early on by children. Al-Makatrah et al. (2017) also classified DTM as an error produced mostly by advanced participants of their study. The majority of those who have looked upon the stages of acquisition either L1 or L2 have identified a final stage of acquisition which is the acquisition of do-support for both tense and person. DTM does not necessarily refer to a mistake in the acquisition of *do*-support, but rather it can be a subsequent stage for both negation and interrogative construction. This stage can represent a stage in which learners cease to produce DTM. Therefore, I hypothesize that there is a stage before the final acquisition of do-support that looks like table 13. Based on the data given by the participants, they reached the acquisition of

the analyzed do-support proposed by Cancino et al. (1978) however participants are still producing DTM.

Table 13. Stages of acquisition-negation by second language learners proposed in current study.

Stages	Description	Examples
Stage 1	No+ Verb	No drank tea
Stage 2	Unanalyzed don't verb	Sandra don't drank tea
Stage 3	Aux-verb	Sandra is not drinking tea
Stage 4	Presence of does/did + DTM	Sandra didn't **drank** tea
Stage 5	Presence of does/did – DTM	Sandra didn't **drink** tea.

It is important to recognize that the do-support stage proposed by other researchers, should be subdivided into two stages to capture the true development of L2 English negation. Recognizing this additional stage can help to identify and reduce DTM from learners' mental grammar.

RQ2: Are learners aware of this phenomenon?

Most participants were aware of the presence of do-support to some degree, and they know how to identify when to use *did* depending on the context it has to be used. Based on the survey responses, some participants had been given previous instruction on how to use the auxiliary *do* depending on the context. In the tasks used in this study, the sentences were all inflected in the past tense. Learners who have reached the fourth stage according to Cancino et al. (1978) know the rule of producing only the auxiliary verb and to leave the main verb in base form. Nevertheless, there are several participants who knew the rule of producing a negation or

interrogative with *did* and yet they still produced DTM several times both in negation and interrogatives. Participants in this study were producing DTM several times during the pretest especially with the interrogatives. The majority of those who produced DTM produced at least more than three sentences with DTM.

In conversations with the researcher, several participants indicated that they were unaware of producing DTM. Others knew that they were producing DTM, but they said it was produced by them "unconsciously" and the time pressure made them say these utterances without noticing. After the pretest, some learners indicated in conversations with the researcher that they knew the existence of DTM when they listened to other people talk about any subject. However, they were not aware that they were producing DTM in their own speech. This indicates that there is a disconnect between the conscious knowledge they have about the language and the forms produced in their own speech. DTM is not as salient to notice with regular past tense forms, but this shows that there is still some improvement required in the awareness of its production.

RQ3: Can PTR account for the structures produced by learners at the do-support stage?

Candry (2013) provided an explanation of what DTM can represent in L2 speech. She stated that DTM is a hypercorrection of past tense forms. Several researchers (Al-Makatrah et al. 2017, Bautista 1967, Eisouh 2011) have classified DTM as an error without further explanation of why these forms are being produced. However, PTR provides a syntactic account that predicts DTM, which suggests it is not simply an error or hypercorrection.

The results from this study confirm that PTR can account for this phenomenon. As mentioned in the background section PTR provides a syntactic explanation of why this

underlying structure does not allow the pronunciation of tense in the main verb. As it was presented by Adger (2003), the tense feature will be pronounced on little v if v is the head of T's sister. When there is a sentence like (20) the tense feature is marked in the main verb, v is the head of T's sister, and the tense gets articulated in the main verb. 'However, when Neg appears as in (21), v is not the head of T's sister, and PTR selects T as the position of tense pronunciation.' (21).

(20) Fabricio saw a bird.

(21) Fabricio didn't see a bird.

Native English speakers control of PTR, and they do not produce DTM on the surface. However, L2 English speakers in this study demonstrate a lack of control of PTR; learners have already acquired do-support and they know how to inflect and insert the verb in a negating past tense utterance and how to invert the auxiliary with the subject with a wh-question, yet they still produce statements such as (22) and (23).

(22) Mauricio didn't took his medicine

(23) What did Sandra attended to?

Thus, it appears that contrary to what many researchers claim, DTM is not an error. It is an inability to control where the phonetic realization of underlying inflection is. PTR can account for this phenomenon, and it provides a syntactic representation of underlying structures where the pronunciation of tense occurs in a sentence. Furthermore, the data in this research provides evidence to support Adger's theory. The fact that DTM happens supports the theory that tense appears in two places in non-Auxiliary structures, T and v. PTR offers an account of why tense isn't normally pronounced twice.

RQ4: Can instruction combined with corrective feedback help reduce or eliminate DTM in L1 Spanish Speakers learners of English?

As the results showed overwhelmingly, instruction combined with corrective feedback can help reduce DTM in bilingual participants. Although there are several methods of corrective feedback, it is important to select a type of feedback that is salient enough for learners to pay attention to a particular target form. Recasts may not be an appropriate option for this exercise because of learners' lack of awareness of their own DTM production even if they knew the rule. It is preferable to use a type of feedback that can be explicit enough for learners to know whether they are producing DTM. Therefore, it is better to use explicit corrective feedback or metalinguistic information like the one used in this study.

Schmidt (1990) proposed the noticing hypothesis which says that learners will transform input to intake if and only if they are noticing or wanting to notice a particular target form (See Schmidt, 2010). According to this hypothesis participants in this study reduced the number of instances in which DTM was produced when they were given explicit instruction on how to produce an effective past tense utterance with the auxiliary do. This increase in correct instances of past tense production can also be attributed to the choice of feedback. Metalinguistic explanations and explicit correction are two feedback types in which there is some level of saliency when showing the correct form of past tense negation and interrogative utterances. If the study had utilized recasts as the choice of corrective feedback, it probably wouldn't have the same effect in the effectiveness in production because recasts do not have a level of saliency compared to the prompts used in this study. This shows that following Schmidt's hypothesis, learners are becoming aware of the effective production of utterances with the auxiliary *did* and this contributes to higher numbers of correct production of negation and interrogative sentences.

CONCLUSION

The study has provided documentation that DTM exists to a degree that suggests an additional acquisitional stage should be proposed beyond the *do*-support stage, it has provided an explanation as to why learners produce this form so frequently and even at advanced levels, and it has demonstrated that Form Focus Instruction plus corrective feedback has contributed to the effective production of negation and interrogatives using the auxiliary *did*.

There were some limitations to this study. First, while there was a small control group to eliminate the likelihood of a task effect, the sample size of the control did not allow for a statistical comparison to be carried out. Given that the improvement of the experimental group was considerable, and the control group's performance became worse, it is unlikely there could have been a task effect. Nevertheless, it would be beneficial to have a larger control group size to compare and have a better understanding of how effective form focus instruction plus corrective feedback is compared to a larger control group.

For future research, it would be helpful to study instruction and feedback separately. As was said before in the discussion of Schmidt's Noticing Hypothesis, feedback is very important to increase the saliency of a particular target form for learners to notice it. Therefore, a future study could only look at FFI and corrective feedback separately, meaning that one group would receive FFI without feedback and another group would receive feedback without FFI. This could be beneficial in terms of the Noticing Hypothesis because it can determine if FFI or feedback is better to make learners aware of their mistakes.

An additional delayed post-test could also be beneficial to determine if the change resulting from the treatment received by the experimental group persists over time and to what

degree. Because participant attrition is a challenge when a study requires participants to return for multiple data collection sessions, this study may be better if it is conducted in a classroom setting. This can help because teachers or instructors in the classroom can identify in the delayed posttest if their students understand and apply the do-support correctly to try to avoid DTM.

Finally, participants in this study were given a written GJT in which they had to identify if a sentence that had DTM was grammatical or ungrammatical, but the question of whether participants can perceive DTM in oral production remains unknown. Therefore, as part of future research it would also be interesting to have participants listen instead of reading grammatical versus ungrammatical sentences to know if participants perceive this phenomenon in orally produced sentences.

Overall, this study has shown that Form Focus Instruction plus corrective feedback can help reduce the production of DTM in L2 English learners. The overwhelming results prove that learners have a positive effect when they are provided with instruction + feedback. Learners have also proven to understand what DTM is and how to avoid producing it during a conversation. The study has looked upon the possibility of an additional stage between the third and the fourth stage proposed by Cancino et al. (1978). DTM is not an error, but it is a stage in the acquisition of negation and interrogative.

REFERENCES

Adger, D. (2003). *Core syntax: A minimalist approach* (Vol. 20). Oxford: Oxford University Press.

Ahmad. K. (2002). Don't just say "No": Developmental sequence of negation. Retrieved from http://dspace.wrlc.org/handle/1961/5224.

Al-Makatrah, E. S., Yasin, M. S. M., Sulaiman, M. Z., & Al-Khawaldeh, M. I. (2017). The Markedness in Acquiring Do-support in Negation and Inversion by Adult Native-Arabic Speakers Learning English. *3L, Language, Linguistics, Literature*, *23*(4).

Bautista, M. (1987). *A Review of theoretical issues and understanding in the area of Spanish-English assessment material* (Master's thesis, California State University, Northridge).

Bloom, L. (1993). *Language development from two to three*. Cambridge University Press.

Brattico, P. (2011). The diehard extended projection principle. *SKY Journal of Linguistics*, *24*, 181-188.

Cancino, H., Rosansky, E. J., & Schumann, J. H. (1978). The acquisition of English negatives and interrogatives by native Spanish speakers. In E. M. Hatch (Ed.), Second language acquisition: A book of readings (pp. 207-230). Rowley: Newbury House Publishers, Inc.

Candry, S. (2013). The acquisition of do-support by Belgian Dutch-speaking learners of English. *Unpublished master thesis). University in Ghent, Belgium*.

Eisouh, Z. S. (2011). Negation Errors in English by University of Jordan Students. Reading Improvement. Vol. 48(3), 139-154.

Godfroid, A. (2016). The effects of implicit instruction on implicit and explicit knowledge development. *Studies in Second Language Acquisition*, *38*(2), 177-215.

Hawkins, R. (2001). Second language syntax: A generative introduction. Wiley-Blackwell.

Hyland, K. (2019). Second language writing. Cambridge university press.

Klima, E. S., & Bellugi, U. (1966). Syntactic regularities in the speech of children. In Lyons, J., & Wales, R. J. (Eds.). (1969). *Psycholinguistics papers: The proceedings of the 1966 Edinburgh conference*. Edinburgh: University Press.

Lyster, R. (2004). Differential effects of prompts and recasts in form-focused instruction. *Studies in second language acquisition*, *26*(3), 399-432.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in second language acquisition*, *19*(1), 37-66.

Pozzan, L., & Quirk, E. (2014). Second language acquisition of English questions: An elicited production study. *Applied Psycholinguistics*, *35*(6), 1055-1086.

Saito, K., & Lyster, R. (2012). Effects of form-focused instruction and corrective feedback on L2 pronunciation development of/ɹ/by Japanese learners of English. *Language learning*, *62*(2), 595-633.

Santelmann, L., Berk, S., Austin, J., Somashekar, S., & Lust, B. (2002). Continuity and development in the acquisition of inversion in yes/no questions: dissociating movement and inflection. *Journal of Child language*, *29*(4), 813-842.

Spada, N., & Lightbown, P. M. (2006). How languages are learned. Oxford University Press.

Stauble, A. M. (1984). A comparison of a Spanish-English and a Japanese-English second language continuum: Negation and verb morphology. *Second languages: A cross-linguistic perspective*, 323-353.

Stromswold, K. (1995). The acquisition of subject and object wh-questions. *Language Acquisition*, *4*(1-2), 5-48.

Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11, 129-158.

Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J. W. Sew, T. Suthiwan, & I. Walker, Proceedings of CLaSIC 2010, Singapore, December 2-4 (pp. 721-737). Singapore: National University of Singapore, Centre for Language Studies.

Tedick, D. J., & de Gortari, B. (1998). Research on error correction and implications for classroom teaching. *ACIE Newsletter*, *1*(3), 1-6.

White, L., Spada, N., Lightbown, P. M., & Ranta, L. (1991). Input enhancement and L2 question formation. *Applied linguistics*, *12*(4), 416-432.

APPENDIX

Appendix A

Make the following sentence negative.

a) Erick walked to the park

b) Cassandra saw her dog.

c) He wrote a letter to Mary.

d) We ate three meals every day.

e) Beethoven created marvelous music.

f) Alberto read the newspaper yesterday.

g) I climbed the Franklin Mountain

h) They closed the store before 8.

i) The dog ran to the street.

j) My friends studied English.

k) Marcos went home.

l) Marissa sharpened her pencil.

m) He lectured about Mandarin

n) Dr. Timmons corrected the essay.

o) They knew about Chemistry in high school.

p) Hunter knew about calisthenics.

Appendix B

Make the following sentence a question using the wh-phrase provided.

a) Ali showed me her diary. Why

b) Alejandro won a medal Why

c) Jimmy attended a bachata class. When

d) Carlos quitted his job When

e) He went to California. When

f) John selected a student employee. When

g) Mauricio took the bus to school. Where

h) They performed the national anthem Where

i) The policeman ate a donut. Where

j) Linsey counted the marathon participants Where

k) She watched a lot of T.V. What

l) They brought the dinner. What

m) We assisted in the dinning hall . What

n) The widow read last night. What

Appendix C

On the screen you will see a set of sentences. Indicate on your piece of paper a “yes” or “Y” if you think the following sentence is written correctly or a “no” or “N” if you think it is written incorrectly.

1. The cat did not walked the street.
2. Mallory was hiding a present gift
3. Madagascar did not have any water.
4. Marissa and Lindsey were cleanning the house
5. What did Alfred said in the party?
6. Blue color of peace is

7. What did Joel create on power point?
8. The small dog is fluffy
9. I did not live in Cambodia.
10. Did he knew who will helped me?
11. Kelly was reading about serial killers
12. I did not studied for statistics
13. Carolina Congress is a woman
14. Why did he know where I live?
15. We were dance at the party.
16. Pluto did not got recognized as a planet.
17. Camila was record the lecture
18. When did Mary come back from London?
19. Alessandra did not created a power point.
20. Benito and Claudio were not staring at each other
21. Karla did not participate in class last week.
22. Diabetes occurring is in the stomach
23. We were running a marathon on Sunday
24. What did Vanessa liked about the wedding?
25. The weather was horrifying me.
26. A bonobo did not came before a chimpanzee.
27. Curacao is a country in Latin America
28. When did she collect the data?
29. Chocolate is very good for your skin.

30. Where did I leave my notes?

31. I didn't knew about molecules.

32. Body language is not easy to see

33. When did the Roman Empire invaded the Muslims?

34. I was present about molecules and protons.

35. Giselle did not go to Africa.

36. College was become hard in the last two semesters.

37. He didn't explained himself.

38. Texas is a large state

39. Marsela did not write a novel.

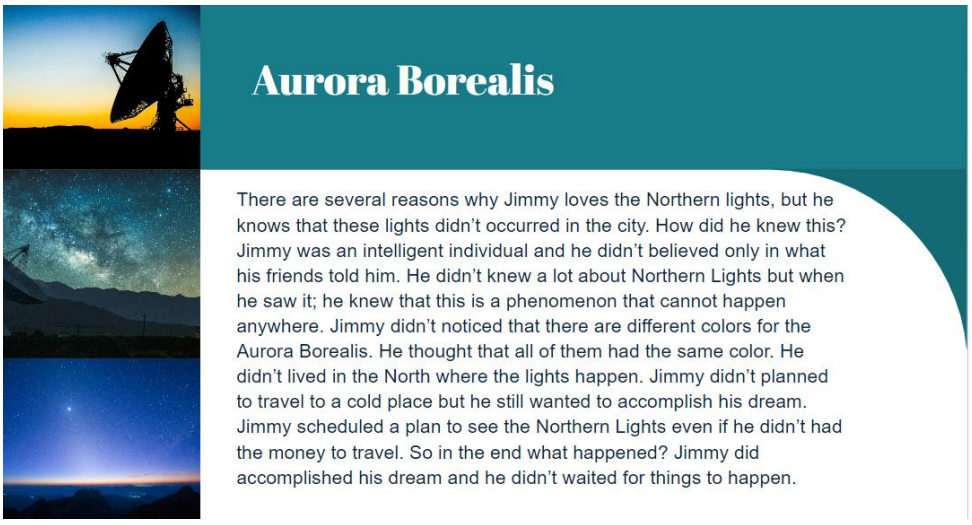
40. Caro was pet a Husky at the park.

41. Who did Hinata call this morning?

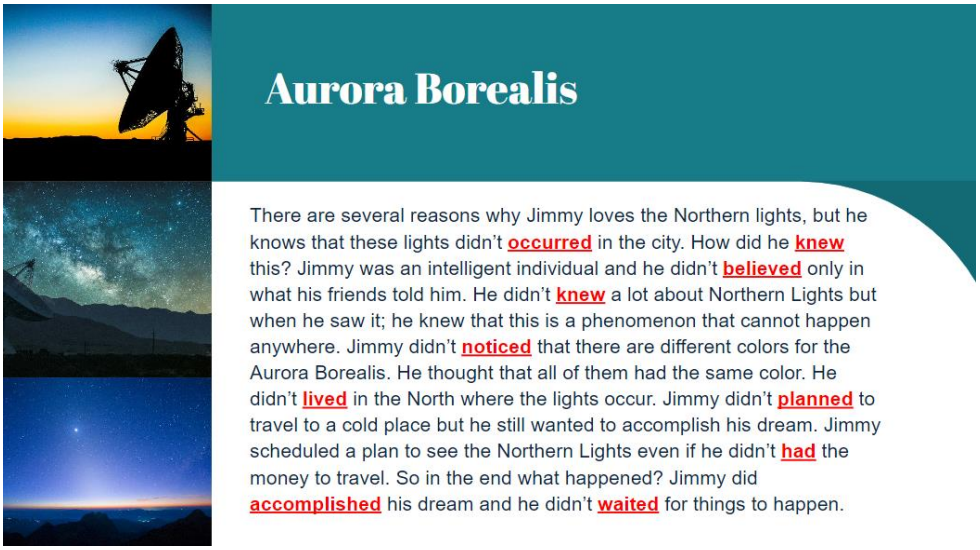
42. Lasso present is in a meeting

Appendix D

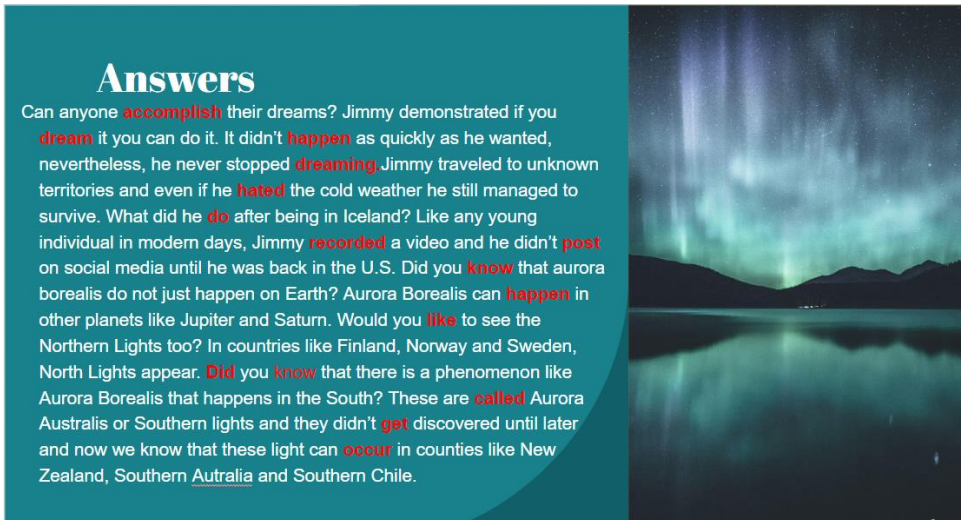
First slide of what participants received as instruction to indicate incorrect instances of the verb.



Second slide with input enhancement.



Appendix E



Appendix F

Reflection Questions

1. Before completing this exercise, I already knew about not changing the verb when using *do*/*did*

5- Agree 4-Somewhat agree 3-neutral 2-somewhat disagree 1-disagree

2. My elementary/middle school/high school teacher taught *do/did* with negatives and questions.

5- Agree 4-somewhat agree 3-neutral 2- somewhat disagree 1-disagree

3. Did anyone ever tell you to not change the verb to past tense when the word did was in the sentence?

5-Agree 4-somewhat agree 3-neutral 2-Somewhat disagree 1-disagree

4. After this session I will notice and pay more attention every time I see a sentence or question with *did*.

5-Agree 4-Somewhat agree 3- neutral 2- somewhat disagree 1-disagree

5. After this session I will make fewer mistakes related to *did* in both regular sentences and questions

5- Agree 4- Somewhat agree 3- neutral 2- somewhat disagree 1- disagree

6. I understand what DTM means and how to avoid making this mistake when speaking

5-Agree 4-Somewhat agree 3- neutral 2-Somewhat disagree 1-disagree

Appendix G

Participant ID#_____

BACKGROUND QUESTIONNAIRE

1. Native Language _____

2. Total years studying English (Circle one)

   1 2 3 4 5 other _____

3. Approximately what percent of your time do you spend speaking English?

4. Which of the following describes you the best?

   1. I am better at speaking English than I am at writing it.
   2. I am better at writing English than I am at speaking it.
   3. My English writing and speaking skills are about the same.

5. Where do you consider you learned most of your English?

   1. School
   2. English lessons
   3. Talking to peers
   4. Other (video games, music, series, etc.)

CURRICULA VITA

Hello, my name is Vianney Zuniga. I have a Bachelor of Art degree in Digital Media Production from the University of Texas at El Paso. I graduated in 2020 as a cum laude student. I also graduated from El Paso Community College with an Associate of Arts in Cinematic and Radio Broadcasting. I am a graduate student at the University of Texas at El Paso pursuing a degree of Master of Art in Linguistics. I started preparing the research "Double Tense Marking in L1 Spanish speakers L2 English learners" in May 2022. The inspiration for this project appeared when one of my professors in graduate school told me I constantly kept producing this sentence in my essay: "I didn't needed English". He said that it could be a possible Spanish transfer that was influencing the way in which I used this utterance. I saw it as an opportunity to not only correct my own English, but also to help any other person who perhaps was unaware of the presence of double tense marking in their everyday speech.

Currently I am an ESOL Instructor teaching the class called ESOL 1312 which is comparable to RWS 1302. Recently, I participated in the Written Corrective Feedback Conference in Vic, Spain. I plan to continue doing research in diverse areas including psycholinguistics, feedback, sociolinguistics, and syntax. If you would like to contact me feel free to send me an email at chavarriavianney@gmail.com or vzuniga5@utep.edu