

**PASHTO LANGUAGE: SOLVING THE MYSTERIES OF THE
PAST TENSE**

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1. Introduction

First, let me briefly discuss common points of difficulty regarding ergativity faced by English speakers in the process of teaching and learning Pashto. Unlike English, Pashto is an ergative language. Because of the absence of any English language structures similar to ergativity, ergativity presents a significant obstacle for English speakers as they gain skill in speaking Pashto. As Pashtu language has a split feature of ergativity, it clearly appears in Pashto when someone learns the past tense. Also, to English speakers, an ergative construction may appear to be an exotic feature of Pashto. However, according to Trask (1996), hundreds of ergative languages have been described by modern linguistics. According to other sources, one in four languages spoken in the world show ergative features. For this aspect is evident in the Past Tense and that is the reason I made up my mind to write on this topic in detail. This will benefit me in terms of gaining depth knowledge. My learners will have also a good insight of the past tense, which they consider to be a hurdle in learning the Pashto language. Hopefully my efforts will provide some ideas for the teachers' strategies.

2. Action Research

The main key features of Action Research are:

- Action research is about teachers striving to understand and to improve their practice.
- Action research proceeds through a process of planning, action and reflection upon action. This can be thought of as an action-reflection 'cycle'.

- Action research involves the gathering of evidence about practice.
- Action research involves teachers trying to see the effects of planned change in their practice.
- Action research strives to be systematic and rigorous.
- Analysis and knowledge formation in action research belong to the practitioner.

Since I started teaching my language, I am always trying to learn new methods of teaching and applying different ways to improve my knowledge and adapt that through my practice. In this project in particular I planned how to tackle the problem, then I applied that in my practice, using the plan in my class. There was then a period of reflection when I tried to look back and solve it in a better way . I then satisfied myself in the mirror of students' reaction and results that they understood it in an easy way. The evidence I gained was from the students' understanding after their interviews with the sergeant officer and their presentations in the classroom. Thus, there was a problem, planning and looking at a new approach, then the application to prove it would work, reflection to see how well it worked and finally the solution.

First of all there was a concern, as I was thinking about the past tense and how hard it was for the students to understand and for me how to explain it in a simple way. Then I consulted my fellow colleagues. When I came to the conclusion that it is an area to be explored, I seriously began and asked myself, why should it not be my action research plan. After meeting with you after the micro teaching, you told me that now is the time that I should think about the area of action research. From that time I started to think it over. The time period with those three months for planning and about two months for writing took about 5 months in total.

There was not any political or ethical issue. However, we have to keep both our teaching of the MOD personnel and the learners whom we are teaching confidential due to security problems. During my action research I did consider to have respect for any persons involved in the research I was undertaking. I treated them fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender,

sexuality, race, ethnicity, class, nationality, cultural identity, faith, disability, political belief or any other significant difference. This ethic of respect was applied both to me as researcher and any individuals they were participating in the research either directly or indirectly.

3. Literature

Rahman (2008) tried and explained very well the above feature in Pashtu, but he did not discuss the past tense as a whole neither did he give multiple examples to prove how it works. The work of Khan (2005) is limited only to the computational analyses in the relevant area which is good for personal study of students but is of no benefit in the classroom for a teacher. Likewise, with Henderson (nd), however he did not use the Pashtu script in examples so it is hard to understand the endings of the verbs, especially when it comes to feminine and masculine endings. Further, he confessed that his teacher was of Wardak dialect, so that cannot be considered as standard for teaching purposes. Naoko Takahashi discusses split ergativity in Pashto and this is a technical discussion, where he suggests locative alternation verbs such as load, spray, smear, and clear in English could be used as a DO (direct object) argument or the object of a transitive verb or vice versa, but at beginner's level it is more confusing for the learners. Finally, Taylor (2000) in his doctoral dissertation writes about split-agreement and ergativity in Pashto, as do Tegey and Robson (1996) and Babrakzai (1999). However all these works are approached in an old fashioned way and at a very high level of grammatical discussion which is I think of benefit only to the advanced level learners.

4. Methodology

This paper examines the Past Tense in Pashto by employing different strategies and constructions in that language. First, Section 1 summarizes the simple past tense with examples in Pashto. This section is subdivided into To Be verb in past, the use of Went, Past tense of regular Verbs as well as Compound verbs. Section 2 analyzes verb agreement in the locative alternation in terms of the split ergativity. Section 3 explains the Past Imperfective aspect of the tense. While in section 4 Near Past and Distant Past are elaborated in detail. The next section is for how passive verbs work in the past tense. To make the perfectiveness and imperfectiveness of the past tense very clear, section six has also been added. For clarity every single section is fully loaded with multiple types of examples in wall charts. Both quantitative and qualitative approaches will be used to complement one another. For the purpose of the quantitative approach thirteen people are taking part in this project. The learners' understanding will be recorded by interviewing them at the end. To fulfill the qualitative approach, I will utilize theoretical hypothesis. Finally, this paper has a brief conclusion on the relevant topic at the end.

a. Objectives:

- To identify reliable features and establish criteria for classifying Past Tense in Pashto and its clauses for teaching purposes;
- To describe the various types of sentences according to these criteria;
- To offer some approaches to using the sentence construction accordingly.

Target audience: This article is intended for Pashto instructors and English-speaking learners of Pashto language.

b. Types of Data

Data is a plural of datum which means a collection of facts, such as values or measurements. It can be numbers, words, measurements, observations or even just descriptions of things.

i. Qualitative vs Quantitative

Data can be qualitative or quantitative.

A: Qualitative data is descriptive information (it *describes* something)

Merits

- Provides depth and detail : looks deeper than analysing ranks and counts by recording attitudes, feelings and behaviours
- Creates openness: encouraging people to expand on their responses can open up new topic areas not initially considered
- Simulates people's individual experiences: a detailed picture can be built up about why people act in certain ways and their feelings about these actions

Demerits

- Usually fewer people studied: collection of qualitative data is generally more time consuming than quantitative data collection and therefore unless time, staff and budget allows it is generally necessary to include a smaller sample size.
- Less easy to generalise: because fewer people are generally studied it is not possible to generalise results to that of the population. Usually exact numbers are reported rather than percentages.
- Difficult to make systematic comparisons: for example, if people give widely differing responses that are highly subjective.

- Dependent on skills of the researcher: particularly in the case of conducting interviews, focus groups and observation.
- Attempts to avoid pre-judgements: if used alongside quantitative data collection, it can explain why a particular response was given

B: Quantitative data, is numerical information (numbers).

Merits

- allow for a broader study, involving a greater number of subjects, and enhancing the generalisation of the results
- can allow for greater objectivity and accuracy of results. Generally, quantitative methods are designed to provide summaries of data that support generalisations about the phenomenon under study. In order to accomplish this, quantitative research usually involves few variables and many cases, and employs prescribed procedures to ensure validity and reliability
- using standards means that the research can be replicated, and then analysed and compared with similar studies. Quantitative methods allow us to summarize vast sources of information and facilitate comparisons across categories and over time.
- personal bias can be avoided by researchers keeping a 'distance' from participating subjects and employing subjects unknown to them

Demerits

- collect a much narrower and sometimes superficial data-set
- results are limited as they provide numerical descriptions rather than detailed narrative and generally provide less elaborate accounts of human perception
- the research is often carried out in an unnatural, artificial environment so that a level of control can be applied to the exercise. This level of control might not normally be in place in the real world yielding laboratory results as opposed to real world results
- in addition preset answers will not necessarily reflect how people really feel about a subject and in some cases might just be the closest match.

□ the development of standard questions by researchers can lead to 'structural' bias and false representation, where the data actually reflects the view of them instead of the participating subject.

Some methods provide data which are quantitative and some methods data which are qualitative. Quantitative methods are those which focus on numbers and frequencies rather than on meaning and experience. Quantitative methods (e.g. experiments, questionnaires and psychometric tests) provide information which is easy to analyse statistically and fairly reliable. Quantitative methods are associated with the scientific and experimental approach and are criticised for not providing an in depth description.

Qualitative methods are ways of collecting data which are concerned with describing meaning, rather than with drawing statistical inferences. What qualitative methods (e.g. case studies and interviews) lose on reliability they gain in terms of validity. They provide a more in depth and rich description.

Quantitative methods have come under considerable criticism. In modern research, most psychologists tend to adopt a combination of qualitative and quantitative approaches, which allow statistically reliable information obtained from numerical measurement to be backed up by and enriched by information about the research participants' explanations.¹

As I said, I used both qualitative and quantitative data. Quantitative in a sense that most of my tables, points and their examples are described through different aspects. This is the main part of my research on which it depends. I chose this method as it was very much a fit for the principles of research. The other thing is the more I used it during my research, the easier it was for me and my learners to understand. Qualitative data was collected as my twelve learners took part basically to learn the past tense. They were required to attend every single session. At the end of our process to monitor their progress, they were all interviewed by the Staff sergeant individually. There was not a written questionnaire, however he did ask them a few verbal questions. Their responses were then recorded on the system. Then I divided them into three groups to do micro teaching in the front of the other students regarding what they have learnt. I and one of my other colleagues observed them. For me to reflect on my

¹ <http://www.learnhigher.ac.uk/analysethis/main/quantitative1.html>

practise and improve, and for them to use the past tense properly was the objective. When I was gathering these charts, I was very selective seeking to be brief in explaining and establishing the grammar rules. I think it was an appropriate method to address the problem and was a preferable way to apply to my hypothesis.

First I started reading and re-reading my teaching materials looking for categories and themes. Then I needed to name my project at the time when I established that there was an issue to be addressed. I collected ideas of how I would elaborate and describe all that was in my notes and in my mind. I was looking for such terms and phrases which can explain what I was going to do in this action research. At last I named the topic. Then I began to look around at the past tense from different angles. I divided and subdivided and created a few sections. To every section, I gave a precise name to make it understandable. All the data and my personal experience were later on presented in wall charts. At the end I tried to put all of them together in the shape of results.

5. Data Collection

The data I collected in this dissertation is of two types. One type is that which I used for explanation different points. This is consisted of more or less of tables and examples. They were used constantly during my teaching sessions and were very useful when the learners were using them as wall charts. They are still hanging on the walls in our classroom for quick reference. The second data is collected when after these sessions all the learners were interviewed one by one by the Staff Sergeant. 10 out 12 learners expressed that they have understood the Past Tense and grasped the idea of eragitivity in Pashto language. Later on, they described the same hypothesis in their presentations to other students in the classroom. These interviews and students' presentations proved that the discussion was successful. As the 2 students are concerned, one of them was absent during this time for tow weeks for her treatment with the dentist. The other missed a couple of sessions due to her participation in sport.

I was expecting to find out if my learners actually grasped the idea of the past tense to know how it works in Pashto. Before this action research whenever they were using past tense, whether in creating sentences or speaking

skill, they were making common mistakes. As a result of this now their mistakes are minimised. I wanted them to make progress in all four skills i.e. writing, reading listening and speaking of the target language in terms of the past tense. They were then interviewed in order to find out how much they understood the past tense throughout these sessions. The solution lay in the past tense and the difficulties which they were facing before. It was helping me to collect the data required. The interviewer was trying to find out their understanding of the past tense. Their positive response came when they expressly said that they now understood the past tense. From the micro teaching sessions I was trying to find out the results of my action research. In our observation we were looking for the change in their learning of the past tense. At the same time I was collecting my data to know how many of them had a full understanding of the concept.

6. Pashto

Pashto is a language spoken in South-Central Asia, primarily in Afghanistan and neighboring Pakistan as well as by the Pashtuns throughout the world. (2) Pashto is spoken by over twelve million people, more than half of whom live in Afghanistan. The rest live in Pakistan, with a few outposts in India and Bangla Desh. At times, it appears that there are almost as many varieties of the language as there are tribes of native speakers, but the main isogloss runs from Peshawar in the northwest to Jaldak, north of Kandahar in the southeast. Since the Kandahar variety, observes more phonological distinctions than the others, it is usually considered the standard by American and Russian linguists and by its native speakers. (3)

7. The Results

SECTION ONE

SIMPLE PAST TENSE

1. 1 To Be Verb

Past Tense of the Verb *to be* ول wal

The full paradigm of the past tense of the verb *to be* is as follows:

<i>I was</i>	za wam	زه وم
<i>he was</i>	hagha wo	دى و
<i>she was</i>	daa wa	دا وه
<i>we were</i>	muzzh wu	موز وو
<i>you were</i>	taase wai	تاسي وئ
<i>they were</i>	haghui wu / wal	هغوى وو / ول

2.1 The use of Went

Past Tense of تلل **tlal**

The past tense of *to go* in English is totally irregular: *I went*. Similarly the past of تلل **tlal** has no formal resemblance to the infinitive.

<i>I went</i>	za wlaarram	زه ولاړم
<i>he went</i>	day / hagma wlaarr	دی / هغه ولاړ
<i>she went</i>	daa / hagma wlaarra	دا / هغه ولاړه
<i>we went</i>	muzh wlaarru	موږ ولاړو
<i>you went</i>	taase wlaarra	تاسې ولاړئ
<i>they went</i>	haghu wlaarral (<i>masc.</i>)	هغوی ولاړل
<i>they went</i>	haghu wlaarre (<i>femin.</i>)	هغوی ولاړې

3.1 Past Tense of Regular Verbs

The past tense of نیول **niwal** *to take, catch* consists of a past tense marker و **wa** plus the stem نیول – **niwal-** plus an ending which is determined by the gender of the *direct object*. Thus:

I took the main road. **maa loya laara waniwala**

مالويه لاره ونيوله

He took the main road **hagha loya laara waniwal**

هغه لويه لاره
و نيوله

We took the main road **muzzh loya laara waniwa**

مور لويه لاره
و نيوله

They took the main road. **haghui loya laara waniwa**

هغوى لويه لاره
و نيوله

4.1 Compound Verbs

Perfective Past Tense of کول (kawal)

The use of the irregular past stem of this verb depends on the type of verb being used. There are two types of verb that use کول:

1. Compound verbs that are formed with a noun using کول (kawal) as an auxiliary, that *appear to be intransitive* but actually have a meaning of ‘to do x’ (where x is the noun in the compound). These verbs use the past stem وکر (wakarr), the examples are as follow:

I worked	ما کار وکر (Ma kar wakarr)	To work	کار کول (kaarkwal)
You lived	تا ژوند وکر (Taa jwand wakarr)	To live	(jawandkawal) ژوند کول
We thought	مور فکر وکر (muzh fikar wakarr)	To think	فکر (fikarkawal) کول
They helped	هغوی مرسته وکره (haghui mrasta wakrra)	To help	مرسته (mrastakawal) کول

Note: Although the verb meaning may be intransitive in English, the x word is a noun and as such actually acts as the direct object of the verb and the whole verb behaves accordingly.

2. The second type of verb is usually ‘synthesised’ from an adjective, which combines with کول (kawal) to form a ‘simple’ transitive verb and has a basic meaning of ‘to make something x’ (where x is the nature of the adjective) for example:

To fix, repair (to make good/well)	جورول (Jorrawal)
To prepare (to make ready)	تیارول (Teyaarawal)
To like (to make happy)	خوښول (khwashwal)

In the past tense of these verbs, the کول (kawal) element separates once more in the form of the past stem وکر (wakarr), but as there is an explicit direct object for the verb other than the compound word, the و drops out and only کر (karr) is used as the past stem. Here are some examples:

I repaired the house	ما کور جور کر (ma kor jorr karr)
You prepared the food	تا ډوډی تیاره کره (taa dodai teyaara karra)
We liked the Pashto lessons	موږ د پښتو درسونه خوښ کرل (muzh d’ Pashto darsuna khwash krral)
They repaired the motorways	هغوی لویې لارې جورې کرې (haghui loue laare jorre karre)

Note: The adjective which makes up the verb still agrees in number and gender with feminine direct objects.

Also note that some verbs like the above, which are formed from an adjective and end with ک, like پاک کول (paa kawal) to clean, make clean, remain separated. They still behave like the ‘synthesised’ verbs in all other respects.

SECTION TWO

ERAGITIVITY OF PASHTO

Pashto, a major language of Afghanistan and Pakistan, has a pattern of split-ergativity similar to that in Hindi/Urdu. Ergativity is a prominent feature of a number of Asian languages besides Pashto. Pashto is an S-O-V (subject+object+verb) language with split ergativity. In any of the past tenses (simple past, past progressive, present perfect, past perfect etc), Pashto is an ergative language; i.e., transitive verbs in any of the past tenses agree with the object of the sentence. In technical terms, Ergativity is a common pattern of marking by case the roles of agent and patient (the subject and direct object in the terms of traditional English grammar) in transitive sentences. The standard pattern of an ergative clause may be displayed as follows: (4)



In which:

- A – Agent (logical subject) in the oblique case (OC)
- O – Object; i.e., direct object (DO) in an absolute or direct case (AbsC)
- V – Verb
- Arrow – Indicates verb agreement.

It is important to point out that in the nominative-accusative clause the subject ‘initiates or controls the activity and if there is verbal agreement, the verb takes the form demanded by the subject. (5) But in the ergative construction for languages with verbal agreement, the logical direct object (the patient of the clause) dictates the form of the verb. That is, changes in the agent (for gender, number, and person) will not influence the form of the verb, but a similar change in the direct object does indeed require a change in the verb.

In two-participant ergative clauses, it is important to distinguish the type of DO, i.e. whether a noun or a personal pronoun functions as DO. There are two types of such clauses:

1. Ergative clauses with a nominal DO. This type of ergative construction appears simpler because, with this type of DO, the verb is limited to the 3rd person. In this type of ergative construction, the verb may take any one of four forms: singular feminine, plural feminine, singular masculine, or plural masculine, for instance;

Zalmai ate (food). Zalmai dodai wakhwarrala زلمي ڊوڊي وخورله

زلمي مني وخورلي

Zalmai ate apples zalmai mannee wakhwarralee

زلمي ناک وخور.

Zalmai ate a pear. Zalmai naak wakhwarro

زلمي زردالان وخورل.

Zalmai ate apricots.

Zalmai zardalaan wakhwarral

2. Ergative clause with a pronominal DO. This type allows for verbs in first, second and third person etc:

زه زلمي ووهلم

Zalmai beat me.

Za zalmai wawahalam

مونڭ زلمي ووهلو.

Zalmai beat us.

Muzh zalmai wawahaloo

ته زلمي وهلى يي.

Zalmai has beaten you (masculine). Ta zalmai wahalay yae

ته زلمي وهلى يي.

Zalmai has beaten you (feminine).etc Ta zalmai wahale yae

SECTION THREE

THE PAST IMPERFECTIVE ASPECT

The imperfective past tense is in fact, the past continuous tense. It is the same as the past habitual but with out the use of “ba” in Pashto. (6)

The ‘Habitual’ Past Tense

In Pashto this tense gives the general English meaning of ‘used to’. It is formed using the past continuous tense with the به particle to differentiate the two. The past continuous means ‘was doing’, whereas the habitual past means ‘used to do’.

Past Continuous	I was going to the cinema	زه سينما ته تللم .
Past Habitual	I used to go to the cinema every day	زه به هره ورځ سينما ته تللم .
Past Continuous	I was reading a book	ما يو کتاب لوستلو.
Past Habitual	I used to read a book every week	ما به هره اونۍ يو کتاب لوستلو.
Past Continuous	I was driving my car to town	ما بنار ته خپل موټر چلولو.
Past Habitual	I used to drive my car to town	ما به بنار ته خپل موټر چلولو.

The temporal adverbs marked in green, while not essential to the construction; help to give some idea about the regularity of the habitual action.

SECTION FOUR

THE NEAR AND DISTANT PAST

The Near and Distant Past Tenses of Simple Regular Verbs

These tenses are formed by forming a past participle from the infinitive of the verb and using the verb **to be** as an auxiliary. The participle is formed by adding a *ع* to the end of the infinitive. Since the participle is by nature a ‘verbal’ adjective, i.e. describing the completed action of the verb, it must agree in gender and number with the **Subject of the Intransitive verb** or the **Object of the Transitive verb**. **When using intransitive verbs in these tenses, note that since the 1st and 2nd Persons of a verb do not have an explicit gender, they may be either masculine or feminine and the context and use will normally indicate this.** The endings of the participles are as follows:

Masc Sing	Fem Sing	Masc Plur	Fem Plur
ع	ع	ع	ع

Intransitive رسيدل - Past Participle (ending) + رسيدلي	
I (m) have got to the house	زه کور ته رسيدلي يم
You (m) have got to the house	ته کور ته رسيدلي يي
He has got to the house	دي/هغه کور ته رسيدلي دي
She has got to the house	دا/هغه کور ته رسيدلي ده
We (m) have got to the house	موږ کور ته رسيدلي يو
You (m) have got to the house	تاسي کور ته رسيدلي ياست (ييء)
They (m) have got to the house	دوي/هغوي کور ته رسيدلي دي
They (f) have got to the house	دوي/هغوي کور ته رسيدلي دي

Transitive رسول - Past Participle (ending)+ رسولي			
Near Past	1PS	I have got the book to the house	ما کتاب کور ته رسولي دي
	2PS	You have got the books to the house	تا کتابونه کور ته رسولي دي
	3PS (M)	He has got the newspaper to the house	ده/ هغه ورځپاڼه کور ته رسولي ده
	3PS (F)	She has got the newspapers to the house	دي/ هغه ورځپاڼي کور ته رسولي دي
	1PP	We have got the book to the house	موږ کتاب کور ته رسولي دي
	2PP	You have got the books to the house	تاسي کتابونه کور ته رسولي دي
	3PP (M)	They've got the newspaper to the house	دوي/هغوي ورځپاڼه کور ته رسولي ده
	3PP (F)	They've got the newspapers to the house	دوي/هغوي ورځپاڼي کور ته رسولي دي

		Distant Past		
I (f) had got to the house	زه كور ته رسيدلي وم	1PS	I had got the book to the house	ما كتاب كور ته رسولي و
You (f) had got to the house	ته كور ته رسيدلي وي	2PS	You had got the books to the house	تا كتابونه كور ته رسولي وو
He had got to the house	دى/هغه كور ته رسيدلي و	3PS (M)	He had got the newspaper to the house	ده / هغه ورځپاڼه كور ته رسولي وه
She had got to the house	دا/هغه كور ته رسيدلي وه	3PS (F)	She had got the newspapers to the house	دي / هغه ورځپاڼي كور ته رسولي وي
We (f) had got to the house	موږ كور ته رسيدلي وو	1PP	We had got the book to the house	موږ كتاب كور ته رسولي و
You (f) had got to the house	تاسي كور ته رسيدلي وي (واست)	2PP	You had got the books to the house	تاسي كتابونه كور ته رسولي وو
They (m) had got to the house	دوى/هغوى كور ته رسيدلي وو	3PP (M)	They had got the newspaper to the house	دوى/هغوى ورځپاڼه كور ته رسولي وه
They (f) had got to the house	دوى/هغوى كور ته رسيدلي وي	3PP (F)	They had got the newspapers to the house	دوى/هغوى ورځپاڼي كور ته رسولي وي

SECTION FIVE

PASSIVE VERBS IN THE PAST TENSE

The Verb *To Become* in Pashto

The verb *to become* (کېدل) does not form the perfective aspect by adding و as is normally the case with simple verbs. Instead a completely different verb (شول) is used. Here they both are together.

Imperfective کېدل		Perfective شول		
Present	Continuous Past	'Present' – subjunctive/perfective future	Simple Past	Pronoun
کېږم	کېدلم	شم	شوم (شولم)	زه
کېږې	کېدلې	شې	شوې (شولې)	ته
کېږي	کېدلو	شي	شو (شولو)	هغه (m)
کېږي	کېدله	شي	شوه (شوله)	هغه (f)
کېږو	کېدلو	شو	شوو (شولو)	موږ
کېږئ	کېدلئ	شئ	شوئ (شولئ)	تاسې
کېږي	کېدل	شي	شول	هغوی (m)
کېږي	کېدلې	شي	شولې	هغوی (f)

The litter ٧ of the past stem (infinitive) is commonly dropped in spoken Pashto.

THE PASSIVE VOICE OF SIMPLE VERBS

The Passive Voice is used when you want to shift the emphasis of an action from the subject to the object. Pashto works the same way as English in this regard. Consider the following sentences: *I hit the dog* and *The dog was hit (by me)*. In the first sentence the dog is the direct object. In the second the same dog becomes the subject and the former subject is merely an afterthought. *I am hitting the lorry* and *The lorry is being hit (by me)* works in the same way. The ‘by me’ part (زما له خوا) is optional and in the examples below it may be placed between the subject and the infinitive.

Imperfective - وهل كېدل			Perfective – وهل شول		
Present	Future	Past	‘Present’ (subjunctive)	Future	Past
سپى وهل كېږي The dog is being hit	سپى به وهل كېږي The dog will be being hit	سپى وهل كېدلو The dog was being hit	سپى بايد ووهل شي The dog must be hit	سپى به ووهل شي The dog will be hit (once)	سپى ووهل شو The dog was hit (once)
لارى وهل كېږي The lorry is being hit	لارى به وهل كېږي The lorry will be being hit	لارى وهل كېدله The lorry was being hit	لارى بايد ووهل شي The lorry must be hit	لارى به ووهل شي The lorry will be hit (once)	لارى ووهل شوه The lorry was hit (once)

The passive form of simple verbs is formed using the infinitive with the imperfective and perfective forms of the verb *to become* (کيدل / شول). It is important to remember that in the perfective passive forms the infinitive is preceded by the perfective و .

شول / وشول

These are two verbs which have the potential to cause lots of confusion, so let's make it easy for ourselves. They are two separate verbs with separate meanings. They are both perfective forms of the verb کيدل which itself has two different meanings: **To Become** and **To Happen**. شول is the perfective form of this verb with the meaning To Become, whereas وشول means **To Happen**.

To Become کيدل / شول

	3	2	1
I'm becoming tired	کيږم	ستړی	زه
He's becoming a pilot	کيږي	پيلوټ	هغه

I'll become tired	شم	ستړی	زه به
He'll become a pilot	شي	پيلوټ	هغه به

I became tired	شوم	ستړی	زه
He became a pilot	شو	پيلوټ	هغه
She became a nurse	شوه	نرسه	هغه

To Happen کيدل / وشول

	3	2	1
The attack is happening	کيږي		بريد
The earthquakes are happening	کيږي		زلزلي

The attack will happen	شي	و	بريد به
The earthquakes will happen	شي	و	زلزلي به

The attack happened	شو	و	بريد
The earthquake happened	شوه	و	زلزله
The attacks happened	شول	و	بريدونه

The earthquakes happened	شولي	و	زلزلي
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The numbers at the top of the column can be considered as ‘elements’ of a typical sentence. If we include و as one of these elements, then a basic sentence using either verb should have three elements. Note that the To Happen sentences are only things that are third person (because ‘things happen’). With To Become, there’s a subject and a ‘complement’ because ‘something becomes something else’.

SECTION SIX

VERB ASPECT: PERFECTIVE VS IMPERFECTIVE

Pashto distinguishes between verbs which present actions as complete and as occurring on one particular occasion and verbs which do not. The former are called *perfective* verbs, the latter *imperfective* verbs. Imperfective verbs typically denote actions which are *repeated*, *habitual* or *ongoing / continuous*. Examples:

<i>I will go there tomorrow.</i>	(perfective)
<i>I will go there every day.</i>	(imperfective)
<i>Write the letter immediately!</i>	(perfective)
<i>Write often!</i>	(imperfective)
<i>I left (when I heard the news).</i>	(perfective)
<i>I was leaving (when I heard the news).</i>	(imperfective)

Let's understand these aspects in the light of practical example in the target language in both transitive with all four types of DO and intransitive verbs in the past tense.

Simple Past (Imperfective and Perfective) - رس

Intransitive

رسيدل	
English Meaning	Indirect Object Only
Present Stem + رسيږ	
I get to the house	زه کور ته رسېږم

رسيدل + Past Stem	
I was getting to the house	زه کور ته رسيدلم
You were getting to the house	ته کور ته رسيدلې
He was getting to the house	دی/ هغه کور ته رسيدلو
She was getting to the house	دا/ هغې کور ته رسيدله
We were getting to the house	موږ کور ته رسيدلو
You were getting to the house	تاسې کور ته رسيدلئ
They were getting to the house	دوی/ هغوی کور ته رسيدل
They were getting to the house	دوی/ هغوی کور ته رسيدلې

Present Tense
1PS

Past Imperfective

1PS

2PS

3PS (M)

3PS (F)

1PP

2PP

3PP (M)

3PP (F)

Transitive

رسول	
English Meaning	Masculine Singular Object
Present Stem + رسو	
I get the book to the house	زه کتاب کور ته رسوم

رسول + Past Stem	
I was getting the book to the house	ما کتاب کور ته رسولو
You were getting the book to the house	تا کتاب کور ته رسولو
He was getting the book to the house	ده / هغه کتاب کور ته رسولو
She was getting the book to the house	دې / هغې کتاب کور ته رسولو
We were getting the book to the house	موږ کتاب کور ته رسولو
You were getting the book to the house	تاسې کتاب کور ته رسولو
They were getting the book to the house	دوی/ هغوی کتاب کور ته رسولو
They were getting the book to the house	دوی/ هغوی کتاب کور ته رسولو

Past Stem	و+رسیدل +
I got to the house	زہ کور تہ و رسیدل م
You got to the house	تہ کور تہ و رسیدل ی
He got to the house	دی/ہغہ کور تہ و رسیدل و
She got to the house	دا/ہغہ کور تہ و رسیدل ہ
We got to the house	مور کور تہ و رسیدل و
You got to the house	تاسہ کور تہ و رسیدل ئ
They got to the house	دوی/ہغوی کور تہ و رسیدل
They got to the house	دوی/ہغوی کور تہ و رسیدل ی

Past
Perfective

1PS
2PS
3PS (M)
3PS (F)
1PP
2PP
3PP (M)
3PP (F)

Past Stem	و+رسول +
I got the book to the house	ما کتاب کور تہ و رسولو
You got the book to the house	تا کتاب کور تہ و رسولو
He got the book to the house	دہ / ہغہ کتاب کور تہ و رسولو
She got the book to the house	دہ / ہغہ کتاب کور تہ و رسولو
We got the book to the house	مور کتاب کور تہ و رسولو
You got the book to the house	تاسہ کتاب کور تہ و رسولو
They got the book to the house	دوی/ہغوی کتاب کور تہ و رسولو
They got the book to the house	دوی/ہغوی کتاب کور تہ و رسولو

رس - (Imperfective and Perfective) Simple Past

Intransitive

رسېدل	
English Meaning	Indirect Object Only
Present Stem + رسېږم	
I get to the house	زه کور ته رسېږم

Past Stem + رسېدل	
I was getting to the house	زه کور ته رسېدلم
You were getting to the house	ته کور ته رسېدلې
He was getting to the house	دی/هغه کور ته رسېدلو
She was getting to the house	دا/هغې کور ته رسېدله
We were getting to the house	موږ کور ته رسېدلو
You were getting to the house	تاسې کور ته رسېدلئ
They were getting to the house	دوی/هغوی کور ته رسېدل
They were getting to the house	دوی/هغوی کور ته رسېدلې

Present Tense
1PS

Past Imperfective

1PS
2PS
3PS (M)
3PS (F)
1PP
2PP
3PP (M)
3PP (F)

Transitive

رسول	
English Meaning	Masculine Plural object
Present Stem + رسو	
I get the books to the house	زه کتابونه کور ته رسوم

Past Stem + رسول	
I was getting the books to the house	ما کتابونه کور ته رسول
You were getting the books to the house	تا کتابونه کور ته رسول
He was getting the books to the house	ده / هغه کتابونه کور ته رسول
She was getting the books to the house	دې/هغې کتابونه کور ته رسول
We were getting the books to the house	موږ کتابونه کور ته رسول
You were getting the books to the house	تاسې کتابونه کور ته رسول
They were getting the books to the house	دوی/هغوی کتابونه کور ته رسول
They were getting the books to the house	دوی/هغوی کتابونه کور ته رسول

Past Stem + ورسیدل	
I got to the house	زه کور ته ورسیدلم
You got to the house	ته کور ته ورسیدلي
He got to the house	دی/هغه کور ته ورسیدلو
She got to the house	دا/هغې کور ته ورسیدله
We got to the house	موږ کور ته ورسیدلو
You got to the house	تاسې کور ته ورسیدلي
They got to the house	دوی/هغوی کور ته ورسیدل
They got to the house	دوی/هغوی کور ته ورسیدلي

Past Perfective

1PS
2PS
3PS (M)
3PS (F)
1PP
2PP
3PP (M)
3PP (F)

Past Stem + ورسول	
I got the books to the house	ما کتابونه کور ته ورسول
You got the books to the house	تا کتابونه کور ته ورسول
He got the books to the house	ده / هغه کتابونه کور ته ورسول
She got the books to the house	دې/هغې کتابونه کور ته ورسول
We got the books to the house	موږ کتابونه کور ته ورسول
You got the books to the house	تاسې کتابونه کور ته ورسول
They got the books to the house	دوی/هغوی کتابونه کور ته ورسول
They got the books to the house	دوی/هغوی کتابونه کور ته ورسول

Simple Past (Imperfective and Perfective) - رس

Intransitive

رسیدل	
English Meaning	Indirect Object Only
Present Stem + رسیږ	
I get to the house	زه کور ته رسیږم

Present Tense
1PS

Transitive

رسول	
English Meaning	Feminine Singular Object
Present Stem + رسو	
I get the newspaper to the house	زه ورځپاڼه کور ته رسوم

Past Stem	رسیدل +
I was getting to the house	زه کورته رسیدلیم
You were getting to the house	ته کورته رسیدلی
He was getting to the house	دی/هغه کورته رسیدلو
She was getting to the house	دا/هغی کورته رسیدله
We were getting to the house	موږ کورته رسیدلو
You were getting to the house	تاسی کورته رسیدلی
They were getting to the house	دوی/هغوی کورته رسیدل
They were getting to the house	دوی/هغوی کورته رسیدلی

Past Imperfective

1PS
2PS
3PS (M)
3PS (F)
1PP
2PP
3PP (M)
3PP (F)

Past Stem	رسول +
I was getting the newspaper to the house	ما ورځپاڼه کورته رسوله
You were getting the newspaper to the house	تا ورځپاڼه کورته رسوله
He was getting the newspaper to the house	ده / هغه ورځپاڼه کورته رسوله
She was getting the newspaper to the house	دی/هغی ورځپاڼه کورته رسوله
We were getting the newspaper to the house	موږ ورځپاڼه کورته رسوله
You were getting the newspaper to the house	تاسی ورځپاڼه کورته رسوله
They were getting the newspaper to the house	دوی/هغوی ورځپاڼه کورته رسوله
They were getting the newspaper to the house	دوی/هغوی ورځپاڼه کورته رسوله

Past Stem + ورسيدل	
I got to the house	زه كور ته ورسيدلم
You got to the house	ته كور ته ورسيدلي
He got to the house	دى/هغه كور ته ورسيدلو
She got to the house	دا/هغهي كور ته ورسيدله
We got to the house	مورن كور ته ورسيدلو
You got to the house	تاسي كور ته ورسيدلي
They got to the house	دوى/هغوى كور ته ورسيدل
They got to the house	دوى/هغوى كور ته ورسيدلي

Past Perfective

1PS
2PS
3PS (M)
3PS (F)
1PP
2PP
3PP (M)
3PP (F)

Past Stem + ورسول	
I got the newspaper to the house	ما ورخپاڼه كور ته ورسوله
You got the newspaper to the house	تا ورخپاڼه كور ته ورسوله
He got the newspaper to the house	ده / هغه ورخپاڼه كور ته ورسوله
She got the newspaper to the house	دي/هغهي ورخپاڼه كور ته ورسوله
We got the newspaper to the house	مورن ورخپاڼه كور ته ورسوله
You got the newspaper to the house	تاسي ورخپاڼه كور ته ورسوله
They got the newspaper to the house	دوى/هغوى ورخپاڼه كور ته ورسوله
They got the newspaper to the house	دوى/هغوى ورخپاڼه كور ته ورسوله

رس - (Imperfective and Perfective) Simple Past

Intransitive

رسیدل	
English Meaning	Indirect Object Only
Present Stem + رسیږم	
I get to the house	زه کور ته رسیږم

Present Tense

1PS

Past Stem + رسیدل

Past Stem + رسیدل	
I was getting to the house	زه کور ته رسیدل
You were getting to the house	ته کور ته رسیدلې
He was getting to the house	دی/هغه کور ته رسیدلو
She was getting to the house	دا/هغې کور ته رسیدله
We were getting to the house	موږ کور ته رسیدلو
You were getting to the house	تاسې کور ته رسیدلئ
They were getting to the house	دوی/هغوی کور ته رسیدل
They were getting to the house	دوی/هغوی کور ته رسیدلې

Imperfective

1PS

2PS

3PS (M)

3PS (F)

1PP

2PP

3PP (M)

3PP (F)

Transitive

رسول	
English Meaning	Feminine Plural Object
Present Stem + رسو	
I get the newspapers to the house	زه ورځپاڼې کور ته رسوم

Past Stem + رسول

Past Stem + رسول	
I was getting the newspapers to the house	ما ورځپاڼې کور ته رسولې
You were getting the newspapers to the house	تا ورځپاڼې کور ته رسولې
He was getting the newspapers to the house	ده / هغه ورځپاڼې کور ته رسولې
She was getting the newspapers to the house	دې / هغې ورځپاڼې کور ته رسولې
We were getting the newspapers to the house	موږ ورځپاڼې کور ته رسولې
You were getting the newspapers to the house	تاسې ورځپاڼې کور ته رسولې
They were getting the newspapers to the house	دوی/هغوی ورځپاڼې کور ته رسولې
They were getting the newspapers to the house	دوی/هغوی ورځپاڼې کور ته رسولې

Past Stem + ورسيدل	
I got to the house	زه کور ته ورسيدلم
You got to the house	ته کور ته ورسيدلي
He got to the house	دی/هغه کور ته ورسيدلو
She got to the house	دا/هغې کور ته ورسيدله
We got to the house	موږ کور ته ورسيدلو
You got to the house	تاسې کور ته ورسيدلي
They got to the house	دوی/هغوی کور ته ورسيدل
They got to the house	دوی/هغوی کور ته ورسيدلي

Past Perfective

1PS
2PS
3PS (M)
3PS (F)
1PP
2PP
3PP (M)
3PP (F)

Past Stem + ورسول	
I got the newspapers to the house	ما ورځپاڼې کور ته ورسولي
You got the newspapers to the house	تا ورځپاڼې کور ته ورسولي
He got the newspapers to the house	ده / هغه ورځپاڼې کور ته ورسولي
She got the newspapers to the house	دې / هغې ورځپاڼې کور ته ورسولي
We got the newspapers to the house	موږ ورځپاڼې کور ته ورسولي
You got the newspapers to the house	تاسې ورځپاڼې کور ته ورسولي
They got the newspapers to the house	دوی/هغوی ورځپاڼې کور ته ورسولي
They got the newspapers to the house	دوی/هغوی ورځپاڼې کور ته ورسولي

8. Conclusion

In this paper, the Pashto Past tense is fully explained. Examples are given to show how various types of verbs are used. The inflectional properties of subjective case (the case of intransitive) and objective case (the case of transitive) in the Past tense are detailed. Clear indication is given of how the processing of Pashto language by giving different instances becomes easy after giving the self-explanatory understanding of perfective and imperfective aspects.

Focusing on these patterns helps to set a reliable strategy for teaching an ergative construction. This facilitates its perception by students and improves their speaking skills in the use of the past tense. The constructions of the sentences in the tables give clear picture of the aspect, mood, tense and affect. Here, I would like to leave the room for others to come forward and do their research on Ergative clause with a pronominal DO in Future Tense in Pashto.

I feel my self confident in approaches to collect, analyze and evaluate qualitative data. I am very good to describe things and issues in various ways. For this purpose I usually use different examples. When I apply my data to these circumstances and find practical solutions I feel quite happy. It always gives me encouragement to be in teaching profession. I am good in this approach because this process usually focus on descriptions, meanings and experiences and practical instances in our day to day life.

On the other hand I am not good enough to deal with quantitative data. That area I need to develop as that is also a requirement in teaching profession, especially in teaching the applied language like ours. My learners some time need to draw maps, find out volume and areas and to solve numerical issues. The reason I am not good in it as Quantitative methods focus on numbers and frequencies. Quantitative methods have e.g. experiments,

questionnaires and psychometric tests. It provides and analyses issues statistically. To know a bit about mathematical measurements therefore I did my adult numeracy level one and planning to enroll for level 2. I think this will help me to enhance my development needs.

To improve my practice in relation to action research, at the moment I usually discuss and take part regularly with my other colleagues. They are looking for such areas where they need to find an issue and then they will have to solve it. I will be a regular participant in their A Researches. I am also looking forward to find sometime when we will change our classless in order to apply my A R in their classes. I may, if given a chance to act as observers in their A R. This process, I hope will give me a very good insight and will definitely add knowledge in my professional development.

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