

LEARNERS' CONFUSIONS IN THE USAGE OF THE PRESENT PERFECT TENSE

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Abstract

This paper explains the reasons for the learners' inability to make good concepts of the present perfect tense. The sample comprised twenty-five male freshmen. The researcher administered a test. It consisted of 48 Urdu sentences. The participants were required to translate them into English. Later, I tried to get their reasons for making faulty combinations. Their reasons were analyzed in the light of the theory of Interlanguage and fossilization, and classified into five major groups.

Keywords: Interlanguage, Fossils, L1 interference, overgeneralization, Confusion

Introduction

Language learning is generally considered a subconscious activity, but in many countries, English is taught by GTM, as an activity of the conscious mind. What cognitive problems the students of such institutions face in learning English is yet to be explored. This paper explains what incompleteness and/or distortions such learners suffer in their concept of English present perfect tense. This describes their cognitive strategies that underlie their errors.

Every individual has their own thinking style. Different people see a phenomenon differently. Similarly, the learners of a foreign language may interpret the rules of the grammar of a foreign language in their own way, and commit errors. When the teachers of English fail to teach tenses in spite of their best efforts, the question arises what hinders the learning of tenses. In search of an answer to this problem, the researcher conducted a detailed study (Khurshid, 2010) into the learners' errors, and tried to explore the confusions that obstruct the learning of tenses. The current paper highlights learners' confusions concerning the present perfect tense. A good repertoire of learners' reasons may lead to better understanding of their confusions. In the light of this knowledge, English language teachers may be able to come up with more effective remedies.

Research Questions

1. What confuses the learners in the faulty translation of the present perfect tense?
2. How does L1 interference affect the learning?
3. How does over generalization affect the learning?

Delimitations

1. Data for this study is collected from only one public sector institution.
2. Only male students are the participants of this study.
3. The participants are the humanities undergraduates of grade-XIII.

Review of Literature

This paper is an intensive study of Selinker's theory of *Interlanguage* and *Fossilization* (Selinker, 1972; Corder, 1981; Wei, 2008). Interlanguage is the intermediary stage between L1 and L2. Adult learners are believed to stay permanently at this stage. They may improve their proficiency of L2, but they can't acquire the native speaker like skill of L2. Fossils are the incomplete or distorted concepts (Wei, 2008). Interlanguage abounds in fossils. Usually fossils are studied in advanced learners. Though the participants of this study have weak command of English, yet by no means can they be considered beginners. All of them had been studying English for at least seven years when this test was administered. This paper describes what fossils were detected in the minds of such slow learners, and how those fossils impede their progress.

In literature, two major types of such concepts are available. *Overgeneralization* and *Transfer* (Ellis, 1994; Khurshid & Hassan, 2015). The former refers to the incorrect application of an L2 rule. The latter implies shaping of an L2 structure by applying an L1 rule. These two terms are too broad. They little helped the researcher to improve his strategy of teaching tenses. This study closely focuses the above mentioned phenomena and points out in how many different ways they manifest themselves. Latter, the researcher tried to form a correlation between the ways these factors are applied and the areas where they are applied.

Bennui (2008) studied the errors of 28 Thai undergraduates, who had Thai as their L1 and English as L2. He analysed his data under four approaches: *contrastive analysis*, *error analysis*, *interlanguage analysis*, and *contrastive rhetoric*. His test comprised two questions: (1) simple and compound structures, and (2) paragraph writing. He analysed errors of word, sentence, and discourse. He enlists errors in the following areas:

- Features of L1 lexical interference.
- Literal translation of vocabulary.
- Features of L1 syntactic interference.
- Thai word order
- Subject-verb agreement and tense
- The verb *have*

Chan (2004) made qualitative studies on the learning problems of Chinese adults. She collected writing samples from 710 ESL students in Hong Kong of different grades. Her tool consisted of a few translation questions, from Chinese to English, and interviews. The participants admitted that before they wrote an English sentence, they conceived the situation in their L1. It means L1 served as the basic platform for the learning of L2.

Sridhar (1996) studied Kannada (a Dravidian language) speaking Indian female undergraduates of Bangalore 'majoring' in humanities and commerce. The data consisted of Twelve English essays on the topic *Changing Image of the Indian Woman*. Most of the students knew four of the five languages: Kannada, English, Hindi, Telugu, and Tamil language. All the errors he collected resembled the 'corresponding' features of the Kannada language. So, he thought Negative Transfer

to be the reason for the errors. One chief factor in his study was lack of subject-verb agreement, and Number agreement. This occurred in the following three ways:

- Singular subject and plural auxiliary.
- Plural subject and singular auxiliary.
- Singular subject and plural Pronoun or vice versa. (p.61)

Rehman (1990) described the differences between Pakistani English (PE) and British Standard English (BSE). He collected his data from advanced learners. In addition to the phonological and semantic errors, he has also pointed out the following syntactic and morphological errors:

Auxiliary Inversion Avoided

BSE: What is this made from?
 PE: What this is made from?
 BSE: I asked him where he is.
 PE: I asked him where is he? (p. 56)

Omission of the Dummy Auxiliaries: do, does, did.

BSE: How did you get here?
 PE: How you got here (Casual speech) (p.57)

Lack of Subject-Verb Agreement

PE: He always go there.
 BSE: He always goes there. (57)

The Present Perfect Tense used as The Past Simple Tense

PE: I have seen him yesterday.
 BSE: I saw him yesterday. (p. 58)

The above examples are directly quoted from Rehman (1990). The headings have been modified.

The errors pointed out above would not be unexpected for a teacher of English in Pakistan. Majority of the teachers would point out more or less the same faulty areas in the writings of Pakistani learners. The current study is no exception. Most of the types of errors recorded here may be seen in other studies too.

METHOD

Research Design: The researchers followed qualitative research design.

Population: Population frame was Govt. S. E. College, Bahawalpur, Pakistan. The sample consisted of 25 male undergraduates of grade-XIII.

Test. An Urdu to English translation **test** was designed. It consisted of 48 sentences, 4 from each tense. 1 affirmative, 1 negative, 1 yes/no question, 1 wh- interrogative.

Interview: Introspection tool was used to access learners' concepts. Without telling them their errors, they were asked to describe the reasons for their faulty usage. Their reasons were noted down manually. Gadgets were not used because the participants were getting conscious of them.

Theoretical Framework: Data is analyzed in the light of Selinker's (1972) theory of Interlanguage and Fossilization.

Reliability of the Test: The participants belonged to grade-XIII of a public sector college. Their test was designed from the workbook of Grade-X (Chishti, 2010) in public sector schools. The reason was that the test should not be too difficult for the participants. For the further convenience of the participants, the researcher told them English meaning of Urdu words. The researcher tried to make the test as easy as possible, so that the participants might do conceptual translation. Test results were compared with those of other researchers. They were found very similar.

To maintain the interpretive reliability, the researcher repeated his understanding of the participant's answer before him.

Validity of the Inferences

Internal validity was maintained by:

- Inferring from the participants' direct answers.
- Mutually cross-matching a participant's all the answers.
- Carrying out contrastive analysis of the faulty chunks where necessary.

External Validity was partially established when two researchers (Ali, 2015; Raza, 2016) replicated my source study (Khurshid, 2010) in a different educational context, and came up with similar results.

Test

The test contained following Urdu sentences of the Present Perfect tense. The gloss of these sentences in provided in Table 1 below. This is for the convenience of contrastive analysis.

Table 1

7.25 a P3									
<i>Choohon ne divar main bil bana liye hain?</i>					چوہوں نے دیوار میں بل بنا لیئے ہیں۔				
[tʃuːhõ ne d̪iːvaːr mẽ bɪl bæːnɑː lɪːje hẽ]									
tʃuːhõ	Ne	d̪iːvaːr	mẽ	bɪl	bæːnɑː	lɪːj -e	hẽ		
rat.3.p.m	ERG	wall.3.s.f.	LOC.(in)	hole.3.m.NOM.	make	take.p.PERF.	Are		
Rats have made holes in the wall.									
7.26 n P3									
<i>Mareez ne dava nahi pi he</i>					مریض نے دوا نہیں پی ہے۔				
[mæːriːz ne d̪əːva nəːhĩ pi hẽ]									
mæːriːz	ne	d̪əːva	nəːhĩ	Pi	hẽ				
patient.3.s.m.	ERG	medicine.3.s.f.NOM.	not	drink.s.f.PERF.	Is				
The patient has not drunk medicine									
7.27 p P3									
<i>Kiya uss ne gaon hamesha ke liye chhor diya he?</i>					کیا اُس نے گاؤں ہمیشہ کے لیے چھوڑ دیا ہے؟				
[kiːja us ne gaõ hæːmeːja ke lɪːje tʃʰor d̪iːja hẽ]									
kiːja	us	ne	gaõ	hæːmeːja	ke	lɪːj -e	tʃʰor	d̪iːj-a	h ε
INT.	that.3.s	ERG	village.3.s.m.NOM	good	for	take.OBL.	leave	give.s.m.PERF	is
Has he left the village for good?									
7.28 w P3									
<i>Aap ne uss aadmi ko kahan dekha he?</i>					آپ نے اس آدمی کو کہاں دیکھا ہے؟				
[ɑːp ne us ˈɑːd̪mi ko kæːhɑː ˈd̪eːkʰa hẽ]									
ɑːp	ne	us	ˈɑːd̪mi	ko	kæːhɑː	d̪eːkʰ -a	hẽ		
You.Pron.2	ERG	that. Det.	man.3.s.m	ACC.	where	see. s.m.PERF	is		
Where have you seen that man?									

3: 3rd. person; s: singular; p: plural; f: feminine; m: masculine;
 NOM: Nominative case marker; ERG: Ergative case marker; LOC: Locative case marker; GEN: Genitive case marker;
 INT: interrogative; pos.: possessive; PERF: Perfective aspect
 7.25, 7.26, 7.27, 7.28: sentence number;
 a: affirmative sentence; n: negative sentence; p: polarity (yes/no) question; w: wh- question;
 P3: the present perfect tense

DATA ANALYSIS

From the available data, the researchers were able to pinpoint following reasons for learners' confusions in the learning of the English present perfect tense:

1. Fossilization of Urdu and English *be* (Present Tense)

In comparison with the auxiliary and main verb system of English, Urdu has the main, light, and auxiliary verbs system. Moreover, in English the morphemic variants of either an auxiliary or a main verb determine the present and past tenses. In Urdu, the variants of *be* determine the present and past tenses. For example, [ʋo^h 'k^hɑ:ʈɑ hɛ] and [ʋo^h 'k^hɑ:ʈɑ ʈ^ha]. But the past simple tense carries no tense auxiliary. It uses the perfective marker [a] as the past tense marker. For example, [ʋo^h gə'ja], [ʋo^h ʈʃə'la gə'ja] carry a perfective marking [a] on the main and/or light verbs.

Often learners make one-to-one correlation between the auxiliary verbs and/or suffixes of the two languages which often betrays. Fossilized concept of correlation results in errors.

[hɛ], [hɛ̃], [hũ] are the equivalents of *is*, *are*, *am* respectively. They are the finite verb of the Urdu present simple tense. In the sentences given below, the participants mistook the present perfect tense for the present simple tense for two reasons: (1) absence of the prototype perfective markers [ʈʃʋ.ka] that carries the semantic sense of completion; (2) In addition to the absence of the semantic perfectiveness, the presence of *be* prompts the participants to translate it as the present simple tense. 5 learners committed 7 errors of this type (Khurshid, 2010). See Table 2.

Table 2

S. No	Sentence Code	Participants				
		Aim	Ajm	Bli	Jma	Wse
1	7.25 a P3	<i>Rats are [hɛ̃]make holes in the wall</i>				
2	7.26 n P3		Patient is not drink medicine	Patient is not drink the medicine.	Patient is Not use the medicine	
3	7.27 p P3		Is he leave the village forever?			Is he left the village always
4	7.28 w P3	Where is you see the man?				

(p. 117)

2. Mental Associations

Sometimes, learners develop the habit of using to items in a continuous or split formation, often in violation of grammatical rules. The former type is Continuity Associations, while the latter is Co-Occurrence Associations.

2.1 Continuity Associations

This is a type of mental association in which two items are placed in linear (syntagmatic) order.

2.1.1 Number Agreement Continuity

Sometimes learners target number agreement, and ignores person and tense agreement. This half-concept, because it recurs, may be interpreted as a fossil. Though many errors of this type were collected, but only two of them belonged to the present perfect tense. 2 participants committed this error.

Table 3

S. No	Sentence Code	Participants' answers	
		Qrm	Ums
1	7.26 p P3	<i>The <u>patient does</u> not take medicine.</i>	<i>The <u>patient does</u> not drink the medicine.</i>

(Khurshid, 2010, p. 213)

Both participants said they had written 'does' to make it agree with the singular subject 'The patient'.

2.1.2 Aux-Verb Continuity

Sometimes, learners develop a mental habit of making a collocation of two auxiliaries, or an auxiliary and a main verb. They try to put together two verbs, without any consideration of maintaining tense and aspect. Examples are: *are make*, *did took*, *did saw* etc. The data given below consists of errors arising from this association. 2 learners committed 3 errors of this type.

Table 4

S. No	Sentence Code	Participants' answers	
		Aim	Mah
1	7.25 n P3	<i>Rats <u>are make</u> hole in the wall.</i>	
2	7.26 p P3		<i>Patient <u>did</u> not <u>took</u> medicine.</i>
3	7.28 w P3		<i>Where <u>did</u> you <u>saw</u> the man?</i>

(Khurshid, 2010, pp. 213-14)

2.1.3 Aux-Negation Continuity

A learner made combination of the element of negation, *not*, with an auxiliary of his own choice. 1 learner committed 1 error of this type in the present perfect tense, though many such examples were observed in other tenses. (Khurshid, 2010)

Table 5

S. No	Sentence Code	Participants
		Aim
1	7.26 p P3	<i>The patient <u>did not</u> take the doze.</i>

(p. 215)

2.2 Occurrence Associations

Background. Sometimes, learners habitually use two or more items with split formation. The factors whose co-occurrence has been overgeneralized are tense and verb form, tense/aspect and adverbial, verb and its form (misconception about the form of verb).

2.2.1 Verb Form-Tense Associations

Sometimes, learners develop a fixation to associate a specific verb form with a specific tense. 1 learner committed 1 error of this type. For example:

Table 6

S. No	Sentence Code	Participant's answer
		Was
1	7.25 a P3	Mouses have <u>make</u> holes in the wall.

(Khurshid, 2010, p. 217)

The learners developed the association of Vo form with the present tense. 1 learner translated the present perfect tense as the present simple tense. Why he could not guess right tense is not known. In the available literature such errors have been described as *developmental errors* (Ellis, 1994, p. 58). But in the present study these errors were found in the writings of the learners who had been studying tenses for at least eight years. This structure became fossilized in their mind also because of another factor. That factor, in the researcher's opinion, is the influence of L1. In Urdu language and regional language, the present tense of *be* and Vo, Ving forms are the present tense markers. A sentence cannot acquire presentness in the absence of the former. The combined effect of the process of linguistic development and the influence of L1 produced Verb form-Tense Association tendency.

Such errors are hardest to remove. However, extensive oral practice of correct structures may help to minimize their effect.

2.2.2 Verb Form Associations

Learners often remain confused about the forms of irregular main verbs. They interpret one and the same verb form differently. Some examples are given below. 2 learner committed 3 error of this type.

Table 7

S. No	Sentence Code	Participants' answers	
		Dli	Sah
1	7.26n P3	<i>Patient was not <u>take</u> (Ved) medicine</i> Dli held 'take' as Ved form.	
2	7.27p P3		<i>Has he <u>leaved</u> the villige for good?</i> Sah tried to make regular of irregular verb.
3	7.28w P3	<i>Where you <u>wasseen</u> (Ved) this man?</i> Dli said he had written 'take and seen' as Vedforms.	

(p. 218)

The learner interpreted Voform of verb as Ved and Ven. Sometimes, logically they make correct sentences but error lies in their memory. They apply correct concept but insert an incorrect item because of lack of knowledge or by lapse of memory. In this way they overgeneralize an incorrect concept because of their mental association.

If the teacher is not aware of learner's confusion, he will make him revise the rules of grammar again and again and confuse him further. In spite of this hassling he should simply tell him the correct form. The rule is already known to him.

3. Superimposition of the Personal Time Scale

Concepts of tense and aspect vary from language to language. Learners think the time scale of their mother tongue is the absolute time scale. Three factors influence their translation:

1. Weak concept of L2 time scale
2. Strong impact of L1 time scale
3. Time frame of the situation in which the test is administered. They consider the moment of the test to be the Speech time and begin to align the time of sentences in the test with the existing moment of their lives.

In addition to time scale, another problem arises from the perfectivity markers. In Urdu language, [a], [e], [i], and [ɪ] are the basic perfectivity markers. They usually suffix the following auxiliaries and light verbs: [ɪ'ja], [li], [ɔɪ'ja] [ɔɪ], [kɪ'ja] [ki], [gə'ja], [gəe], [gəi], [gəɪ], [tʃʊ'ka], [tʃʊ'ke], [tʃʊ'ki], [tʃʊ'kɪ] and so on. The items [tʃʊ'ka], [tʃʊ'ki], [tʃʊ'ke] are the prototype perfective aspect markers in Urdu.

3.1 The Present Perfect Tense Treated as The Present Simple Tense

The most frequent aspect and auxiliary combinations of the Urdu present perfect tense are following: [ɪ'ja hɛ], [li hɛ], [ɔɪ'ja hɛ] [ɔɪ hɛ], [kɪ'ja hɛ] [ki hɛ], [gə'ja hɛ] [gəi hɛ] [gəe hɛ], [tʃʊ'ka hɛ], [tʃʊ'ki hɛ], [tʃʊ'ke hɛ] and so on. 8 Learners committed 9 errors of this type.

Table 8

S. No	Sentence Code	Participants' answers	
		Mhu	Sfa
1	7.25a P3	<i>Ratmake the hole in the wall.</i> He, not being able to recall any association with the Urdu aspect markers, translated it as the present simple tense. He admitted his helplessness.	<i>The rats make the holes inthe wall.</i>

(p. 224)

Table 9

S. No	Sentence Code	Participants' answers	
		Ajm	Zfa
2	7.27p P3	Amj: <i>Patient drink his medicine.</i>	Zfa: <i>The patient do not take medicine.</i>

(p. 224)

Table 10

S. No	Sentence Code	Participants' answers				
		Ifr	Qrm	Sah	Ums	Zfa
2	7.28w P3	<i>Where you see this man?</i>	<i>Where you see that man?</i>	<i>Where you see that man?</i>	<i>Where you see this man?</i>	<i>Where do you see this man?</i>

(p. 225)

In the above answers, the learners failed to understand time scale of the given sentences. They also failed to recognize it because the familiar present perfectivity markers were missing. Therefore, they translated it according to their existing sense of time.

The teachers should teach tenses on time line. Moreover, teachers should give extensive drills in the translation of the Urdu variants of perfectivity.

3.2. The Present Perfect Tense Treated as The Past Simple Tense

In English, there is a very subtle difference between the present perfect tense and the past simple tense. In the past simple tense event time and reference time are the same and they precede speech time. In the present perfect tense, speech time and the reference time are the same and event time precedes them. (Michaelis, 2006) 8learners committed 17 errors of this type.

Past: E,R_S (For example, *She was at home yesterday*; R=yesterday.)

Present perfect: E_S,R (For example, *The crowd has now moved to plaza*; R=now)
(E: Event time, S: Speech time, R: Reference time)

This concept is different in Urdu. **He has arrived yesterday* is an acceptable structure in Urdu but not in English. In Urdu, a sentence can belong to the present perfect tense even when both event time and reference time are in past. According to the time scale of English grammar, the Urdu present perfect tense and the past simple tense have no difference. Unfortunately, as far as the researcher knows, no such time scale has been devised to describe Urdu tense and aspect system. This confusion also affects the understanding of the learners.

Table 11

S. No	Sentence Code	Participants' answers		
		Ajm	Qma	Nva
1	7.25a P3	<i>Mouse maked a wholes in wall.</i>	<i>The mouse maked the hole in wall.</i>	<i>The mouse maid the hole in the wall.</i>

(p. 226)

Nva insisted on this structure being correct presuming that the action had already been completed.

Table 12

Sentence Code	Code Names	Answers
7.26n P3	Aim	<i>The patient did not take medicine.</i>
	Dli	<i>Patient wasnot take(Ved) medicine.</i>
	Ifr	<i>The patient did not took the medicine.</i>
	Mho	<i>The patient did not drink his medicine.</i>
	Nva	<i>Patient taked the medicine.</i>
	Qma	<i>The Patient drinked the medicine.</i>
	Sfa	<i>The patient did not take medicine.</i>

(p. 226)

Table 13

Sentence Code	Code names	answers
7.27p P3	Ajm	<i>Did he leave his village for always.</i>
	Aim	<i>Did he leave the village already.</i>
	Dli	<i>Was he left (Ved) the village for for ever?</i>
	Ifr	<i>Did he leave the village for ever?</i>
	Qma	<i>Did he always leave the village?</i>

(pp. 226-7)

In the Ifr's answer, he seems to have got confused with the presence of both the present and past tense markers in the same Urdu sentence. Sometimes, the present tense meaning prevailed on his mind and sometimes the past tense meaning.

In Qma's answer, he correlated the past tense with the perfectivity marking [a], [i], [e] and in all of them he overlooked the auxiliary [hε]. This cannot be treated as simply the result of lack of concentration. He seems to have applied his Personal Time Scale. His answer in 7.28 is correct. There, he made correct use of the present perfect tense.

Table 14

S. No	Sentence Code	Participants' answers	
		Dli	Mho
1	7.28w P3	<i>Where you was seen (Ved) this man?</i>	<i>Where did you see that man?</i>

(227)

Learners see the completion of an action in both the present perfect tense and the past simple tense. When they get the present perfect tense to translate, their mind remains occupied with the notion of completion an action. Therefore, they translate it into the past simple tense.

Teachers should first give extensive drill in all the variants of the present perfect tense, and then teach the concept of perfect tense in the background of ERS system. In other words, they should start this task with inductive approach and conclude it with deductive approach.

3.3 The Present Perfect Tense Treated as The Past Perfect Tense

A highly individualistic case. Only one participant committed one error of this type.

Table 15

S. No	Sentence Code	Participant's answers
		Sfa
1	7.27p P3	<i>Had he left the village always</i>

(p. 227)

The learner tried to describe both the completion of an action, and the pastness of the sentence.

4 Transfer

Sometimes, learners use L1 features in L2. In the present study, two such areas were discovered: (1) literal translations of certain features; (2) transferring L1 phrase structure or sequence in L2. Though many errors of this type are recorded in the main study, only one belong to the current topic.

Table 16

S. No	Sentence Code	Participant's answers
		Aim
1	7.28w P3	<i>Where you <u>are looked</u> this man?</i>

(p. 241)

Aim said the underlined part was the direct translation of [ˈd̪e.kʰa hɛ]. Please see the gloss.

5 Faulty Parallels

Sometimes, learners try to shape some structure by making it parallel with an old pre-existing structure in their mind. This phenomenon has been observed in two ways: making an L2 combination in imitation of a pre-existing L2 pattern; making an L1 combination in imitation of a pre-existing L1 pattern, and then translating the resulting pattern into English. 2 learners committed 5 errors of this type.

Table 17

S. No	Sentence Code	Participant's answers
		Adb
1	7.25a P3	<i>The rats <u>are to dig up</u> the holes in the wale.</i>

(p. 264)

In his answer, Adb saw the Urdu expression [bəˈna:ne hɛ̃] as if it were parallel to [bəˈnalɪˈjehɛ̃]. He therefore, used *are to* instead of *have*. Please see the following illustration:

<i>banane hain</i> [bə'na:ne hɛ̃]	<i>bena liye hain</i> [bə'na'lije hɛ̃]
bə'na ne hɛ̃	bə'na 'lije hɛ̃
make To are	Make Perf. Are
Are to make	Have made

<i>leni he</i> ['leni hɛ]	<i>le li he</i> ['le li hɛ]
'le Ni hɛ	'le li hɛ
take T is	Take Perf. Is
o	
Is to take	Has taken

<i>dekhni he</i> [ˈdɛkʰni hɛ]	<i>dekhi he</i> [ˈdɛkʰi hɛ]
ˈdɛkʰ ni hɛ	ˈdɛkʰ i hɛ
take to is	See Perf is
Are to see	Has seen

[bə'na:ne hɛ̃]: 'are to make' = [bə'na'lije hɛ̃]: 'have made';
 ['leni hɛ]: 'is to take' = ['le li hɛ]: 'has taken';
 [ˈdɛkʰni hɛ]: 'are to see' = [ˈdɛkʰi hɛ]: 'has seen'.

Table 18

S. No	Sentence Code	Participants' answers	
		Adb	Sah
1	7.26n P3	<i>The patient <u>is to</u> take the medicine.</i> Same reason as Abd 7.25a P3 above.	
2	7.27p P3	<i><u>Is he to</u> leave the village forever?</i> Same reason as Abd 7.25a P3 above.	<i>Has he <u>leaved</u> the village for good?</i> Sah tried to make regular of an irregular verb.
3	7.28w P3	<i>Where <u>are you to</u> see this person?</i> Same reason as Abd 7.25a P3 above.	

(p. 264)

6. Intensification

The situation in which the same tense is repeated in the same clause by inserting an extra finite verb. Among learners, this tendency has been observed in the use of the past simple, the past perfect, and the future perfect tenses (Khurshid, 2010; 2016, July-August). 2 learners committed 4 errors of this type. For example,

Table 19

S. No	Sentence Code	Participants' answers	
		Dli	Ifr
1	7.26n P3	<i>Patient <u>wasnot take</u> (Ved) medicine.</i>	<i>The patient <u>did not took</u> the medicine</i>
		Both Dli and Ifr said they had used Ved form 'took' to magnify the sense of the past tense auxiliary 'did'.	
2	7.27p P3	<i><u>Was he left</u> (Ved) the village for for ever?</i>	
3	7.28w P3	<i>Where you <u>was seen</u> (Ved) this man?</i> Dli admitted that they had tried to Intensify pastness in the last two sentences.	

(p. 265)

Just as in some languages, the use of double negative is acceptable as a technique of emphasizing, but not in the standard English. In the same way, neither the use of double past tense marker is acceptable in English nor the intensification of perfective aspect.

Extensive and combined oral and written drills in the four basic structures of all the tenses, affirmative, negative, polarity interrogative, wh- interrogative. Now let's summarize the above data and see with what frequency different types of errors appeared in different areas of the tense under discussion. See the table below.

Table 20

S. No↓	Q. No →	7.25a P3	7.26n P3	7.27p P3	7.28w P3	Errors/Learners	Total	G. Total
	Error No ↓							
1	1	1/1	3/3	2/2	1/1	-	-	07/05
	2							10/07
	2.1						06/05	
2	2.1.1	-	2/2	-	-	2/2		
3	2.1.2	1/1	1/1	-	1/1	3/2		
4	2.1.3	-	1/1	-	-	1/1		
	2.2						04/03	
5	2.2.1	1/1	-	-	-	1/1		
6	2.2.2	-	1/1	1/1	1/1	3/2		
	3							27/13
7	3.1	2/2	-	2/2	5/5	-	9/8	
8	3.2	3/3	7/7	5/5	2/2	-	17/8	
9	3.3	-	-	1/1	-	-	1/1	
10	4	-	-	-	1/1	-	-	1/1
11	5	1/1	1/1	2/2	1/1	-	-	5/2
12	6	-	2/2	1/1	1/1	-	-	4/2
Total	-	09/08	18/13	14/11	13/10	-	-	54/18
Correct		-	-	04	02	-	-	06
Skipped		-	02	04	02	-	-	08
Un-defined		02	Nil	03	01	-	-	06

As illustrated in the above table, 05 learners committed 07 errors of one-to-one correlation of Urdu and English auxiliaries and/or suffixes. 07 learners committed 10 errors of faulty collocations. 13 learners committed 27 errors because of confusion of Urdu and English time scales. 1 learner committed 1 error as a result of word for word translation. 2 learners committed 5 errors because they tried to shape a structure like some other familiar structure. 2 learners committed 4 errors in an effort to intensify perfective aspect. Total 18 out of 25 learners committed 54 errors in their usage of the present perfect tense.

8 learners committed 9 errors in the affirmative sentences; 13 committed 18 errors in the negative sentences; 11 committed 14 errors in yes/no questions; 10 committed 13 errors in the wh questions.

The learners made mistakes because of faulty concepts, and vague concepts. The faulty concepts were pseudo cognates, faulty sequences and co-occurrences, and intensification of aspect. The vague concepts were confusions of the two timescales, and parallelism. The above data of errors can't be described with the help of the existing terms in EA literature like over generalization and transfer. Learners have very subtle confusions. Some of them can be eliminated by memorization and oral practice, and others by teaching the concepts of Event time, Speech time, and Reporting time (ESR) (Michaelis, 2006).

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