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A comparative study of grammatical aspect in English, Kurdish, and Persian

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ABSTRACT

English, Kurdish, and Persian belong to Indo-European languages and they have the same proto form so they are called related (family) languages. As these languages have the same common ancestor, it is clear that they have some similar linguistic items regarding syntax, semantics, morphology, pragmatics, etc. But as they are spoken in different distinct areas, they may have some differences regarding these items. One of these linguistic items is grammatical aspect. This study was conducted to define and describe the concept and function of grammatical aspect in languages like English, Kurdish, and Persian to find if there were any similarities and differences among them. To do this, first the notions of *aspect*, *tense*, and *time* and also the difference between *grammatical* and *lexical aspect* were defined clearly. Then grammatical aspect was defined and described in each language by drawing separate tables. At the other part of the article, I compared grammatical aspect in three languages and found that there were some similarities and differences among these languages concerning grammatical aspect. Finally, the article concluded with making some conclusions and recommendation for those who want to learn these languages as second or foreign language. I hope this study can help the learners and teachers in facilitating the process of teaching/learning, and so do for translators and researchers to do their work better.

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Introduction

The purpose of this article is at first to define the meaning and function of *aspect* as a linguistic item and then *grammatical aspect* in English, Kurdish, and Persian and determine the similarity and differences among these three languages. This study is useful for Iranian learners, teachers, researchers, and translators. In Iran, Persian is the formal language, but it is the second language for Kurd people who live in the West and the South-West of Iran and speak Kurdish as their native language. English is a foreign language for all people in Iran. Kurd students learn Persian at primary school and English at high school. If the teachers and learners know something about the similarities and differences among these languages, the process of teaching and learning will be rather easy and facilitated. Teachers, by comparing these languages, find out that similar items in native languages usually facilitate the process of learning those items in second or foreign languages (positive transfer) and different items make it difficult for learners to learn second/foreign languages and need to be paid much more attention (negative transfer). If translators are familiar with similarities and differences among these languages, they can easily translate from one language into another and know where the difficulties may happen in finding the best equivalence. Finally, if the researchers know the similarities and differences in case of grammatical aspect, they can easily do their research and reconstruct language family.

Aspect is a grammatical category along with tense and mood. It is a formal property of language which differs from one language to another in a way a language distinguishes a large number of formal aspects, while others distinguish none at all. Even languages that do not mark aspect formally, however, can

convey such distinctions by the use of adverbials, serial verb constructions or other means. It is clear that not all languages have inflections or special words to mark aspect but most languages can express the meanings which are embedded in the aspectual categories.

There are different views on aspect by different grammarians, among them, for example, is *Hartmann and Stork's* view, who define aspect as a grammatical category of the verb marked by prefixes, suffixes or internal vowel changes indicating not so much its location in the tense but the duration and type of the action expressed (1972:20).

Comrie (1976:3) states that aspects are different ways of viewing the internal temporal consistency of a situation. *While Smith* (1976:61) has an interesting view on aspect in his camera-metaphor, he mentions that aspectual viewpoints function like the lens of a camera, making objects visible to the receiver. Situations are the objects on which viewpoints lenses are trained. *Quirk et al.* (1985:188) and *Greenbrae and Quirk* (1990:51) view aspect as a grammatical category which reflects the way in which the verb is regarded or experienced with respect to time. *Crystal* defines aspect as a category used in the grammatical analysis of verbs (along with tense and mood) referring primarily to the way the grammar marks the duration or type of temporal activity denoted by the verb. (1991:27).

While Gramely and Patzold (1992:146) explain that aspect is not concerned with relating the time of the situation to any other time point, but rather with the internal temporal consistency of the situation. *Richards et al* (1992:22) identify aspect as that grammatical category which deals with how the event described by a verb is viewed such as it is in progress, habitual, repeated, momentary, etc. He also mentions that aspect

may be indicated by prefixes, suffixes or other categories of the verb. *Trask (1993:21)* describes aspect as a grammatical category which relates to the internal temporal structure of a situation.

The above definitions emphasize the relationship between aspect and the duration of the action denoted by the verb. Among all these definitions, the definition by *Comrie* is the most comprehensive. It draws a clear distinction between aspect and tense. One can realize the difference between situation-internal time (aspect) and situation-external time (tense). From these, it can be concluded that aspect refers to the internal temporal consistency of an event or the manner in which the action of the verb is distributed through the time-space continuum. Tense, on the other hand, refers to the location of an event in the continuum. However, only *Hartmann* and *Stork (1972:20)* pay attention to the form or the structural aspect of aspects. They explain that verbs change their forms by receiving prefixes, suffixes or internal vowel changes so as to denote the duration of an action.

Research Questions

1. What does grammatical aspect mean and how it differs from tense and time?
2. Are there any similarities and differences among English, Kurdish, and Persian regarding grammatical aspect?

The Notion of Time, Tense, and Aspect:

It can be noticed that aspect does not occur alone but it always occurs with tense. It relates the happening described by the verb to time in the past, present, or future (*Leech and Svartvik 1994:65*). Aspect is a difficult concept to grasp because it tends to conflate with the concept of tense. The term tense is related to the linguistic expression of time relations which are realized by verb forms. While time is an independent concept of language and it is common to all languages, it is viewed by many people as being divided into past, present, and future time. Tense systems are language-specific and vary from one language to another in a way that each language has different number of tenses to reflect temporal reference (*Dewing and Locke 2002:353*).

The main difference between tense and aspect is that the former is concerned with relating a situation to a time-point, that is, situation-external time. While the latter deals with the internal temporal consistency of a situation, that is, situation-internal time (*Comrie 1976:5*). It is worth mentioning that time refers to the possibility for relating situations to the time line in discussing the internal temporal contour of a situation; for instance, in discussing whether it is possible to be represented as a point or as a stretch on the time line. The internal temporal contour of a situation refers to the conceptual basis for the notion of aspect which indicates the grammaticality of expression of internal temporal constituency (*Comrie 1985:7*). Thus, the difference between:

(1) a. *John was singing.*

b. *John is singing.*

In English is one of tense which distinguishes a location before the present moment and a location including the present moment; while the difference between:

(2) a. *John was singing*

b. *John sang*

is one of aspect because both sentences are in the past tense, but they indicate different aspects: (2a) is in the progressive aspect, it shows the non-completion of the act of singing; while (2b) is in the perfective aspect which determines the completion

of the action. Tense and aspect are two interrelated elements that can't be studied separately. *Dahl (1985:24)* regards tense as deictic categories which relate time points to the moment of speech while aspect is as non-deictic category, that is, it relates time points to the moment of event.

Lexical vs. Grammatical Aspect:

Celce-Murcia and Larsen-Freeman (1999:40) state that verbs have lexical as well as grammatical aspects. It is important to distinguish between two types of aspects: lexical and grammatical. Lexical aspect refers to the inherent property of verbs which is not marked formally in most languages. As far as this type of aspect is concerned, *Vendler (1967:97)* divides verbs into four categories: activities (e.g. study), achievements (e.g. find), accomplishments (e.g. write); and states (e.g. have). Lexical or situational aspect is sometimes called action art which is regarded it as pertaining to the lexicon, while grammatical aspect is related to a formal distinction between the verb forms which are represented in the grammar of a language (*Dahl 1985: 27*). The present study is devoted to grammatical aspect.

Grammatical Aspect in English:

Grammatical aspect is represented differently in different languages. For instance, in some languages, it is realized by prefixes, suffixes or other categories of the verb. There are different views concerning the number of the type of grammatical aspect in English. Some grammarians distinguished two main types of aspect, for example, *Comrie (1976: 16)* classifies grammatical aspect into two main types: *perfective* and *imperfective*; the former indicates the situations of short duration while the latter indicates the situations of long duration. While others draw a distinction between four types of grammatical aspect, these are: *simple*, *perfect*, *progressive*, and *perfect progressive aspect*. For instance, *Celce-Murcia and Larsen-Freeman (1999:112-118)* distinguish four types of grammatical aspect in English as:

A. Simple aspect: it refers to events that are viewed as complete wholes.

(3) a. *Jane helps her mother.*

b. *Jane helped her mother.*

B. Perfect aspect: the core meaning of this type of aspect is prior which is used in relation to some other points in time, for example:

(4) a. *Jane has helped her mother.*

b. *Jane had helped her mother when the guest arrived.*

C. Progressive aspect: the core meaning of this type of aspect is imperfective which represents an event in such a way that allows for it to be incomplete or somehow limited.

(5) a. *Jane is helping her mother.*

b. *Jane was helping her mother.*

D. Perfect progressive aspect: the term suggests that this aspect combines the sense of prior perfect with the meaning of incompleteness inherent in the progressive aspect.

(6) a. *Jane has been helping her mother for two hours.*

b. *Jane had been helping her mother that year.*

It is necessary to mention that each of these pairs is identical in aspect but different in tense. In English, two main types of aspects can be realized: marked and unmarked. There are three grammatically marked aspects in English which indicate those aspects that are realized by inflectional morphemes that are determined by perfect and progressive and perfect progressive aspects, for example:

- (7) a. *He is playing well.*
 b. *He has played well.*
 c. *He has been playing for two hours.*

In (7a), the aspect is marked by (be + -ing), while in (7b) it is marked by (have + PP) and in (7c) by (have + been + ing) which is a combination of the perfect and progressive aspects. So it can be considered as a marked aspect as well. It is worth mentioning that the third type of marked aspect is not regarded as a marked aspect because it is a combination of perfect and progressive aspects; whereas the unmarked aspect refers to those types of aspect which are not realized by any markers and determined by simple aspect, for example:

- (8) a. *He plays tennis well.*
 b. *He played tennis well.*

Table 1.1 English aspect system

Aspect	Meaning	Examples
Simple	Perfective Imperfective	Past Simple: played Present simple: play(s)
Perfect	Perfective Imperfective	Past perfect: had played Present perfect: have played
Progressive	Imperfective	Past continuous: was playing Present continuous: is playing
Perfect Progressive	Perfective Imperfective	Past Perfect Progressive: had been playing Present Perfect Progressive: have been playing

Grammatical Aspect in Kurdish:

This section is devoted to analysis and identification of the grammatical aspect of Kurdish. Though this area of study has not been investigated clearly because most traditional Kurdish grammarians assume that the verbal system is based on tense to which they have devoted most of their investigations, therefore, they ignore the explanation of Kurdish aspect system. Another reason is that traditional Kurdish grammarians have adopted an Arabic grammatical model which is based on two tenses. *Ahmad (2004:193)* explains that in Kurdish, grammatical aspect has its own properties. One of these is that in Kurdish the aspectual distinction perfective/imperfective is morphologically marked by means of prefixes and suffixes. For instance:

- (9) *aw nân daxwât. (He eats food).*

The prefix *da-* indicates the non-completion of the act of *xwârdên* (eating).

- (10) *aw nânakay xwârØd. (He ate the food).*

The symbol *-Ø-* which is not realized indicates the completion of the act of *xwârdên* (eating).

Fattah (1997:144) states that the aspectual markers are purely inflectional. It marks a distinction between continuous (progressive or imperfective) and perfective. He explains that the continuous aspect is signaled by *da-*; it is prefixed to present and past stems to yield present indicative (continuous) and past imperfective (continuous) respectively:

- (11) *da rom. (I am going).* Present indicative aspect. (go + pr lps).
 (12) *dam bird. (I was taking).* Past indicative aspect. (lps take + p).

According to *Amin (1979:45)* there are three types of aspects in Kurdish:

A. Perfective Aspect: It is not expressed by grammatical element, for instance:

- (13) *xwârdem. (I ate).* The verb *xwârd* (eat + p) is in the past and it has the perfective aspect.

B. Imperfective Aspect: It is marked by *da-*, and it is used with both past and present.

- (14) a. *da xom. (I eat).*

- b. *dam xwârd. (I was sleeping).*

C. Perfect Aspect: It is used with past perfect and present perfect tenses:

□ the past perfect aspect is marked by *bu-* (15) *ewa xwtu bu:n. (You had slept).*

□ the present perfect is expressed by *ua* (16) *nânim xwârd wua. (I have eaten food).*

Table 1.2 Amin's classification of Kurdish aspectual system (2004:71)

Tense	Aspect	Rules	Examples
Past	Simple Continuous Perfect Conditional	past stem + personal pronouns da + past stem + personal pronouns past stem + bu: + personal pronouns personal pronouns + âya	xwârd mên (We ate). damên xwârd (We were eating). xwârd bu: mên (We had eaten). bimên xwârd âya (If we ate).
Present	Simple Perfect	da + future stem + personal pronouns Past stem + u: + personal pronouns + -a with intransitive verbs	daxwei:n (We eat) xwârdu: mâna (We have eaten)

Both Ahmad (2008:98) and Amin (2004:71) agree that there are four types of aspect: simple, perfect, progressive and conditional. These aspects occur with the past and the present tenses. Kurdish does not have the perfect progressive aspect but instead it has the conditional aspect.

Table 1.3 Ahmad's classification of Kurdish aspectual system (2004:270)

Aspect	Meaning	Examples
Perfective	a. In the past, it is marked by / t, d, i, a, u / b. In the non-past, it is restricted to subordinate clauses with subjunctive marker bi-	hât (came), bird (took), nu:si: (wrote) henâ (brought), çu: (went)
Imperfective	It is marked by the combination of the imperfective marker <i>da-</i> with both past and non-past stems.	daxom (I eat). darwi:n (We go).
Progressive	It is not restricted to one tense, although it is clearer in present tense than others.	damên xwârd (We were eating). datân nu:si: (You were writing).

As far as the first type is concerned, he mentions that both past and non-past perfective forms describe the situation as a single- complete whole. They differ in that the former has past time reference and context independent while the latter has future time reference and context dependent, whereas the imperfective aspect has continuous, no completion and habitual interpretation. He mentions that progressivity is classified under imperfectivity but they are two different notions because imperfectivity always expresses unlimited habituality whereas progressivity may express limited habituality. The progressive aspect explains a situation which is in progress.

From the above discussion, one can conclude that Kurdish has two main aspect types: *marked and unmarked*. Kurdish marked aspects are those aspects which are realized by inflectional morphemes, it is marked by perfect (*bu-*) and progressive aspects (*da-*):

- (20) a. *hât bu:n (They had come).*

b. da mîn xwind (We were reading).

While the unmarked aspect refers to those types of aspect which are not realized by any markers, it is determined by simple aspect. Here are the Kurdish aspects:

1. *Simple Aspect*: It indicates the completion or the non-completion of the action. This aspect is unmarked for the past and present simple tenses. For instance:

(21) a. Perfectiveness: *aw nâmakâŶy nu:si:* (He wrote the letter).

b. Imperfectiveness: *aw nâma danu:set* (He writes a letter).

The symbol /Ŷ/ indicates the past simple aspect which determines the totality of the action; here, the past verb does not carry any markers.

2. *Progressive Aspect*: It can be realized by “-da” which indicates the duration and the non-completion of the action. For instance:

(22) Perfectiveness: *aw nâmay da nu:si: ka zang léyda* (He was writing a letter when the bell rang).

3. *Perfect Aspect*: It can be realized by (bu:) (had done) and (u/wa) (have + PP); it is a situation which combines past with present time reference.

(23) a. Perfectiveness: *men nâmakam nu:si: bu:* (I had written the letter)

b. Imperfectiveness: *men nâmakam nu:si: wa* (I have written the letter).

Actually /-t/ and /-d/ are not aspect markers but they are past tense markers which are equivalent to the suffix past marker /-ed/ in English. The following table summarizes the Kurdish aspect markers.

Table 1.4 Kurdish Aspect Systems

Aspect	Meaning	examples
Simple	Perfective	Past simple: xwârdŶm (I ate).
	Imperfective	Present simple: daxom (I eat).
perfect	Perfective	Past perfect: xwârd bu:m (I had eaten).
	Imperfective	Present perfect: xwârd u: ma (I have eaten).
Progressive	Imperfective	Past continuous: dam xwârd (I was eating).
		Present continuous: daxwom (I am eating).

The above table shows the following:

(1) If the prefix (da-) is not regarded as an aspect marker, the aspectual distinctions are expressed by lexical elements; in this case it is a present tense morpheme.

(2) If the prefix (da-) is regarded as an aspect marker, then all present verb stems are classified under progressive aspects. In this case the present tense morpheme is within the verb stem itself.

Grammatical Aspect in Persian

Comrie (1987) believes that Persian has two grammatical aspects: perfect and imperfect. He says that verbal forms are based on three stems namely present, past and perfect. The perfect forms are marked by adding the suffix /-e/ to the simple past. According to Comrie, the prefix /mi:/ represents imperfective and continuous actions and the suffix /-e/ represents perfective actions.

For example: Simple imperfective: /mi: ravam/ (I go).

Progressive imperfective: /mi: ravam/ (I am going).

Simple perfective: /raft/ (He went).

Present perfective: /rafte/ (He has gone).

Mashkatod Dini (1981,77-78) believes that verb in Persian has three aspects: simple, continuous, and perfect.

Simple present: /mi: ravam/ (I go).

Simple past: /raftam/ (I went).

Present continuous: /mi: ravam/ (I am going).

Past continuous: /mi: raftam/ (I was going).

Present perfect: /rafte ?am/ (I have gone).

Past perfect: /rafte bu: dam/ (I had gone).

In Persian, simple present and present continuous have the same form unless we use them with adverbial expression of time such as /har ru:z/ (everyday) and /hâlâ/ (now).

Golfam (2006, 73) says that as far as grammatical aspect is concerned, Persian has perfect and imperfect aspects. In perfect aspect the occurrence of verb is based on the time of the action, but in imperfect aspect it is a continuous process and it is not limited to a particular point of time.

1. Perfect aspect: /Ali Parviz râ zad/ (Ali hit Parviz). The action was completed.

2. Imperfect aspect: /Ali Parviz râ mi: zad/ (Ali was hitting Parviz). The action is not completed.

In addition to the above two aspects, Golfam believes that from the semantic point of view there are two other aspects: *momentary* and *continuous*. He adds that the more a verb has the characteristics of momentary, the more it is perfect and the more it has continuous characteristics, the more it is imperfective.

Mahootian (2000) says that based on grammatical area verb in Persian has perfective and continuous aspects and based on semantic area it has different aspects such as perfective, imperfective, habitual, continuous, progressive, non-progressive and beginning.

As we know if we look at the aspect from grammatical point of view, Persian has two grammatical aspects: *perfect* and *imperfect*. In Persian syntactic-morphological category identifies the meaning of continuous or imperfect aspect. Persian has a system for time differentiation that is nearly similar to the system of European and French languages. For example, although, /mi:/ is the sign of imperfective aspect, it can also represent habitual, beginning, and continuous actions in present, past and future.

1. Present: /hâlâ kêr mi: konam/ (I am working now).

2. Past: /di:ru:z kêr mi: kardam/ (I was working yesterday).

3. Future: /fardâ: kêr mi: konam/ (I will work tomorrow).

Classification of present and past verbs based on grammatical aspect in Persian

1. Verbs with imperfective aspect:

a. indicative for simple present, present continuous and future: /mi: ravam/ (I go), (I am going), (I will go) with time expression in present, progressive and future.

b. past continuous: /mi: ravam/ (I was going).

c. present perfect continuous: /mi: rafte ?am/ (I have been going).

d. subjunctive: /be ravam/ (I may go).

2. Verbs with perfective aspect:

a. simple past: /raftam/ (I went).

b. narrative perfect: /rafte ?am/ (I have gone).

c. past perfect: /rafte bu:dam/ (I had gone).

d. past subjunctive: /rafte bâŞam/ (I might have gone).

3. Verbs with habitual aspect:

This aspect is made by adding the prefix /mi:/ to verb stem to indicate the habitual actions in past and present. For example:

a. present: /mâ har ru:z kêr mi: konim/ (We work every day).

b. past: /mâ pârsâl kêr mi: kardim/ (We worked last year).

It is necessary to use adverbial of time with this aspect to show its natural habituality. So it is clear that in Persian formal

construction of a verb cannot alone show the perfect aspect of it, but the context can also affect both formal and semantic construction of the verb

Table 1.5 Persian aspect system

Aspect	Meaning	Examples
Simple	Perfective Imperfective	a. simple past: /raftam/ (I went) b. simple present (indicative): /mi: ravam/ (I go), (I am going)
Perfect	Perfective Imperfective	a. present perfective: /rafte ?am/ (I have gone). b. past perfective: /rafte bu:dam/ (I had gone). c. past subjunctive: /rafte bâšam/ (I would/might have gone). a. past continuous: /mi: raftam/ (I was going). b. indicative: for present continuous: /hâlâ mi: ravam/ (I am going now). For future: /fardâ mi: ravam/ (I will go tomorrow) c. present subjunctive: /šâyad bervam/ (I may go).
Habitual	Imperfective	a. present: /mâ har ru:z kêr mi: konim/ (we work every day). b. past: /mâ pârsâl kêr mi: kardim/ (we worked last year).

Points of similarities and differences

This section is devoted to discussion and identification the points of similarities and differences in the aspectual systems among the three languages.

Similarities:

1. In all three languages both aspect and tense are related to the time references. Time is a semantic notion while aspect and tense are grammatical notions. They are grammaticality of time. Tense refers to the absolute location of an event or action in time while aspect refers to how an event or action is to be viewed with respect to time, rather than to its actual location in time.
2. In all three languages, the term aspect refers to the way of viewing an internal temporal constituency of a situation. It shows the completion or non-completion of the action which is described by the verb form.
3. In all three languages, two main types of aspect can be distinguished: marked or unmarked.
4. In English and Kurdish, simple, perfect and progressive aspects are distinguished.

For instance:

- (24) a. John eats/ate the apple.
b. John is/was eating the apple.
c. John has/had eaten the apple.
d. John has/had been eating the apple.
- (25) a. Jon sew daxwât. (Johan eats the apple).
b. Jon sewi xwâr-Ø-d. (John ate the apple).
c. Jon sewi xwârd bu:. (John had eaten the apple).
d. Jon sewi xwârduwa. (John has eaten the apple).
e. Jon sewi daxwârd ka zangaka leida. (John was eating the apple when the phone rang).

5. Each type of aspect in all three languages can be marked as perfective or imperfective which are realized by different tenses.

Differences:

1. In English, unlike Kurdish and Persian, another type of aspect is realized which is called perfect progressive aspect, for instance: (25) *John has been reading for two hours.*

2. English has three grammatically marked aspects which are determined by:

- a. perfect (have/had + pp)
 - b. progressive (be + -ing)
 - c. perfect progressive (have/had + been + -ing).
- (26) a. John has read the novel. (perfect)
b. John is reading the novel. (progressive)
c. John has been reading the novel. (perfect progressive)

While the unmarked aspect is determined by simple aspect:

- (27) a. John reads the novel.
b. John read the novel.

Kurdish has two grammatically marked aspects: perfect and progressive.

- (28) a. Ahmad mozi xwârd bu: (Ahmad had eaten the banana).
b. Ahmad mozi daxwârd (Ahmad was eating the banana).

Whereas, the unmarked aspect is realized by simple aspect:

- (29) Ahmad mozi xwârd (Ahmad ate the banana).

3. In Kurdish, two types of the prefix (da-) can be realized:

- a. (da-) which precedes the present verb stems which is a present tense morpheme and it is not regarded as an aspect marker; in that case aspect is realized by lexical elements such as adverbs of time.
- b. (da-) which precedes the verb stem is an aspect marker which determines the duration or non-completion of the action; in this case all present verb stems are classified under progressive aspect and the present verb morpheme is within the verb stem itself.

4. In Kurdish and Persian, simple present, present continuous, and future tense are the same unless we use time expression like /hâlâ/ (now), /har ru:z/ (everyday), and /suzi:/ (tomorrow) but in English they are structurally different. For example:

- a. Persian: /mâ har ru:z be madresa mi: ravi:m/. (We go to school every day).
/mâ hâlâ be madresa mi: ravi:m/. (We are going to school now).
/mâ fardâ be madresa mi: ravi:m/. (We will go to school tomorrow).
- b. Kurdish: /ema har ru:ž daçin bu: madresa/. (We go to school every day).
/ema alân daçin bu: madresa/. (We are going to school now).
/ema suzi: daçin bu: madresa/. (We will go to school tomorrow).

5. In Persian, narrative aspect is not the same as present perfect in English since narrative aspect is perfective but present perfect is imperfective.

6. In Persian, there are some aspects like habitual, indicative and subjunctive which are not appeared in English and Kurdish.

Conclusions and Recommendations

1. In all three languages the terms time, tense and aspect are closely interrelated. Time is a semantic notion; aspect and tense are grammatical notions. Tense refers to the time of situation while aspect indicates the duration and non-duration of the action.

2. English, Kurdish, and Persian are all Indo-European languages. They have some similar and different linguistic items, specially grammatical aspect.

3. As Lado (1959) said "In leaning a second or foreign language, similar items are easy for the learners to learn and different items are somehow difficult for them to understand." By comparing these languages the learners can understand which item they learn easily and where their difficulties arise and need to be paid attention more.

4. Iranian teachers should be familiar with these similarities and differences in teaching Persian and English to Kurd students so as to facilitate the process of teaching/learning.
5. If teachers know where the difficulty happens during teaching/learning process, they pay much more attention to those areas to help the learners overcome their difficulties.
6. By comparing and contrasting these three languages, teachers can predict which items the students learn easily and which items are difficult for them to learn.
7. If Persian speakers know the similarity and difference between Persian and Kurdish, they understand that Kurdish is one of the old Iranian languages, not a dialect of Persian.
8. By comparing these languages, linguistics can elicit the common ancestor of them and describe the changes that happened in linguistic items during the time. They can also find linguistic relations (language family) between these three languages.
9. This article only compared grammatical aspect in three languages. I hope further studies in future can compare other linguistic items including case and case markers, semantic items, pragmatics, etc.
10. As I was in shortage of time and sufficient written information specially in Kurdish, this work was not very complete but somehow could briefly describe the grammatical aspect in these three languages. I hope further studies in future can compensate this shortage and present a very complete work in this regard.

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